

A STUDY OF THE DEVELOPMENT OF BUSINESS
EDUCATION IN THE REGULAR HIGH
SCHOOLS OF NOVA SCOTIA
FROM 1961 TO 1975

A Thesis Written in Partial
Fulfillment of the Requirements for the
Degree of Master of Arts

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Saint Mary's University, 1976

The Purpose of the Study

This study had a two-fold purpose:

1. To trace the development and growth of business education in the regular high schools of Nova Scotia for the period from 1961-62 to 1974-75, and
2. Based on such developments, to bring to light specific trends that defined more clearly the future make-up and role of business education as a part of the regular high school curriculum.

Procedures

The study was begun in January 1974 with the construction and mailing of questionnaires to each of fifty-four regular high schools in Nova Scotia which were offering business programs or subjects as of the school year 1973-74. A total of forty-seven questionnaires were returned, which represented 87 per cent of the total number of schools surveyed.

Statistical data, relating to enrollments in one- and two-year business programs, was arranged in graphic and tabular form and analyzed to determine enrollment trends in each county as well as for the Province as a whole. Data dealing with elective business subjects was also studied to establish enrollment trends for each of thirteen subject areas.

Conclusions

The findings of this study support the following conclusions:

1. The period from 1961 to 1975 was a time of major expansion and growth for the business education curriculum in the regular high schools of Nova Scotia.
2. A major cause of the growth of the business curriculum, for the past nine years, can be traced to the special financial arrangements made between the Federal and Provincial governments in 1966 that were designed to encourage the spread of vocational education in the regular high schools.
3. The future role of business education in the regular high schools will be focused on the continued promotion and development of business subjects as elective course offerings. As a result, the general decline experienced by the five major business programs after 1970 should continue in the near future.
4. The one-year stenographic and two-year clerical programs were the strongest business programs in terms of the overall enrollment levels achieved during the period studied.

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CHAPTER 1

INTRODUCTION

A. Purpose and General Content

This study has a two-fold purpose:

1. To trace the development and growth of business education, in the regular high schools of Nova Scotia, for the period from 1961-62 to 1974-75, and

2. Based on such developments, to bring to light specific trends that will define more clearly the future make-up and role of business education as a part of the regular high school curriculum.

The study will begin, in chapter 2, with a description of the province-wide developments in business education for the school years 1961-62 to 1965-66. A major part of this description will focus on the work of the Provincial Business Education Curriculum Committee and their efforts to revise, update and broaden the curriculum content of business programs and subject offerings. Also included here will be data relating to the gradual increase in the number of regular high schools to offer full-time business programs across the province and a sampling of enrollments in selected program areas.

Chapter 3 will follow with an examination of developments and trends in the full-time business programs for all those counties and urban centers in Nova Scotia which were offering a business curriculum in their regular high schools during the period from 1966-67 to 1974-75. These developments will be reported in conjunction with a detailed

analysis of program enrollments, compiled for each year of the nine-year period outlined above and will be presented in graphic form for each of the geographical areas concerned.

The concluding section of this chapter will give special attention to an analysis of the overall, province-wide trends in each of five, full-time business programs.

Chapter 4 will deal with the development and growth, in the regular high schools, of individual business subjects offered on an elective basis, for the period from 1961-62 to 1974-75. The rate of growth of the elective business subjects will be shown both in terms of the increase in the number of schools to offer such subjects and in terms of increased subject enrollments, for selected years. Additional parts of the chapter will make a detailed examination of enrollment trends in specific subject areas and give a brief description of the educational objectives of the business education curriculum, based on this study's survey of the schools.

Chapter 5 will trace the major changes that took place in the administration and financing of business education from 1961 to the present. Included, will be a brief description of how the present administrative structure gradually evolved, at both the local and provincial levels as well as a detailed analysis of the duties and responsibilities of those directly concerned with the administration of business education on each of the two levels.

That part of the chapter dealing with financing will give special attention to answering these questions:

(a) How was business education financed in the regular high schools from 1961-62 to the end of the school year 1965-66?

(b) What was the exact nature of the special financial arrangements between the Federal and Provincial governments that accelerated the rate of growth of business education in the regular high schools from 1966-67 to 1971-72?

(c) What are the present financial arrangements and what changes can be expected for the future?

The concluding chapter of the study will summarize the main points and draw some conclusions concerning the future role of business education as a part of the regular high school system of Nova Scotia.

B. Scope of the Study

The scope of this study has been limited to an analysis of the development of business education in the regular high schools of Nova Scotia. As a result, similar developments that have taken place in the regional vocational schools during the same period covered by this study, have been excluded.

The exclusion of the vocational schools arises, in part, from the fact that the general development of vocational education in the Province has already been dealt with in a study completed in 1965.¹ In addition, since 1961, a much greater portion of the rapid growth of business education in Nova Scotia has occurred in the regular high school. The extent and magnitude of that growth has, in turn, provided more than sufficient data to form the basis of an in-depth study.

Finally, the author has been teaching business education in the regular high schools for the past six years and therefore has a greater

¹James E. Deagle, "The Development of Vocational Education in Nova Scotia" (Master's thesis, St. Francis Xavier University, 1965).

interest in its development and future role in that environment.

The school year 1961-62 was chosen as a starting point for the study because in that year two developments occurred which were to have a major influence on the growth that business education was to experience from 1961 to 1975.

The first of these developments was the formation of a business education curriculum committee, at the provincial level, to review, revise and update existing programs and course outlines across the Province. This committee was the first of its kind to be established since the late 1930's and the deliberations in the years that followed its formation were to produce a number of changes and additions to the business education curriculum content.

The second development took place in the fall of 1961 when the government of the day and the Department of Education decided to pilot, in four Nova Scotia high schools, a special three-year program which was primarily intended to meet the needs of those students not wishing to attend university.² The pilot project represented the first step in the Department's efforts to achieve a general broadening of the senior high school curriculum and the eventual full implementation of a comprehensive high school system. The basic philosophy of the comprehensive high school provides that, where possible, the school's program of studies should be broad enough to meet and satisfy the individual needs and abilities of all its students. Such a program, as envisioned by the Department of Education, would be divided into three major areas: (1) university preparatory, (2) general courses for those not wishing to

²Nova Scotia Department of Education, "A Secondary School Program for the Province of Nova Scotia," Education Office Gazette (Halifax: Queen's Printer, June, 1962), p. 3.

attend university, and (3) business or commercial education to prepare students for direct employment.

The inclusion of business education as a part of the comprehensive program of studies was of particular significance for its future growth since as a result, it would receive direct support and encouragement from the Department of Education to establish it firmly as a major option for regular high school students in all parts of the Province.

C. Sources

The primary sources of data for this study are:

1. The official minutes of the Provincial Business Education Curriculum Committee for the period from 1961 to the end of the school year 1974-75
2. Operational grant forms, files and correspondence located in the office of the Consultant for Business Education, Department of Education
3. Questionnaire returns received from forty-seven of fifty-four regular high schools in Nova Scotia which were offering business programs or subjects as of the school year 1973-74

In addition, the official publications of the Department of Education were used to supplement and in some cases expand on the data obtained from the sources cited above.

D. Procedures

This study was begun in January 1974, with the construction and mailing of questionnaires to each of fifty-four regular high schools in Nova Scotia which were offering business programs or subjects as of the

school year 1973-74. In each case, the questionnaire was sent to and filled out by the business education department head, or by a senior staff member. In those instances where the size of the department did not justify a department head position. A total of forty-seven of fifty-four were returned, which represented 87 per cent of the total number of schools surveyed.

The questionnaire returns contained data on types of business programs and elective subjects offered, subjects dropped and why, administrative duties of department heads, and educational objectives (see appendix H for copy of questionnaire).

The data that was obtained from that part of the questionnaire dealing with full-time business programs was used to verify similar data as taken from the files of the office of the Consultant for Business Education, Mr. Robert Cochran.

In general, the information appearing in this study has been arranged in both graphic and tabular form accompanied by narration.

E. Definition of Terms

For the purposes of the study a "full-time business program" is a program of studies that consists of 50 per cent or more business subjects.

An "elective business subject" is one which a particular high school offers to all its students and where the only limitations may be prerequisite requirements or grade level restrictions.

CHAPTER 2

THE DEVELOPMENT OF BUSINESS EDUCATION IN THE REGULAR HIGH SCHOOLS FROM 1961-62 TO 1965-66

A. Programs and Curriculum

On October 17, 1961, Dr. Allan B. Morrison, the then Chief Supervisor of Curriculum and Research for the Department of Education, issued a notice for the first meeting of the Committee on Commercial Studies.³ The tentative agenda set for that meeting included the "... classification of the purposes of commercial education and a critical examination of the scope, sequence and standards of present programs."⁴

The members of the Committee felt, at that time, that the business courses must provide a broad business and economic foundation for the student and asserted that the objectives of the business programs should be two-fold: "to develop knowledge and understanding of business economics especially in Canada; and to develop skills."⁵

³Nova Scotia Department of Education, Minutes of Meetings of the Business Education Curriculum Committee, "Notice of Meeting," October 17, 1961 (Typewritten).

⁴Nova Scotia Department of Education, Minutes of Meetings of the Business Education Curriculum Committee, 1961-65, meeting of 21 October 1961 (Typewritten).

⁵Ibid.

As part of their task of examining existing programs the Committee immediately decided to prepare a tentative curriculum structure for the one-year business program as well as a new two-year integrated program. There was, of course, prior to this, a standard syllabus for commercial programs and subjects already established. However, the one being used was, even in 1961, badly in need of some revision and updating and in fact, had never been changed since it was first outlined in the May 1942 issue of the Journal of Education. In that publication were listed the general regulations for recognition of "special subjects" (commercial subjects were so designated at that time) for high school credit, a detailed syllabus for seven business subjects, and a syllabus for a one-year stenographic and one-year accounting programs.⁶ This syllabus continued to be the only basic guide until the results of the Committee's work became effective in 1964.

In order to provide the Committee with some factual information for their "critical examination" of the business courses being offered and to assist in their task of revision, a questionnaire was prepared and sent to business teachers in each of nineteen regular high schools in the Province (see appendix A for copy of original questionnaire). The content of the questionnaire was comprehensive in nature, and asked for special information relating to courses, teachers, enrollments, and equipment.

By January, 1962 the members of the Committee had organized the data received from the questionnaire returns and summarized it in a report (see copy in appendix B). The information contained in the report was actually based on the returns received from fifteen of the nineteen

⁶Nova Scotia Department of Education, Education Office Gazette (September, 1954), p. 15.

schools surveyed. Two of the remaining four were found not to be teaching business courses at that time, a third return arrived too late to be included in the report and one return was too incomplete to be of any use.

Since the survey of the schools indicated that the majority were teaching the one-year business programs, the Committee decided to concentrate on the preparation of a tentative curriculum for the one-year stenographic and accounting program and take up the matter of a two-year program at a future date.

After approximately twenty-one months of hard work and several meetings the Curriculum Committee was ready to submit to Dr. Morrison and the Department of Education its final recommendation for the new, revised syllabus to be used for the one-year stenography and accounting programs. The recommendations were:

1. That a regulated one-year program in business education be adopted by the Department (this program was designed for students who had completed an academic Grade XI course)

2. That the program of studies consist of:

- A. Stenography (made up of the following subjects)

Shorthand and transcription

Typing and Office Practice

Bookkeeping and Business Mathematics

English, Spelling and Correspondence

Office Procedures (theory)

Business and Economic Problems

Physical Education

Special Activity

B. Accounting (made up of following subjects)

Bookkeeping and Business Mathematics

Typing and Office Practice

Law

English, Spelling and Correspondence

Office Procedures (theory)

Business and Economic Problems

Physical Education

Special Activity

3. That the attached list of texts be approved for use in this program; and

4. That the pass mark for all subjects be 50 per cent⁷

This program of studies received final approval and recognition by the Department of Education in 1964 and was published as part of the Department's official Program of Studies for the school year 1964-65.

The new, revised curriculum set up by the Committee made a number of changes and additions in the older syllabus. In both the one-year stenographic and accounting programs, the Committee added the following new courses to the original structure: a course in Office Procedures (theory) and a course in Business and Economic Problems. The addition of the last course mentioned was consistent with the Committee's view that business education should promote a better understanding of business economics, especially in Canada. The book recommended for the new course and eventually used was a Canadian publication written by a

⁷Nova Scotia Department of Education, Minutes of Meetings of the Business Education Curriculum Committee, 1961-65, meeting of 18-19 October 1963 (Typewritten).

Canadian author. In addition, many of the texts recommended for use were either revised editions of former texts or completely new and updated.

In the area of marking and evaluation, the Committee's recommendations also represented a distinct change. The earlier curriculum structure did not allow a high school credit to be given for a commercial course unless a mark of 75 per cent or more was achieved (in the case of Shorthand a pass mark of 90 per cent was required). The reasoning of the Committee in recommending the change to 50 per cent was based on their desire to have the marking system of business subjects conform with the standards already in use in the regular, academic high schools. Further, the Committee believed that the change would not result in a lowering of standards but, ". . . merely involve an adjustment in the marking."⁸

The recommendation to change the pass mark was not to be put in effect until the two-year business programs were ready. The Chief Supervisor of Curriculum and Research, Dr. Morrison, thought that such a delay was necessary in order to avoid ". . . considerable confusion in respect to what various marks mean in the one- and two-year courses."⁹ However, it was finally made official by January, 1966, and the Department of Education, in order to facilitate the conversion of marks from the old to the new standards, provided a set of grading scales for the schools concerned. These scales could be used to convert from the

⁸Ibid.

⁹Dr. Allan B. Morrison, Chief Supervisor of Curriculum and Research to the Members of the Business Education Committee, 8 November 1963, Minute Book of the Business Education Curriculum Committee, Office of the Business Education Consultant, Halifax (Type-written).

90 and 75 per cent grades to the 50 per cent grade equivalent.¹⁰ (a copy of the scales is provided in appendix C).

Finally, it should be noted that the Committee's recommendation that the one-year business courses be offered to students who had a complete grade eleven pass represented somewhat of a change in their own original intentions that the courses be taken only by pupils "who were first successful in acquiring Grade XII matriculation."¹¹ The requirement of grade twelve matriculation would, however, have had the effect of limiting, to a large degree, the number of students who would be eligible to take the programs, and therefore was not considered practical.¹² By 1966, many schools were allowed to offer the one-year programs over two years.

Following the completion of their work on the one-year programs in October, 1963, the Committee turned its attention to the development of a completely new two-year clerical program. This particular program was intended to involve, ". . . the strengthening of the fundamental skills, learning procedures and methods as applied to the office and the acquiring of specialized skills and technical office knowledge."¹³

Further, this program was not to interfere with or replace the one-year courses in stenography or accounting which some schools were

¹⁰Nova Scotia Department of Education, "Curriculum Notes," Education Office Gazette (January, 1966), pp. 34-35.

¹¹Colleen Williams, "The Development of Business Education in Halifax Public and Private Schools" (Master's thesis, St. Mary's University, 1969), p. 70.

¹²Interview with Mr. Thomas Sullivan, Director of Business Education for Halifax City, Halifax, Nova Scotia, February 15, 1974 (Mr. Sullivan was Chairman of the Curriculum Committee from 1961 to 1964).

¹³Nova Scotia Department of Education, Minutes of Meetings of the Business Education Curriculum Committee, 1961-65, meeting of 10-11 April, 1964 (Typewritten).

operating over a two-year period. The two-year clerical program was designed for pupils who had successfully completed grade ten and who would be preparing themselves for general clerical occupations. The courses to be included in the two-year clerical program were as follows:

First Year (Grade 11)

<u>Courses</u>	<u>Time Allotment</u>
English (General or university preparatory)	18-21%
History (General or university preparatory)	12-15%
Typewriting (211)	15-18%
Business Mathematics	12-15%
General Business	9%
Office Practice	9%
Cultural Development	6%
Physical Education	3%
Library	3%

Second Year (Grade 12)

<u>Courses</u>	<u>Time-Allotment</u>
English (General or university preparatory)	18-21%
Modern World Problems	12-15%
Typewriting (212)	15-18%
Business English	12-15%
Record Keeping	9%
Office Practice (212)	9%
Cultural Development	6%
Physical Education	3%
Library	3%

The syllabus, as outlined above, was completed by the Committee by December, 1965 and was formally introduced as part of the regular high school program in September, 1966. The only change from the original outline of the Committee involved changing the words "cultural

Development" to read simply "activities," in the Department's Program of Studies. For the Committee, cultural development was intended to include such activities as art and music appreciation.¹⁴

In addition to the two-year clerical program, the Committee, as far back as August, 1962, had been discussing the introduction of a one-year clerical course. At that time, it was felt that such a program was ". . . necessary for those students who did not have a complete grade eleven and who would find the Shorthand too difficult."¹⁵ The basic outline and content of the one-year clerical program would be similar to that of the one-year stenographic, with the exception of Shorthand, which would be replaced by extra filing, machine practice, and typing.

However, despite these earlier discussions, the Committee, more than a year later, made no mention at all of the one-year clerical program in their recommendations to the Department concerning one-year business courses. In addition, the program was not officially outlined in the Department's Program of Studies until the school year 1972-73, where it appeared along with the one-year stenographic and accounting courses under the general heading of "special one-year business education."¹⁶

Nevertheless, questionnaire returns from the various schools indicated that in many cases there were regular high schools in the Province that were offering a one-year clerical program at least six years prior to the official notice given by the Department in 1972.

¹⁴ Ibid.

¹⁵ Ibid., 27-29 August, 1962, p. 2.

¹⁶ Nova Scotia Department of Education, "Special One-Year Business Education," Program of Studies (1972-73), p. 2.

B. Schools and Enrollments

In an earlier part of this chapter it was noted that the Business Education Curriculum Committee, in the school year 1961-62, made a survey of nineteen regular high schools in the Province which were thought to be offering a business curriculum. However, based on the survey returns, the Committee reported that as of 1961-62, there were only a total of sixteen regular high schools in Nova Scotia teaching business courses or programs. Additional surveys and research done for this study show that, in fact, the number of regular high schools offering business courses at the time, was twenty. Table 1 lists the twenty schools and the courses each of them offered.

It can be seen from table 1 that the two major program offerings, at the time, were the one- and two-year stenographic programs, each of which was being offered by an equal number of schools. In addition, there were two schools which were offering the one-year accounting program along with a stenographic course.

The courses being offered by Digby Regional High and South Colchester could not be determined with any degree of certainty because neither of their questionnaires was included as part of the Committee's summary of the data.¹⁷ The author's survey was unable to produce any additional data concerning these schools since Digby's questionnaire was never returned and by 1973, South Colchester was no longer offering any business programs or courses of any kind.

An additional school that was reported by the Committee to have been operating a one-year stenographic program in 1961 was Mount

¹⁷Digby's questionnaire had arrived too late to be included in the summary and South Colchester's was considered too vague to be of any use.

TABLE 1
 REGULAR HIGH SCHOOLS TEACHING BUSINESS COURSES IN
 NOVA SCOTIA FOR THE SCHOOL YEAR 1961-62

School	Business Course Offered (1961)
Bridgetown Regional High	One-year stenographic and accounting
Claire District High*	One-year stenographic
Digby Regional High	(course unknown)
East Pictou Rural High*	One-year stenographic
Hants East Rural High	One-year stenographic
Hants West Rural High	One-year stenographic
Holy Redeemer	Two-year stenographic
Horton District High	Two-year stenographic
Liverpool Regional High	Two-year stenographic
MacDonald High	Two-year stenographic
Mabou Consolidated High*	One-year stenographic
Middleton Regional High	One-year stenographic and accounting
Morrison High	Two-year stenographic
North Colchester High	Two-year stenographic
Riverview High	Two-year stenographic
Shelburne Regional High	One-year stenographic
South Colchester High	(course unknown)
Sydney Academy	Two-year stenographic
West Kings District High	Two-year stenographic
West Pictou District High*	One-year stenographic

*These schools were added to the Committee's original list by the author.

Saint Vincent Academy. However, this school was excluded from the list in table 1, by the author, because it was considered to be a privately run institution, supported by tuition fees and not a regular, public high school.

In the period following the school year 1961-62 until the end of the school year 1965-66, an additional twelve regular high schools began offering business programs; eight of which were operating the one-year program and four of which offered the two-year program.¹⁸

The statistics presented here with respect to enrollments in business programs are not complete. They represent, at best, a sampling of the actual figures from 1961-62 to 1965-66. During this period, there was no central agency at the Provincial level, collecting enrollment figures for business programs in a separate category by itself, as there was by 1966 with the appointment of the Inspector of Business Education. Also, had the questionnaires included a section asking for enrollments in specific programs for the period, returns would have been delayed too long to be of any use. This, in turn, would have caused the loss of much more important information in a number of areas other than enrollments. Indeed, a second mailing was necessary to get the 87 per cent return for the questionnaires as they are presently constructed, and the inclusion of an additional section may have substantially reduced that percentage return.

Finally, the one central source of enrollment statistics for the schools, the Department's annual report, proved to be both inaccurate

¹⁸The twelve schools were distributed among seven counties in the Province and included the following: Cobequid Educational Centre, St. Anne du Ruisseau Consolidated High, Amherst Regional High, River Hebert High, Hants East Rural High, Windsor Regional High, Stellarton High, Donkin-Morien District High, Thompson High, Reserve District High, Oxford Regional High, Inverness High.

and incomplete upon closer investigation. Generally, they reported figures for the "special one-year business program" separate from those for the other high school grades. However, when these reported enrollments were examined for each of the school years from 1961-62 to 1965-66, it was discovered that they failed to include any figures for more than half of the actual number of schools known to be offering a one-year program, at the time. Some additional inquiries made to the Research Division of the Department provided a probable cause of this discrepancy.

From 1961 to 1965, individual schools were given the option of reporting student enrollments for business courses under the grade twelve classification. Therefore, it is assumed that a number of schools chose such a procedure and since such enrollments would then be combined with all other grade twelve enrollments including academic, it then became impossible to arrive at any accurate estimate from the annual reports.

Despite the difficulties encountered with these reports, a second source, the survey of the schools conducted by the Business Education Curriculum Committee in 1961, provides a reasonably complete assessment of what total enrollments in business were for the school year 1961-62.

The Committee received returns from sixteen out of a total of twenty regular high schools which were, at the time, teaching business programs of one kind or another across the Province. Their figures indicate that a combined total of 539 students were enrolled in one or two-year business programs at these schools. In addition, since the number of schools offering business programs had increased by 60 per cent in 1965 (from 20 to 32 schools), an equivalent percentage increase

in enrollments would have expanded the total to a figure somewhere between eight to nine hundred students by the end of the school year 1965-66.

Finally, it should be noted that the role of the Business Education Curriculum Committee in program and curriculum development did not end in 1965 with the completion of their work on the one-year stenographic and accounting programs and two-year clerical program. During the years that followed, the Committee was to finalize and introduce the basic outline for the one-year clerical program and to establish a curriculum structure for the special three-year majors in stenography, clerical and accounting.¹⁹

Generally, since 1965, there has been a shift in emphasis with the attention of the Committee focused, to a greater degree than before, on the promotion and development of individual business subjects while, at the same time, the emphasis being placed on the further development of the "full-time programs" has diminished.

¹⁹Since their introduction in 1972, eight high schools have adopted the three-year majors, with some of these using the majors to replace the traditional two-year programs in the clerical and stenographic areas.

CHAPTER 3

THE DEVELOPMENT OF FULL-TIME BUSINESS PROGRAMS IN SPECIFIC AREAS OF NOVA SCOTIA FROM 1966-67 TO 1974-75²⁰

A. Program Development and Trends in the Counties of Annapolis, Antigonish, Cape Breton, Colchester and the Districts of Argyle and Claire

The County of Annapolis

At the present time, there are three schools offering full-time business programs and elective business courses in Annapolis County. Those schools are Annapolis Royal Regional High, Bridgetown Regional High and Middleton Regional High. Both Bridgetown Regional and Middleton were offering business programs prior to 1961 while Annapolis Royal began doing so in the school year 1966-67.

According to the returns, the full-time programs being offered included the one-year stenographic, accounting and clerical programs. Bridgetown Regional High offers all three of these programs while Annapolis Royal and Middleton offer the one-year stenographic, one-year clerical and one-year stenographic, one-year accounting programs,

²⁰The enrollment figures arranged in graphs in this chapter were obtained from two sources: first, figures from 1966-67 to the end of the 1971-72 school year were compiled from special grant forms sent by the schools to the Consultant for Business Education and which listed each student's name and the program he or she was taking, and second, statistics for the years 1972-73 to 1974-75 were compiled from a form prepared by the Consultant, on which each school listed total enrollments in each program. In all cases, the figures represent enrollments at the beginning of each school year.

respectively. In addition, Middleton had a two-year clerical program for two years, from 1968 to 1970.

Figure 1, on page 22, shows the total enrollments for all of the above programs in all three schools for each year from 1966-67 to 1974-75. From 1966-67 to the school year 1967-68, enrollments increased to a total of seventy-four students, due largely to a 25 per cent increase in one-year stenographic enrollments. Total enrollments then began a gradual decline from 1967-68 to the end of 1970-71, which can be attributed to a decrease in one-year stenographic and accounting programs of 28 and 50 per cent respectively. The overall effect of the percentage decreases in the individual programs during this period was modified somewhat by the introduction in 1968-69 of a two-year clerical course at Middleton Regional High. However, by the end of the school year 1969-70, the two-year clerical had been dropped because students were indicating a preference for Shorthand, which was not included as part of the clerical program, and teachers were generally unhappy with the quality of student entering the program and felt the one-year program to be of more value to the student.

Increases in both the one-year stenographic and accounting programs were responsible for the overall increase shown from 1970-71 to 1972-73. In 1972-73, total enrollments stood at seventy-eight students. However, in 1972, the one-year accounting program was dropped at Annapolis Royal due to insufficient student enrollments and as such, was partly responsible for the decline in total enrollments over the remaining two years. In addition, a 23 per cent decrease in one-year stenographic enrollments from 1972-73 levels had a major effect.

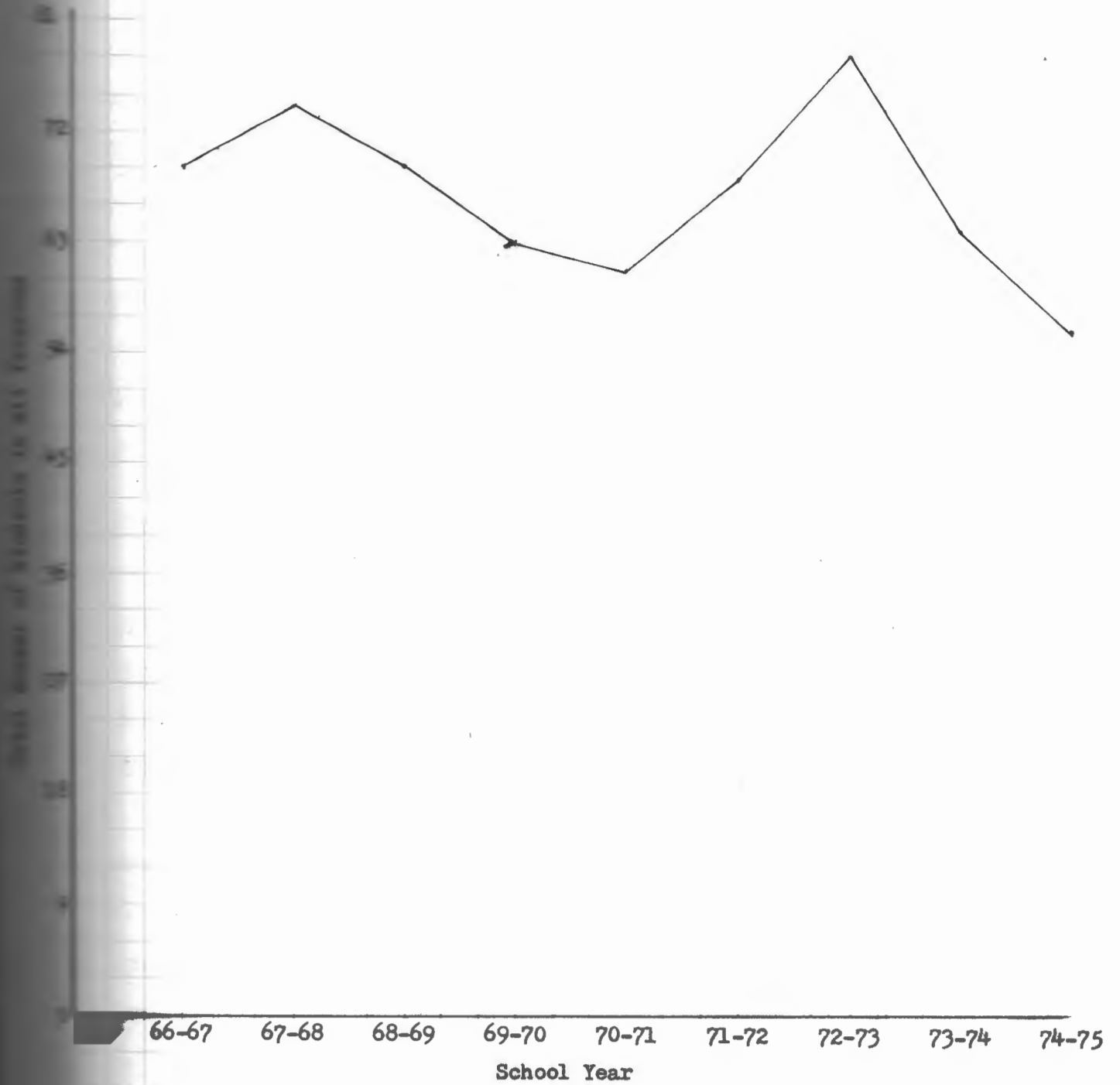


FIGURE 1
TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF ANNAPOLIS

Local trends. Figure 1 indicates a definite trend towards a period of decline in overall enrollments for the full-time programs, for the immediate future, at least. This trend is further supported by the fact that, at present, only the one-year stenographic and one-year accounting programs are still operating while both the one- and two-year clerical programs have been dropped. Of the two remaining programs, the one-year stenographic has shown itself to be the most stable and most consistent in terms of enrollment over the nine-year period and is the most likely of the two to survive any prolonged period of decline.

The County of Antigonish

In the school year 1966-67, St. Andrew's Rural High was the only regular high school offering business programs in Antigonish County. However, by 1970, all business programs and courses were being offered at the Antigonish Regional High School and the programs at St. Andrew's had been phased out.

At present, Antigonish Regional High is operating a one-year stenographic and clerical program.

The enrollment graph (figure 2) for Antigonish County shows no change from 1966-67 to 1967-68. The slight increase in the following year was a direct result of increases in the one-year stenographic program. The rather sharp increase in total enrollments from 1969-70 to 1971-72 is accounted for by the introduction, during this period, of the one-year clerical and accounting programs. However, after 1971-72, the one-year accounting program was dropped because of insufficient student enrollments. This accounts for the decrease from 1971-72 to

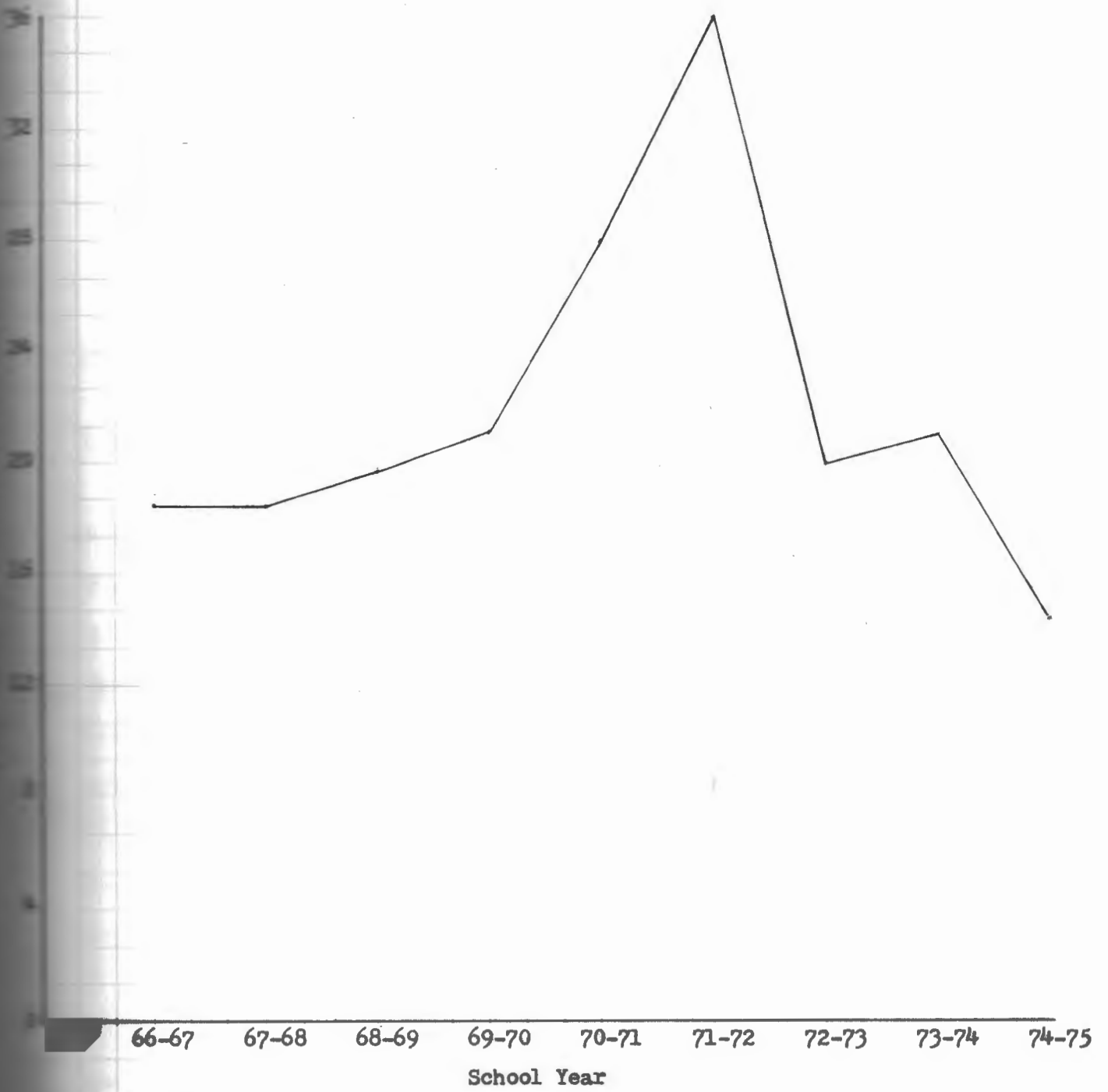


FIGURE 2

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF ANTIGONISH

1972-73. The one-year stenographic program increased slightly in 1973-74 but declined to a greater extent the following year.

Local trends. The graph shows a decreasing enrollment trend for the future. Total enrollments in the one-year stenographic in 1974-75 were reported to be only thirteen students and in the one-year clerical, one student.

Again, as was the case with Annapolis County, the one-year stenographic has been the most stable and active of the programs offered.

The County of Cape Breton

In the school year 1973-74, there were a total of eleven regular high schools offering business education programs and courses in the County of Cape Breton. Questionnaire returns were received from eight of the eleven schools and included the following: Reserve District High, Thompson High, Donkin-Morien District High, Riverview High, Sydney Mines, Sydney Academy, MacDonald High, and Breton Education Centre. No returns were received from Holy Angels High, Morrison High and St. Michael's. However, the enrollment statistics presented in figure 3 are based on data compiled for all eleven of the above-named schools, as obtained from the files of the Business Education Consultant for the Department.

Prior to 1966, there were only three schools - Riverview High, MacDonald High, and Sydney Academy - offering business programs. By the school year 1966-67, the number had increased to ten schools and by 1970 to eleven, with the opening of Breton Educational Centre.

The total yearly enrollments, as depicted in figure 3 (page 26), for Cape Breton County, are primarily the result of figures reported for the two-year stenographic and two-year clerical programs, only. All of the eleven schools in the County offer either one or both of the two-year

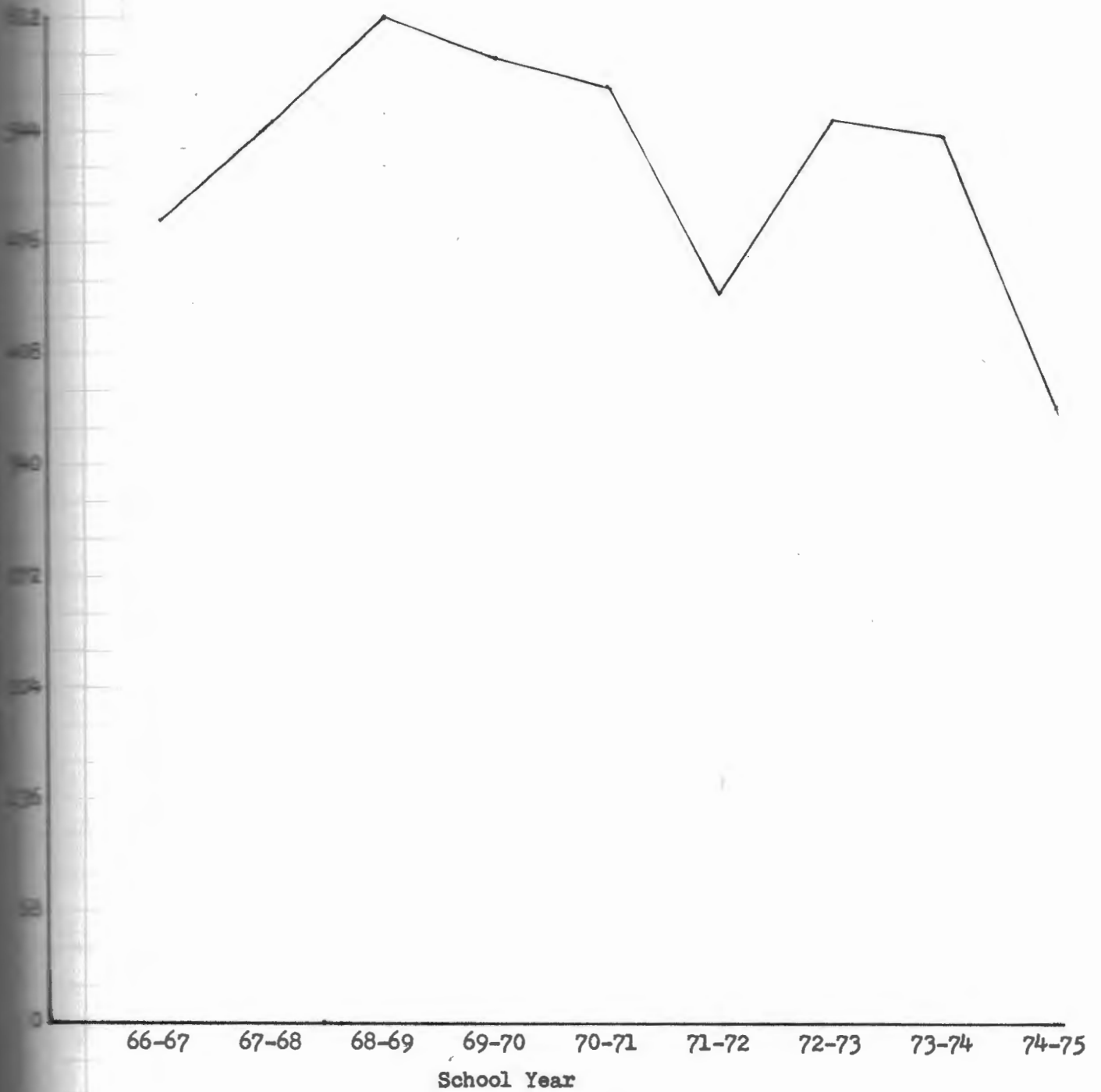


FIGURE 3
TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF CAPE BRETON

programs, at present, and with only one exception, have never offered any of the one-year programs in the past nine years. The exception referred to was Holy Angels, which reported fifteen students enrolled in a one-year stenographic program in 1973-74. Prior to 1966, Sydney Academy had a one-year stenographic program but reported enrollments in the two-year category only, from 1966 to the present.

Figure 3 shows, that in the three-year period from 1966-67 to 1968-69, there was a steady increase in total enrollments in the programs from a total of 491 students in 1966 to a high for the nine-year period of 612 students in 1968. The major cause of the increase can be attributed to the expansion of the two-year clerical program which more than doubled its numbers from ninety-five students in 1966 to 203 students in 1968. In turn, a large part of the expansion of the two-year clerical course, at this time, came as a result of its inclusion as part of the program of studies at Sydney Academy, which is one of the two largest schools in the County in terms of enrollments.

From 1968-69 to 1970-71, enrollments began to decrease, gradually at first, but followed with a more pronounced decline from 1970-71 to 1971-72. In the school year 1971-72, total enrollments stood at 471 students, representing an overall decrease of 141 from 1968-69 levels. All of this decrease was due to a decline in two-year stenographic enrollments of approximately 43 per cent. At the same time, the two-year clerical enrollments actually showed a percentage increase of 13 per cent over 1968.

Both the two-year stenographic and two-year clerical programs increased their enrollments in 1972-73 and total enrollments increased by approximately 25 per cent. No significant change occurred in

enrollments the following year but by the present school year, program enrollments had declined to their lowest point in nine years and stood at 378 students. The greatest percentage of the decrease (42 per cent) resulted from decreases in the two-year clerical program. The remaining part of the overall decrease is accounted for by the disappearance of a small one-year stenographic enrollment and two-year accounting enrollment reported in the previous year.

Local trends. With total enrollments at their lowest level since 1966, it would appear likely that the recent decreases will continue, or at best, stabilize. Whether or not total program enrollments begin to increase, in the immediate future, may well depend on the widespread establishment of programs other than those being offered, such as the one-year programs. A second option would be to extend the present programs over a three-year period, as has been done in some areas of the Province already. This would then allow more students to take the programs and generally broaden the enrollment base.

The County of Colchester

Colchester County, in 1966, had a total of four regular high schools offering business education programs and subjects. These were the Truro Business School, North Colchester High, South Colchester High and Central Colchester High. All continued to offer the full-time business programs until the end of the school year 1969-70. By the beginning of the school year 1970-71, all of the business programs had been phased out at Truro, North and Central Colchester, and the students in the areas served by these schools were going to the new Cobequid Educational Centre which was constructed as part of a plan to amalgamate

school boards and services in the general area. South Colchester High continued to operate its programs for one more year, but by 1971-72, these too were discontinued and transferred to the Cobequid Educational Centre, which then became the only regular high school in Colchester County offering business courses and programs.

Figure 4 shows an increase in total enrollments from 1966 to 1967, which was due to the doubling of one-year clerical enrollments and the introduction of a two-year clerical program for the first time. The magnitude of the increase was greatly reduced by the decreases experienced by both the one- and two-year stenographic programs.

Total enrollments changed very little in the year following. However, in terms of individual programs, there was an increase of 50 per cent in two-year clerical enrollments, which was largely offset by the phasing out of the one-year clerical program. From 1968-69 to 1970-71, total program enrollments rose from 118 students to 144 students. This overall increase, the largest in the nine-year period, can be accounted for by increases of 37 per cent in the one-year stenographic program, 14 per cent in the two-year clerical program, and the introduction of a one-year accounting program which had not been active for the previous two years.

It is interesting to note, as shown by figure 4, that the period of greatest increase was followed by a period of even greater decline from 1970-71 to 1972-73. Coincidentally or otherwise, the year in which this particular period of decline began was also the same year that the business programs in the four high schools were transferred to the newly constructed Cobequid Educational Centre. However, it is not at all certain if the transition to the new school had any direct effect on enrollments or whether the decline was the result of unknown factors.

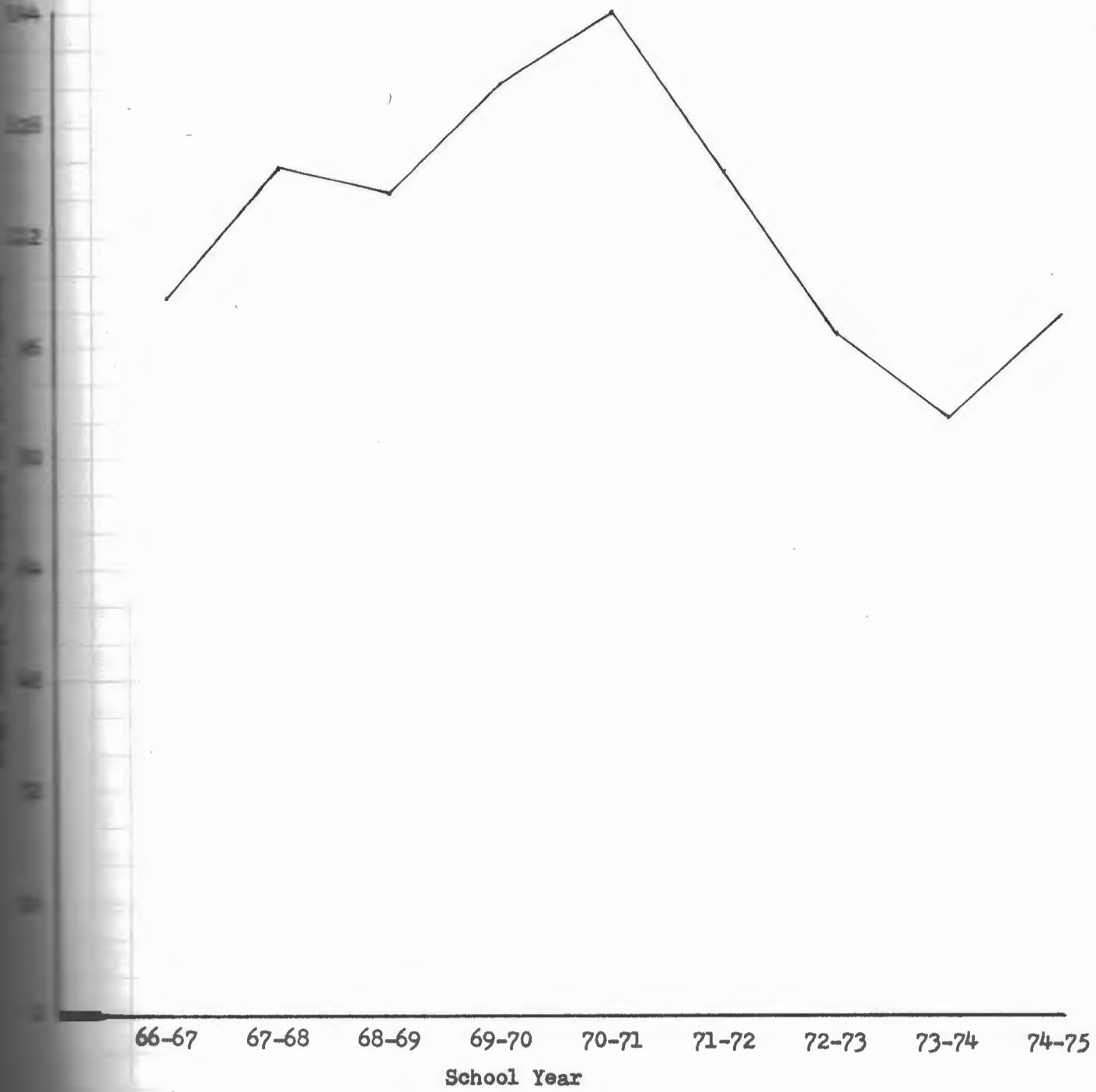


FIGURE 4
TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF COLCHESTER

A breakdown of the decline, in terms of the individual programs, shows that the decreases in the two-year clerical program make up about 91 per cent of the overall decrease, with the remaining 9 per cent attributed to the decline in one-year accounting.

From 1972-73 to the present, total program enrollments increased again by approximately 29 per cent. The increase is due to the addition of several new programs in 1973 which included a two-year stenographic program, and three-year programs for stenographic, clerical and accounting majors. However, the two-year clerical program continued to decline with a reported enrollment of twenty-nine students in 1974-75, down by twenty-two students from 1972-73.

Local trends. The introduction of the three-year majors in stenography, clerical and accounting is consistent with a very recent trend towards offering programs that are more fully integrated with the regular high school curriculum and which are available to the greatest possible number of students from grades ten to twelve. Because of the introduction of these three-year majors, it would be reasonable to assume that enrollments in the traditional one- and two-year programs will suffer some decline in future years. In particular, the one-year programs would seem likely to suffer the most as newer programs make greater inroads into their potential enrollments. The possibility of further severe declines in one-year program enrollments in Colchester County is supported further by the record of their performance in terms of enrollments over the past nine years. If one compares the enrollment in 1966 in the one-year stenography with that of 1974-75, it actually indicates a decrease. The one-year accounting program

enrollments for the period, never managed at any time to go above seventeen students and the sum total for all nine years for the program stands at only sixty-seven students.

The District of Argyle and Claire

In the school year 1966-67, there were two schools offering business programs in the District of Argyle and Claire. The first, St. Anne du Ruisseau Consolidated High, had actually begun offering its programs in 1964 with a one-year stenographic program. The introduction of a two-year clerical and one-year accounting program came in 1969 and a one-year clerical in 1971. The second school, Claire District High, was offering a one-year stenographic program in 1966-67.

Figure 5, on page 33, shows a steady increase in program enrollments from twenty-three students in 1966 to a high of forty-seven students in 1969-70. The major reason for the increase was the introduction of a two-year clerical program in the school year 1968-69. In addition, one-year stenographic enrollments increased by 30 per cent during this period. From the period high in 1969-70, to the end of the school year 1971-72, the total enrollments underwent a steady decline which was due to further changes in the two-year clerical program. Its particular enrollment totals had decreased by 50 per cent by 1970-71 and by 1971-72, was no longer reporting any active enrollments. Also, in the same year, a one-year clerical was offered at St. Anne du Ruisseau, but it had no significant effect on overall enrollments, reporting an enrollment of only two students.

Total enrollments levelled off from 1971-72 to 1972-73 and then took a sharp decline in 1973-74. The primary cause of the decline was the phasing out of all business education programs at St. Anne du

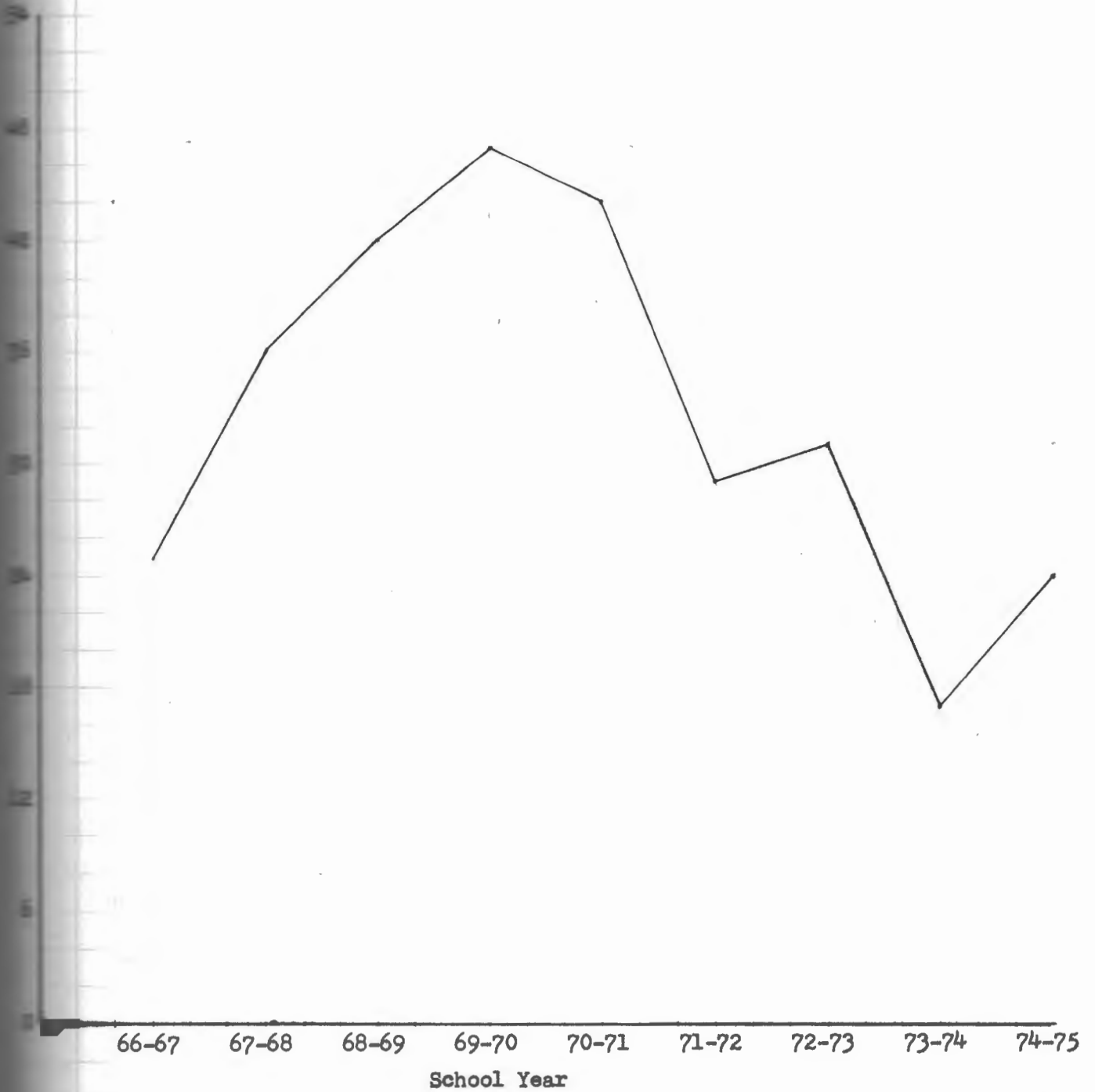


FIGURE 5
TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE DISTRICTS OF ARGYLE AND CLAIRE

Ruisseau. Reasons given for the phasing out of the programs included insufficient student enrollments and duplication of services resulting from the building of a new regional vocational school in Yarmouth, only twelve miles away.

The regional vocational school was the Dr. Burrige Vocational School, which in 1973-74, was only three years old and had all the necessary facilities for business courses. Therefore, by transferring the programs from St. Anne du Ruisseau to the regional vocational school, the local school authority was relieved of some of the financial burden caused by duplication of services.

Despite the negative effect that phasing out of the business courses at St. Anne du Ruisseau had on total enrollments, an increase resulted in 1974-75, due to increased enrollments in the one-year stenographic program at the last remaining regular high school, Claire District High.

Local trends. With only one regular high school in the district now offering a business program, it appears very unlikely that the trend towards increasing enrollments, shown over the past year, will continue for any lengthy period in the near future.

B. Program Development and Trends in the Counties
of Cumberland, Digby, Guysborough, Halifax
and the Cities of Halifax and Dartmouth

The County of Cumberland

In the school year 1966-67, there were three schools in Cumberland County offering business programs: River Hebert High, Oxford Regional High, and St. Charles Business School. The town of Amherst was actually renting facilities at this time, in the St. Charles school which was a private operation, until Amherst Regional High could build its own business education department. Two schools, Parrsboro Regional High and Pugwash District High, were added in 1967-68 and Springhill High opened a business department in 1968-69.

Figure 6 presents the total enrollment picture for the County. As is evident from the graph, total enrollments experienced a steady increase from 1966-67 to 1968-69 with an increase of 156 per cent. This overall percentage increase was caused, primarily, by an increase in one-year stenographic enrollments of just under 150 per cent. The expansion of the one-year program was, in turn, based on the fact that in 1967 and 1968 three additional business education departments began operation at Parrsboro, Pugwash, and Springhill, all of which offered a one-year stenographic program. A second factor, but one having a much lesser effect on the overall totals, was the introduction of a two-year clerical program in 1968 by Springhill High. This increased the clerical enrollments by three times its 1966 level, but added a sum total of only fifteen to the overall totals for 1968-69.

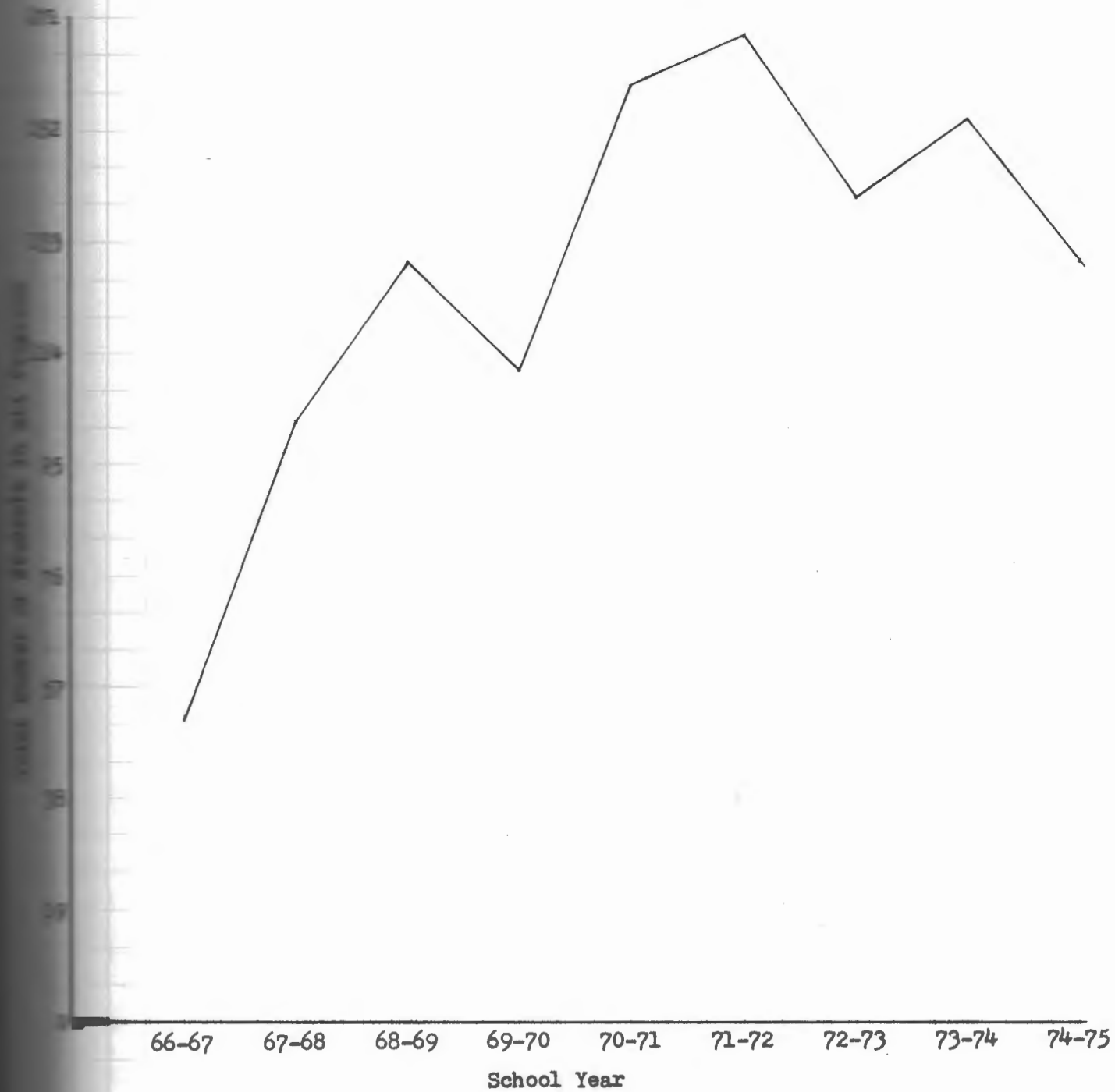


FIGURE 6

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF CUMBERLAND

The decrease shown from 1968 to 1969 occurred totally as a result of declines in one-year stenographic enrollments while clerical enrollments remained unchanged from the previous year.

A second period of steady increases occurred from the school years 1969-70 to 1971-72. During this two-year period, the County's total program enrollments reached its high point of 167 students. Increases of approximately 50 per cent in one-year stenographic enrollments account for over 90 per cent of the overall increase, while the two-year clerical program actually declined after a slight increase in 1970. This particular decline in the two-year clerical coincided with a report from River Hebert District High that it had phased out its two-year clerical program in 1971, because of insufficient student enrollments.

Total enrollments took a downturn again in 1972-73 as both the one-year stenographic and two-year clerical decreased slightly. The increase that followed in 1973-74 is due, primarily, to the introduction of a one-year clerical and one-year accounting program, for the first time, at Parrsboro Regional High school.

The decrease shown on the graph for the present school year is a result of further declines in one-year stenographic enrollments and an almost 100 per cent decline in the one-year clerical figures (fifteen students in 1973-74 to one student in 1974-75).

Local trends. The graph, based on enrollment performance in the last three years of the period, indicates that further decreases may be expected in full-time program enrollments in the near future. Although there have been some periodic increases since 1971, they have not been significant. In addition, the one-year stenographic enrollments have

been declining steadily since 1971 and this has always been, over the past nine years, the County's most active and largest program, in terms of enrollments. The new programs introduced in 1973-74 have not produced a good response, enrollment-wise; both have declined in enrollments for 1974-75.

The County of Digby

From 1966 to the end of the school year 1972-73, Digby Regional High was the only regular high school offering business programs and subjects in the County. By 1973-74, Weymouth Consolidated High became the second regular high school in the County to offer business programs.

There was no questionnaire return received from Digby Regional. However, figures reported by the school to the Department of Education in 1966 show the school was offering, at that time, both the one- and two-year stenographic programs, a two-year clerical program, and one-year accounting program. All of these programs have been active at Digby Regional for the full nine-year period from 1966 to the present. Weymouth Consolidated has been operating a one-year clerical program only over the past two years.

Figure 7 shows a period of increasing enrollments from 1966-67 to 1968-69. The initial increase is very small but is followed by a particularly sharp increase in 1968-69, at which time total program enrollments were ninety-six, up a full 60 per cent from the previous year. The increase is due, primarily, to a 100 per cent increase in two-year clerical enrollments, plus a 65 per cent increase in two-year stenographic enrollments in 1968-69.

From the high point in 1968-69 to 1974-75, total program enrollments in Digby County show a general decline, which was interrupted

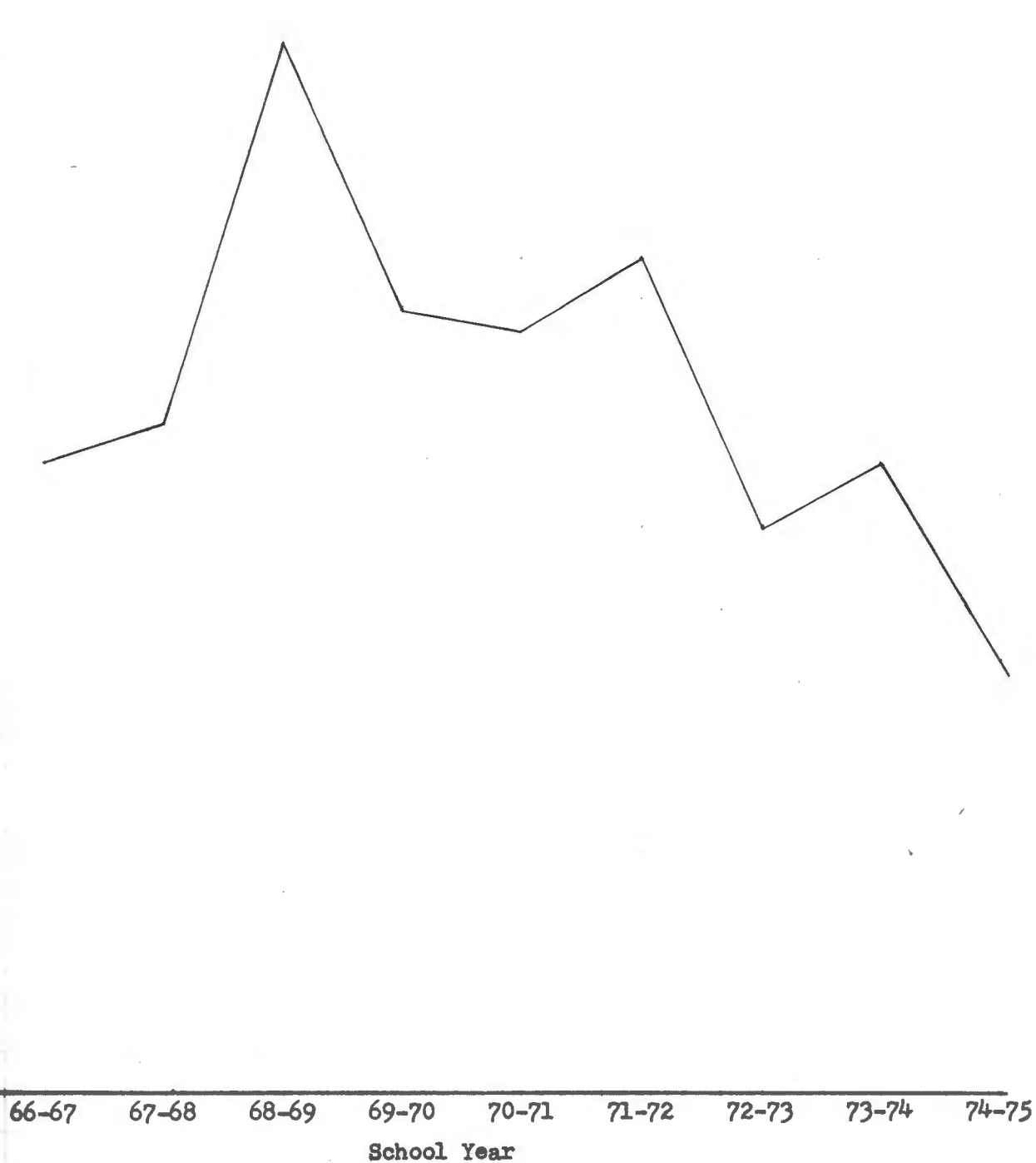


FIGURE 7

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF DIGBY

periodically by small but insignificant increases in the school years 1970-71 and 1973-74. In the course of analyzing the decreases in overall enrollments for this six-year period, in terms of individual programs, it is somewhat ironic to find that a major cause was the steadily decreasing enrollments in the two-year clerical for the same period. Indeed, the two-year clerical enrollments in 1974-75 were over 88 per cent lower than they had been in the school year 1968-69, while two-year stenographic enrollments decreased by almost 50 per cent from its 1968-69 level. Both the one-year stenographic and accounting programs also had decreased enrollments as of 1974-75, but these particular decreases did not have a great effect on the overall totals and certainly not to the same extent as the decreases in the two-year programs had.

Local trends. The most stable and consistent program over the past nine years in the County has been the two-year stenographic program. Its particular enrollments, although experiencing periodic changes, were only 13 per cent lower in 1974-75 than they were in 1966-67. As a result, this program seems the most likely to survive any further declines in total program enrollments as figure 7 would tend to suggest. The figures for the one-year stenographic (eight students), two-year clerical (eight students), and one-year accounting (five students) programs for 1974-75 show a general lack of response to these programs and they may well disappear entirely in the near future, or be replaced with three-year majors.

The County of Guysborough

Guysborough Municipal High was the only regular high school in the County, in 1966-67, which was offering a business program. However,

by the beginning of the school year 1971-72, Guysborough Municipal had ceased to offer its one-year stenographic program and the St. Mary's Rural High school, which had started the two-year clerical program in 1969, was and is the last remaining regular high school offering business programs and subjects.

It is clear from figure 8 that total program enrollments in Guysborough County were never, at any time during the period, very great. This is not surprising since the population of the area served by the schools is, by comparison to the majority of other counties, rather small.

The period on the graph from 1966-67 to 1968-69 shows an almost identical pattern of increases and decreases. In all cases, these increases and decreases were occurring in the one-year stenographic program, which was the only active program being offered at the time. The rather large increase shown from 1969-70 to 1970-71 coincides with the introduction of the two-year clerical program at St. Mary's Rural High.

By the school year 1971-72, the program at Guysborough Municipal had ceased operation and this accounts for the drop in overall enrollments from the previous year's high. From 1971-72 to the present, very little significant changes took place in total enrollments.

Total program enrollments in the County, over the past three years, have remained relatively stable and show a definite contrast to the pattern of change in the period prior to 1971-72. This period of stabilization may be expected to continue in future years. However, eventually the one remaining program may disappear entirely or be replaced by new programs, if enrollments remain at or decrease below their present level. Particularly, any further decreases may make it quite

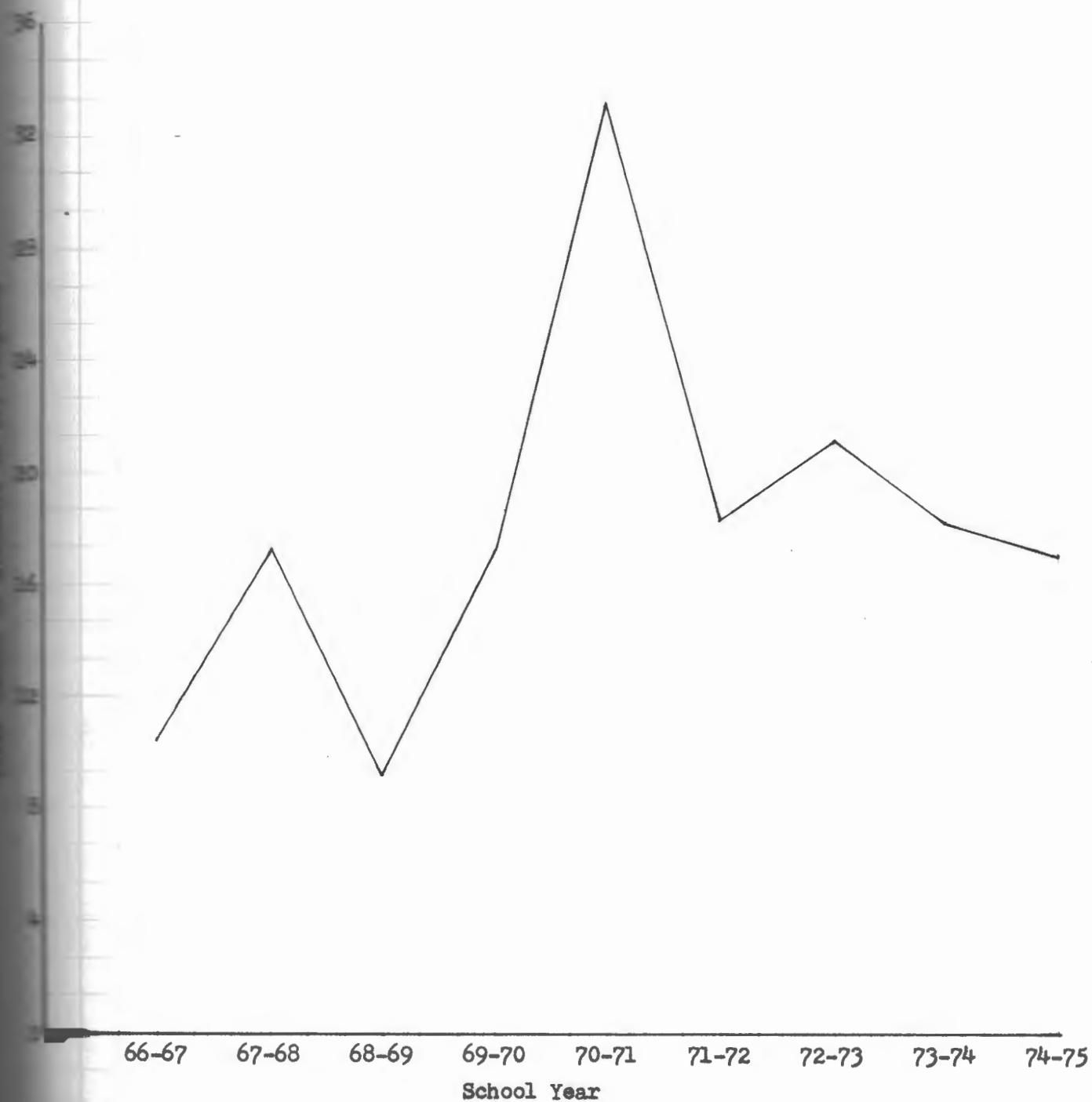


FIGURE 8

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF GUYSBOROUGH

difficult to justify maintaining the program at a time when local boards may be trying to cut back on educational costs.

The County of Halifax
(Not including the Cities of
Halifax and Dartmouth)

The operation of business education programs did not begin in Halifax County until the school year 1968-69. In that year, Sir John A. MacDonald High was reported to be offering the one-year stenographic and clerical programs and two-year stenographic and accounting programs. However, active enrollments were submitted, at the time, for only the one-year stenographic and accounting programs and for a two-year clerical program.

In 1969-70, three additional high schools - Eastern Shore District High, Duncan MacMillan, and Musquodoboit Rural High - began offering business programs. These three were later followed by a fourth with the opening of a business education department at the new Sackville High school in 1972.

Figure 9 shows a relatively sharp increase in total enrollments in the programs from 1968-69 to 1969-70. The increase actually amounted to 138 per cent over the previous year and is explained by the fact that in 1969-70, three more regular high schools (referred to above) began offering business programs. In terms of the individual programs, both the one-year stenographic and two-year stenographic programs experienced the largest increases for 1969-70.

From 1969-70 to 1972-73, the graph shows a series of gradual increases to a total enrollment high for the period of 224. The vast majority of these yearly increases coincided with similar increases in the one- and two-year stenographic programs. Also, during this period,

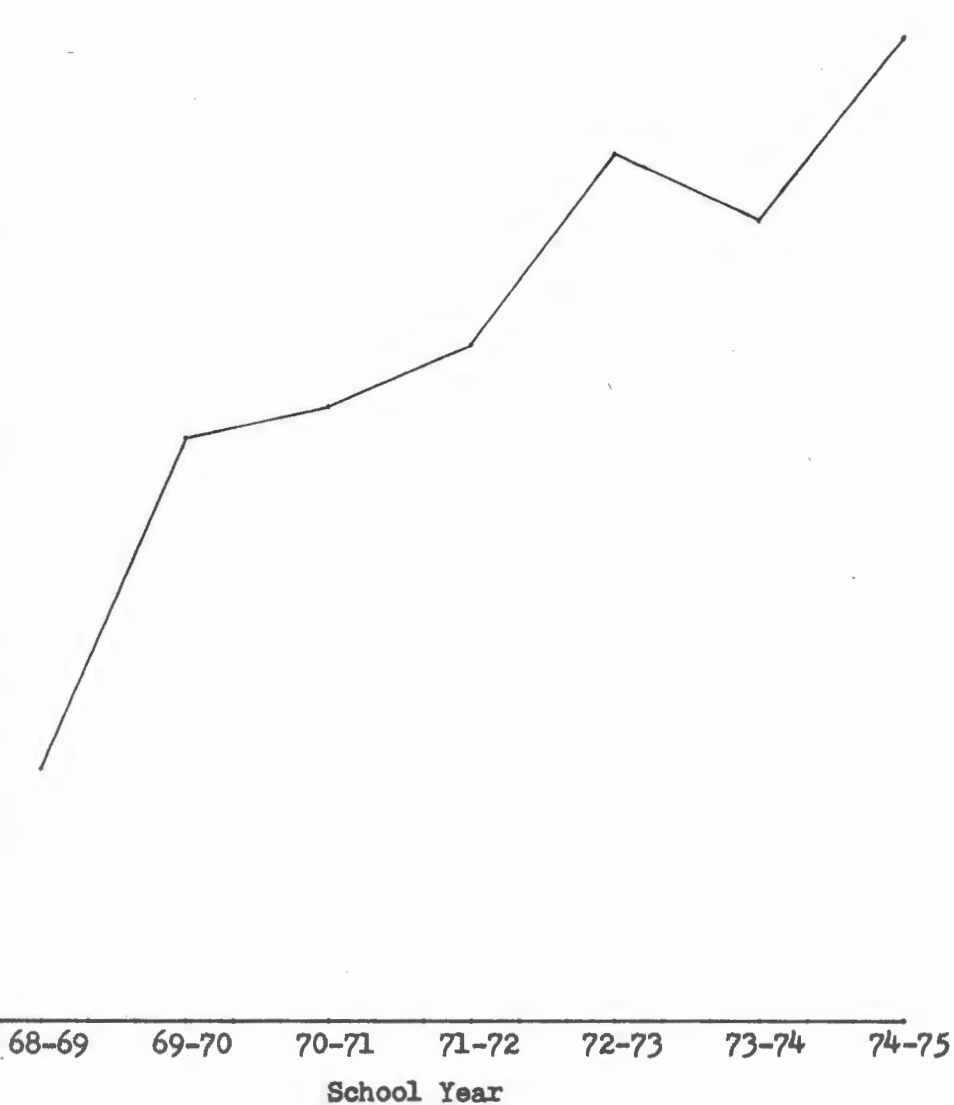


FIGURE 9

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1968-69 TO 1974-75*
IN THE COUNTY OF HALIFAX

*NOTE: Full-time business programs were not offered in a regular high school in this County until school year 1968-69.

the two-year clerical program declined briefly, but made a recovery in 1971 and almost doubled its numbers in 1972-73. In 1971-72, the one-year accounting program also decreased to zero enrollment but reported an enrollment of seven in the following year.

It should also be noted, in analyzing this particular series of increases starting in 1969, that the opening of the business department at Sackville High had a very significant effect on total enrollments for 1972-73 and, indeed, was primarily responsible for prolonging for an extra year, the upward trend in enrollments. If Sackville had not opened a business department that year, the actual numbers in all the programs in the County, excepting the two-year clerical, would have decreased sharply, and total enrollments in 1972-73 would have been recorded as 132 instead of 224.

The decrease shown in 1973-74 can be traced to decreases in the one-year stenographic and two-year clerical programs of 17 and 54 per cent respectively. At the same time, the two-year stenographic program increased by approximately 16 per cent.

Total program enrollments increased in 1974-75 from 208 to 255, based on a 30 per cent rise in two-year stenographic enrollments and a high percentage increase in the two-year clerical, from the previous year, of 163 per cent (from nineteen to fifty students).

Local trends. In the past seven years, total program enrollments in Halifax County have experienced a steady rise with only one minor decline in 1973-74. Indeed, from 1968-69 to the present time, total enrollments increased by about 400 per cent. This kind of performance would indicate, quite strongly, that further increases can be expected to continue in the future. The individual program providing the

strongest support over the years for the overall enrollment increases, has been the two-year stenographic program, which has come very close to tripling its original numbers by the end of the period. However, the one-year accounting program, with a reported enrollment of two for 1974-75, seems very likely to disappear in the near future, and indeed, has never in the seven-year period contributed any significant amount to the total enrollment expansion.

The City of Halifax

Business education began operation in two regular high schools in the City of Halifax in 1969-70 with one department opening at St. Patrick's High and the other at Queen Elizabeth High. During the period from 1950 to 1969, business programs and courses were being offered at the Halifax Regional Vocational School. However, as a result of the Department of Education's policy of promoting the establishment of a comprehensive regular high school system and of a promise of Federal-Provincial financial support for business education, the programs were transferred from the vocational school to the regular high schools and housed in additions to each of the two schools. A third regular high school was added to the list of those offering business programs and subjects, with the construction and opening of the J.L. Daley High School in 1970 (a fourth will be added in 1975-76 with the teaching of typing at Halifax West Municipal).

Figure 10 shows that the total program enrollments in all City schools in 1969-70 was 352. This represents the combined enrollments in the three full-time business programs being offered: a one-year stenographic program, two-year stenographic program, and one-year accounting program. A slight decrease in overall enrollments is shown

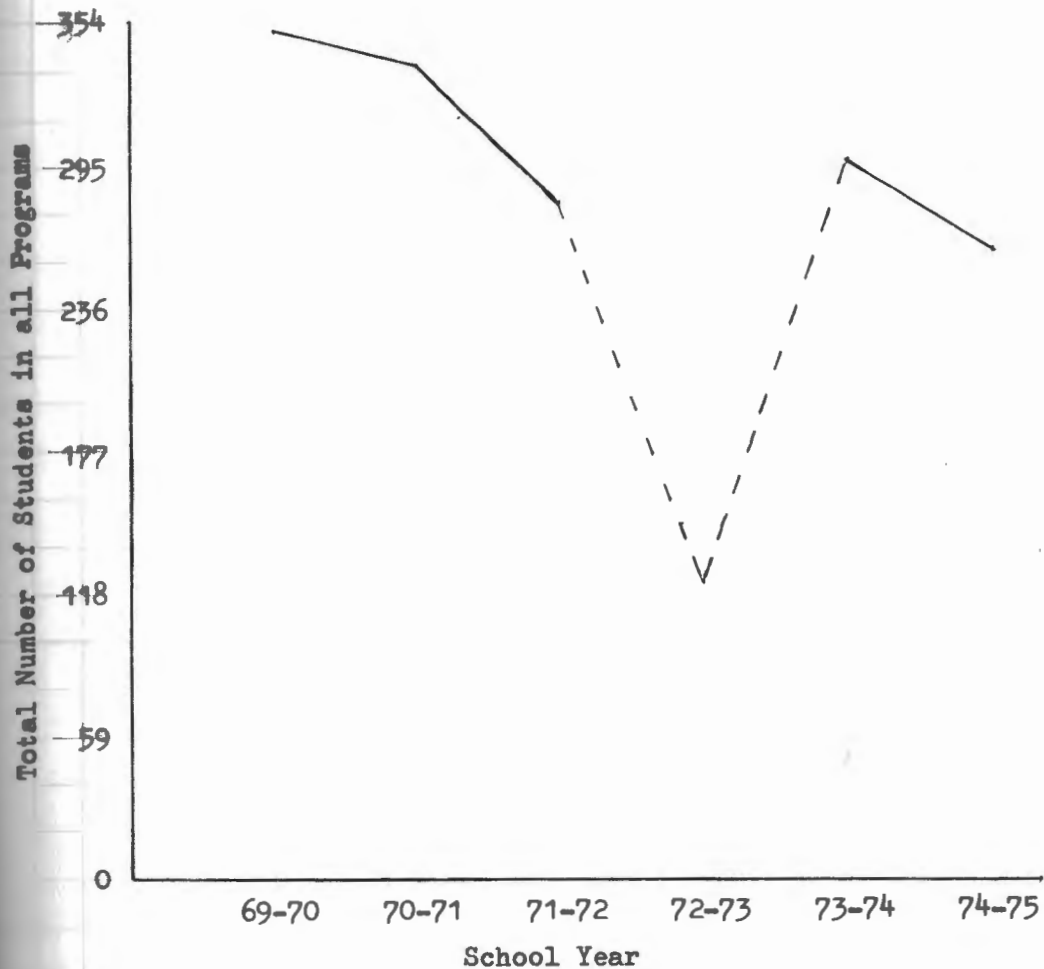


FIGURE 10

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1969-70 TO 1974-75*
IN THE CITY OF HALIFAX

*NOTE: Full-time business programs were not offered in a regular high school in Halifax City until the school year 1969-70.

----- Indicates incomplete figures for 1972-73

from 1969-70 to 1970-71, due to a decline in one-year stenographic enrollments. Despite the overall decrease in 1970-71, the two-year stenographic program increased from 112 to 166 and a two-year clerical program was started with a reported enrollment of nine. The increases experienced by the individual programs in this year are explained by the fact that 1970-71 was the year that a new business education department opened at J.L. Osley High. Further declines in total enrollments occurred in 1971-72, caused primarily by decreases in both the two-year stenographic and one-year accounting enrollments of 31 and 61 per cent, respectively.

Figure 10 shows a sharp decrease in overall enrollments in 1972-73, but as is indicated on the graph, this decline does not reflect an accurate and reliable representation of what actual total enrollments were in that particular year. The inaccuracy arises from the fact that the author could not find any figures reported for the two-year stenographic and clerical programs for 1972-73, whereas in the previous years, both of these programs were making a combined contribution of 147 to the total enrollments.

Upon closer investigation it was discovered that in 1972-73, the two-year programs were replaced with three-year majors in stenography and clerical work. However, for some unknown reason, the enrollments in these three-year majors were not reported until the following year. In the school year 1973-74, the graph shows an increase in overall program enrollments, due primarily to the reporting of figures for the three-year stenographic and three-year clerical programs of 149 and twenty-nine, respectively.

With all programs accounted for in 1974-75, total enrollments show a decrease of approximately 13 per cent from the previous year,

due largely to decreases in the one-year stenographic and three-year stenographic categories.

Local trends. One of the major trends in business education in Halifax City at the present time, is the movement towards the total integration of its "full-time programs" within the overall curriculum structure of the regular high school while, at the same time, moving away from the continuance of those programs which are constructed entirely of business courses, such as the one-year programs.

An analysis of the enrollment table for Halifax City (see table 17, appendix D) provides specific evidence of such a trend. For example, the total enrollments for both the one-year stenographic and accounting programs, according to the table, have decreased at a steady rate from 1969 to 1974-75. In addition, it is particularly significant to note that in 1969, the combined enrollment of both one-year programs made up 68.1 per cent of the total program enrollment, but by 1974-75, the combined enrollments of these same programs represented only 28.1 per cent of the total. At the same time, the combined enrollments of the three-year majors, which consisted only partially of business subjects as well as of general or academic subjects, represented 68.4 per cent of the same overall total for 1974-75.

The City of Dartmouth

A business education curriculum was established in the regular high schools of Dartmouth in the school year 1968-69. In that year, both Dartmouth High and Prince Andrew High began operation of the one-year and two-year stenographic programs, as well as the one-year and two-year accounting programs.

As is evident from figure 11, the total program enrollments declined slightly from 241 in 1968-69 to 233 in 1969-70. All of this decrease resulted from decreases of 63 per cent in one-year stenographic enrollments and 50 per cent in one-year accounting enrollments. The full effect of the large percentage decreases in these individual programs was lessened to a great extent by a 76 per cent increase in two-year stenographic enrollments for the same period.

Total enrollments increased in 1970 to a high of 290, primarily as a result of a more than 200 per cent increase in one-year stenographic figures over 1969, while enrollments in other programs remained relatively unchanged.

Following a slight decline in enrollments in 1971-72, the overall totals decreased at a much more rapid rate than ever before, right up until the end of the school year 1974-75. This rapid deterioration in program enrollments came about as a consequence of a decision made by the Dartmouth Board of School Commissioners to phase out all full-time business programs in the two regular high schools and to transfer them to the Dartmouth Regional Vocational School. The reason for the Board's decision was based, primarily, on their conviction that the facilities at the two regular high schools were overcrowded and the transfer of the programs would help alleviate the overcrowding. Another factor considered was that the one-year business programs, at least, were vocationally-oriented and therefore, it would be more appropriate for them to be offered as part of the curriculum of a vocational school rather than part of the curriculum structure of a regular high school.

The transfer of the programs was done over a period of two years, beginning in 1972-73 with the transfer of the one-year stenographic and

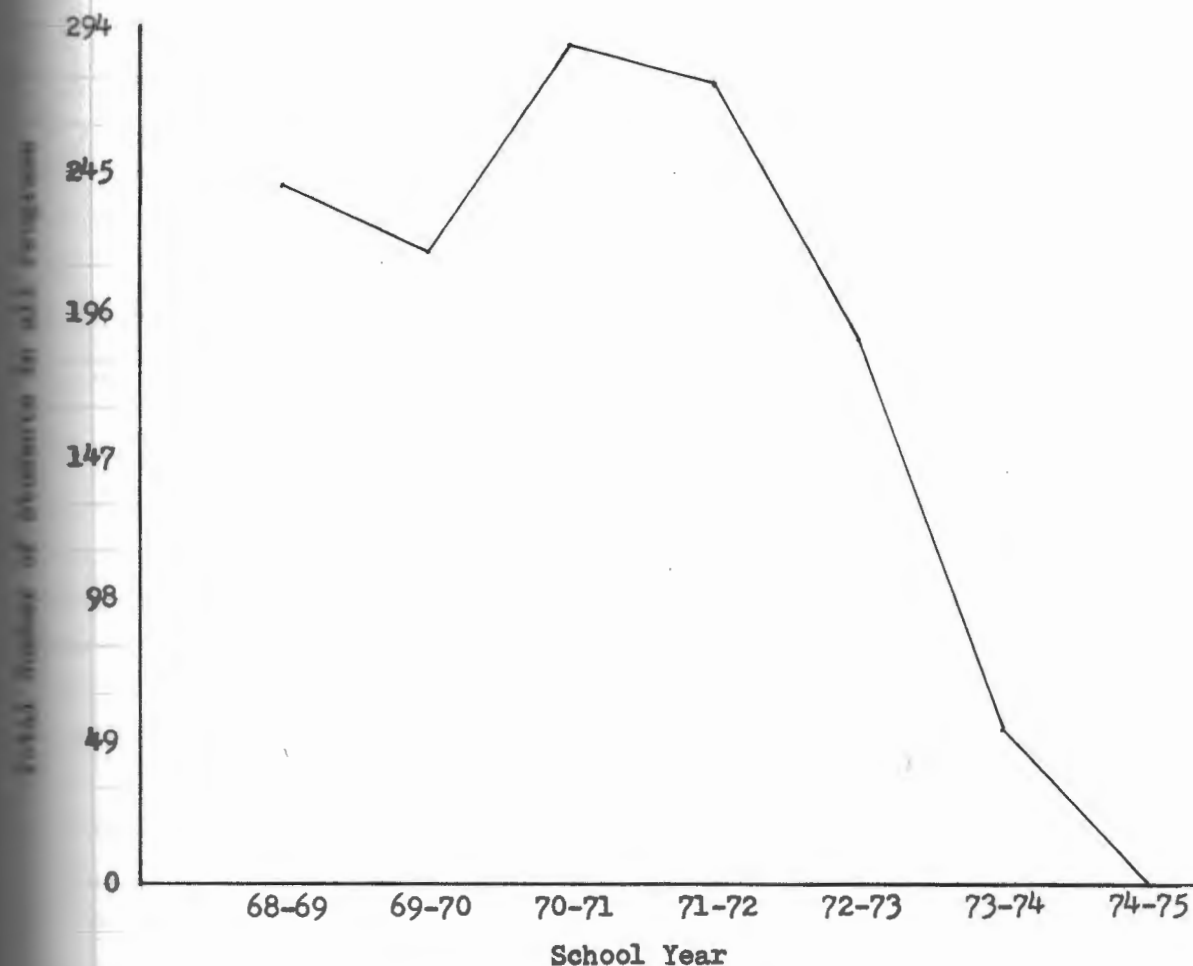


FIGURE 11

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1968-69 TO 1973-74*
IN THE CITY OF DARTMOUTH

*NOTE: Full-time business programs were first active in 1968-69 in Dartmouth's regular high schools. By the end of 1973-74, all programs had been transferred to Dartmouth Regional Vocational School with regular high schools retaining individual business subjects as electives.

accounting programs from Dartmouth High. By the end of the school year 1973-74, all the full-time business programs at both regular high schools had been phased out. However, both Dartmouth High and Prince Andrew High continued to offer a wide selection and variety of business subjects on an elective basis, to all their students.

Local trends. As of 1974-75, the two regular high schools in the City of Dartmouth have not begun any new types of business programs. However, the possibility still exists that they may follow the example of a few other schools in Nova Scotia, such as Shelburne Regional High and St. Patrick's, and introduce the three-year programs sometime in the future.

C. Program Development and Trends in the Counties
of Hants, Inverness, Kings, Lunenburg, Pictou,
Queens, Richmond, Shelburne, and Victoria

The County of Hants

In 1966-67, Hants County had business education programs operating in Windsor Regional High, Hants East Rural High, and Hants West Rural High. The individual programs offered, at that time, included the one-year stenographic and two-year clerical courses.

As shown in figure 12, the total program enrollments were 103 in 1966-67 and by the following year, had increased to 138, based on increases in the two-year clerical enrollments of almost 100 per cent as well as on an increase in the number of program offerings with the addition of a one-year clerical program. The decreases in enrollments shown for the school years 1968-69 and 1969-70, resulted from declines in the one-year stenographic program, while the other programs showed no significant change.

The downward trend in total enrollments was reversed in the school years 1970-71 and 1971-72, and reached its high point for the one-year period with a total of 147 in 1971-72. An 88 per cent increase in one-year stenographic enrollments over 1969 and the introduction of a two-year stenographic program at Windsor Regional High in 1971-72, were the two factors largely responsible for a return to increased total enrollments. However, during this same period, the reported enrollments for the two-year clerical program dropped sharply, from sixty-one in 1969-70 to twelve in 1971-72. The questionnaire returns received from the schools in the County which offered the program, indicated that the

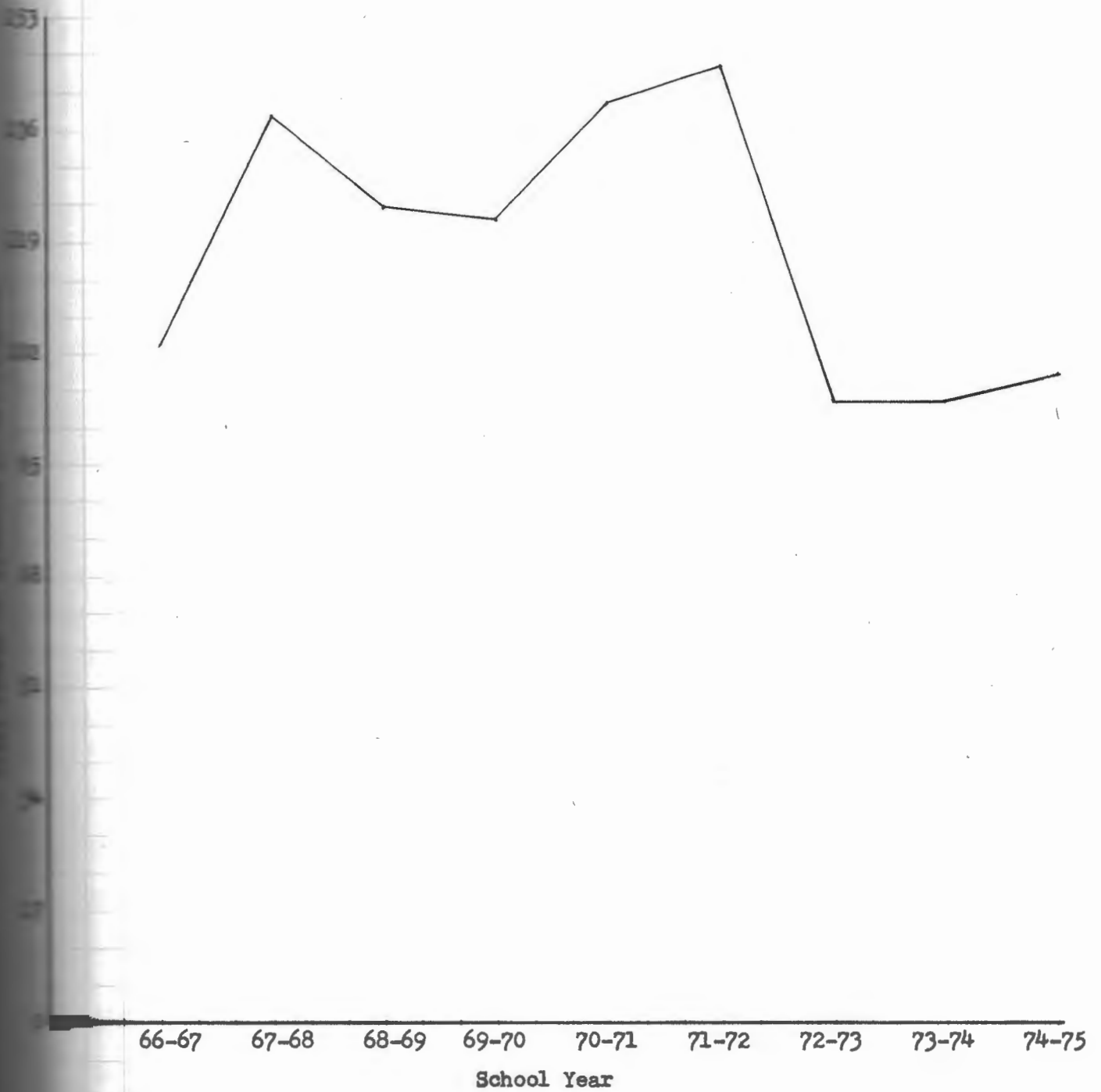


FIGURE 12

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF HANTS

major cause of the decline was the fact that the program was dropped at both Hants East and Hants West Rural High. Reasons given for dropping the program at Hants West Rural High were insufficient student enrollments to justify maintaining the course and lack of adequate classroom space and facilities. This situation led, in turn, to the transference of the program to the local regional vocational school, which presumably had the necessary space and facilities available. Hants East Rural High reported that the main reason that led to the dropping of their two-year clerical program was the unwillingness of the local School Board to hire the required number of business education teachers.

Total program enrollments in 1972-73 were down significantly from the previous year, due largely to an approximate percentage decrease in one-year stenographic enrollments of 50 per cent. In the final two years of the period, total enrollments have levelled off.

By the school year 1974-75, only two of the original three regular high schools were offering full-time business programs with reported enrollments for the one- and two-year stenographic programs only. These two schools are Windsor Regional High and Hants East. Hants West Rural High is offering only typing at present.

Local trends. As is indicated by figure 12, total program enrollments in Hants County have remained relatively stable over the past two years. Whether or not this situation will show any significant change in the near future is largely dependent upon the changes that the one-year stenographic program will experience. This particular full-time program has been the most successful in terms of overall enrollment totals over the nine-year period from 1966 to 1974-75, and at present,

its numbers constitute approximately 70 per cent of the total program enrollment in the County.

The County of Inverness

Inverness County had two regular high schools offering business programs in 1966-67, - Inverness High and Mabou Consolidated High. However, on April 7, 1967, a meeting was held in the Mabou school to review the business programs being offered at that time and to decide on changes in program offerings for the 1967-68 school year. The meeting was attended by the Divisional Inspector for Schools, the Inspector of Business Education for the Department, the Principal of the Mabou High School, and the Heads of the Business Education Department.²¹ One of the major proposals that was made during the meeting, dealt with the removal of the business education department from Inverness High to Mabou Consolidated High School. It was anticipated, at the time, that a centralized business education unit for the whole County of Inverness would be operating in permanent quarters by September of 1969, and that Mabou would be the location for such a unit.

The factors considered in the moving of the programs from Inverness to Mabou were:

1. The small number of students enrolled at Inverness High (in 1967-68, ten students were taking a full-time business program with several more taking business subjects on an elective basis)

²¹The information concerning the results of this meeting was obtained from a letter by Mr. G. Lent, Inspector of Schools, to Mr. Robert Cochrane, Inspector of Business Education, November 14, 1967. The letter can be found in a correspondence file marked "Business Education File - Schools and Inspectors" and located in the office of the Business Education Consultant, Trade Mart Bldg., Halifax.

2. The fact that a greater number of business students could be accommodated at Mabou Consolidated because of a promise of four extra rooms to be made available at the school.

3. The move would eliminate costly duplication of equipment and facilities.

4. A larger department could offer the Inverness students a greater number of different subject offerings and programs

The eventual outcome of the discussions resulted in Mabou Consolidated being the only regular high school offering business programs and subjects by the school year 1969-70.

The total enrollment picture for Inverness County is shown in figure 13. From 1966-67 to 1968-69, overall enrollments increased from fifty to seventy-three due to the introduction of a two-year clerical program at Mabou Consolidated in 1968-69. Little change in total enrollments occurred over the next two years.

However, the period shown on the graph from 1970-71 to 1973-74 was characterized by a series of sharp declines in total program enrollments. The total percentage decrease in the total figures for 1973-74 was 70 per cent compared to the 1970-71 level. Two factors account for the large decrease: a 50 per cent decrease in one-year stenographic enrollments, and the phasing out, during this period, of the two-year clerical program. The reason given for the phasing out of the two-year clerical program was that the business staff "were not convinced of its value in that particular situation."²² As of the school year 1974-75,

²² Questionnaire return, Mabou Consolidated High, Inverness County, 1973-74.

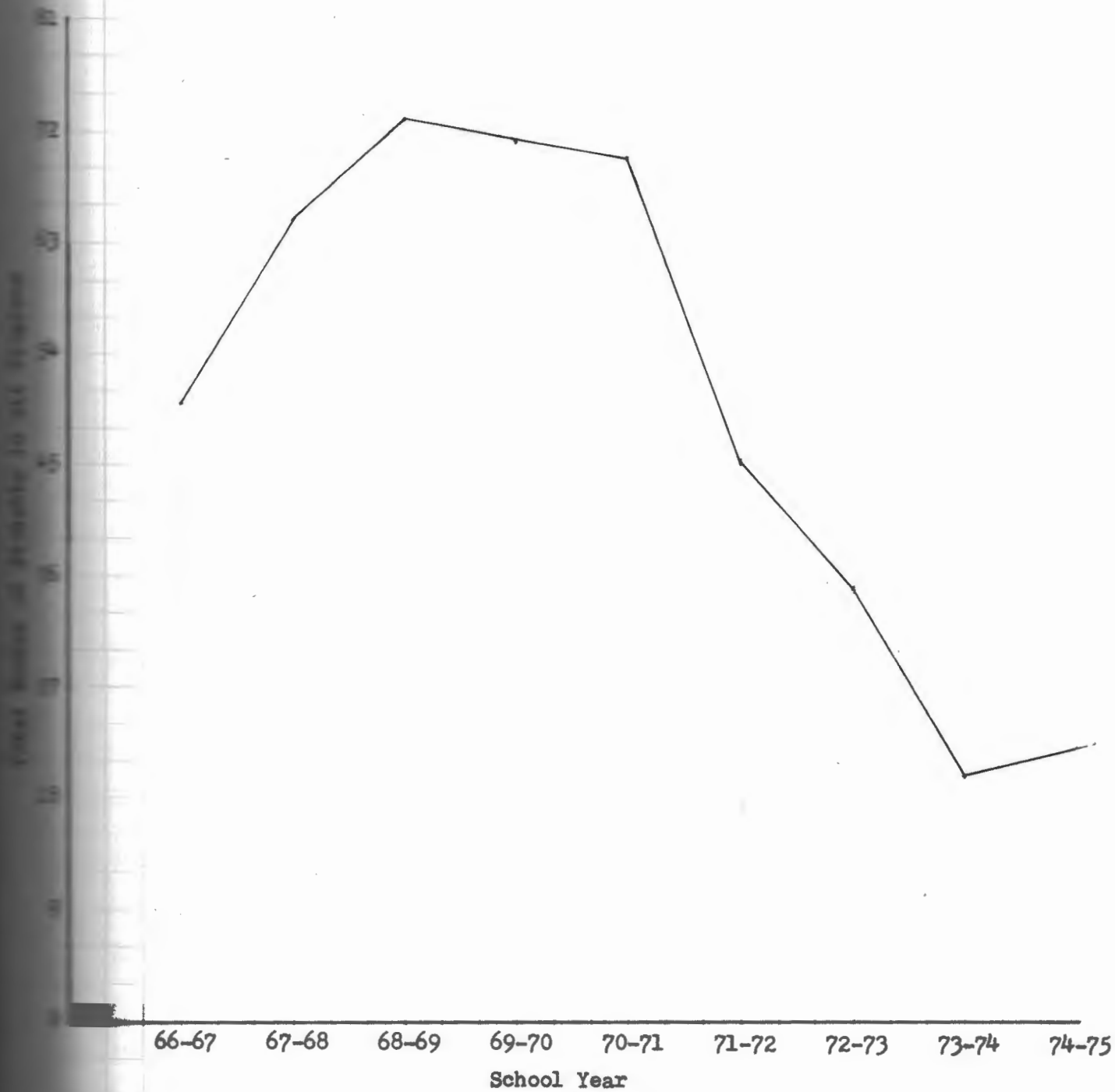


FIGURE 13

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
 FOR THE SCHOOL YEARS 1966-67 TO 1974-75
 IN THE COUNTY OF INVERNESS

total enrollments showed a slight increase and included for the first time reported enrollments for a one-year clerical program.

Local trends. Although the graph for Inverness County shows a recent return to increasing enrollments in its full-time programs, the total numbers in 1974-75 (twenty-five) indicate that little significant growth will occur in the future. A good response to the one-year clerical program may support the increased enrollments a while longer. However, the County's strongest program, the one-year stenographic, is at its lowest level in nine years and has steadily decreased since 1970. As a result, if the one-year stenographic continues to decline in the near future, it appears unlikely that any major increases in program enrollments will occur.

The County of Kings

At the present time, Kings County does not have any full-time business programs operating in any of its regular high schools. Typing is being offered on an elective basis in the high schools but not as part of any regular program.

Such was not the case in 1966-67. At that time, two regular high schools - West Kings District High and Horton District High - were operating a one- and two-year stenographic program as well as a two-year clerical program. In 1966-67, according to figure 14, the total enrollment in these programs was eighty-four. From 1966-67 to 1968-69, the total program enrollments rose to a high of 141. Increases in all the individual programs contributed to the overall increase for 1968-69. One- and two-year stenographic enrollments increased by 105 and 29 per cent, respectively, over 1966-67 levels. In addition, the one- and two-year

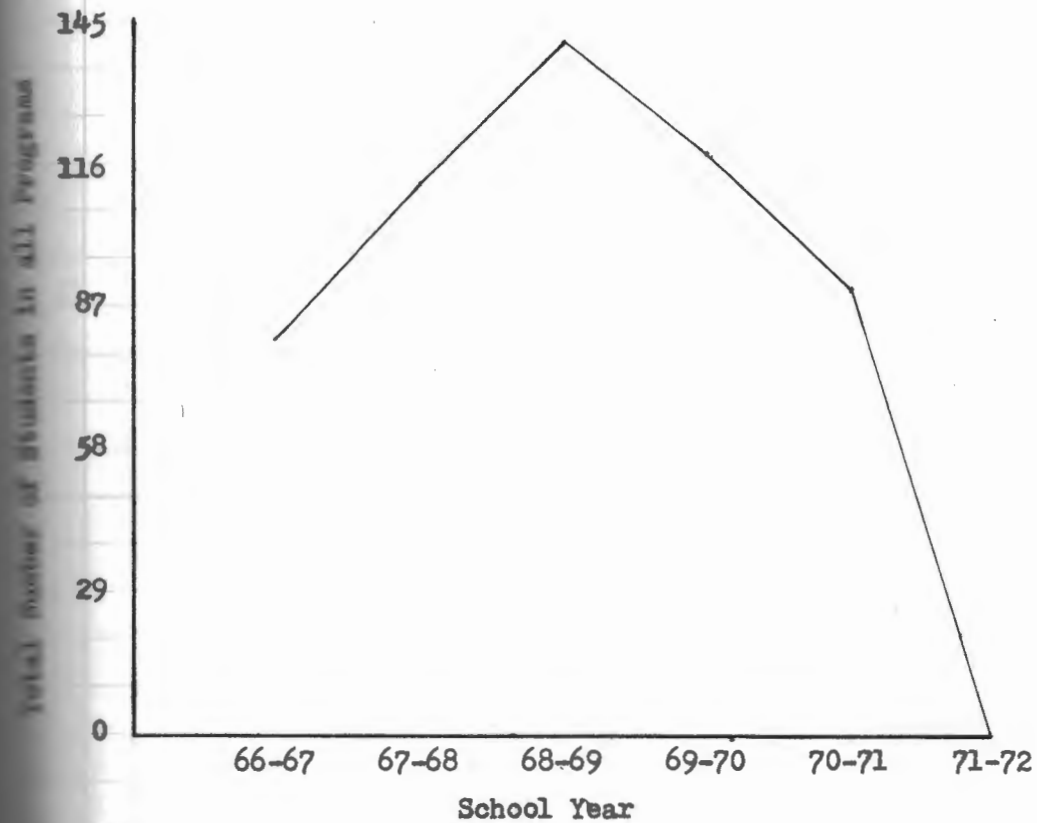


FIGURE 14

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1970-71*
IN THE COUNTY OF KINGS

*NOTE: Full-time programs transferred to the Kings County
Regional Vocational School at end of 1970-71.

accounting enrollments increased but their increased numbers did not significantly affect total program figures.

In the two-year period from 1968-69 to 1970-71, a decline in total enrollments occurred that, as figure 14 shows, was almost equal in extent to the previous increases experienced. Decreases in all the full-time programs formed the basis of the overall decline with the largest decrease occurring in the two-year stenographic program, which dropped from sixty-two to thirty-seven students by 1970.

After the school year 1970-71, figure 14 shows total enrollments dropping to zero. This was a direct result of the transference of all the full-time business programs from both Horton District and Kings to the Kings County Regional Vocational school. The reasons for the transfer of the programs to the vocational school were based on the financial concern of the local board. The vocational school had more than adequate facilities and equipment to handle the programs, while at the same time, the two regular high schools apparently did not. Also taken into consideration in the transfer, was the fact that such a move would avoid costly duplication of facilities and allow for a greater number of subject and program offerings.

The County of Lunenburg

There is no enrollment graph or table for this County, since business education programs were offered in a regular high school for only a two-year period.

Beginning in the school year 1967-68, Bridgewater High school had an enrollment of thirteen in a two-year stenographic program. In the following year, 1968-69, the enrollment in the two-year program had

decreased to ten and there was a reported enrollment for grant purposes of nine in a one-year stenographic program.

However, by the school year 1969-70, all the programs at Bridgewater High had been transferred to the regional vocational school in the County.

The County of Pictou

In the school year 1966-67, business programs were being offered in each of five regular high schools in Pictou County. They were: Pictou Academy, East Pictou Rural High, West Pictou District High, New Glasgow High and Stellarton High. The programs being offered at this time included the one-year stenographic, two-year clerical, and one-year accounting courses. A one-year clerical program was to be offered in 1972 at East Pictou Rural High only. Questionnaire returns received from each of the five schools indicated that the two-year stenographic was not offered during the nine-year period from 1966-67 to 1974-75.

Figure 15 shows a total enrollment in all the programs in 1966-67 of 190. This total decreased to 159 in the following year, as a result of a 36 per cent drop in one-year stenographic enrollments, while at the same time, the two-year clerical increased by approximately 21 per cent.

The school year 1968-69 saw total enrollments rise to the high point for the nine-year period, reaching a total of 248. A 57 per cent increase in the two-year clerical figures and 25 per cent increase in the one-year stenographic enrollments were the major causes of the sharp rise in total enrollments in 1968-69. The large percentage increase in the two-year clerical, at this time, was due to the fact that by 1968, all five schools were offering the course, whereas in 1966-67, only three schools were operating the program.

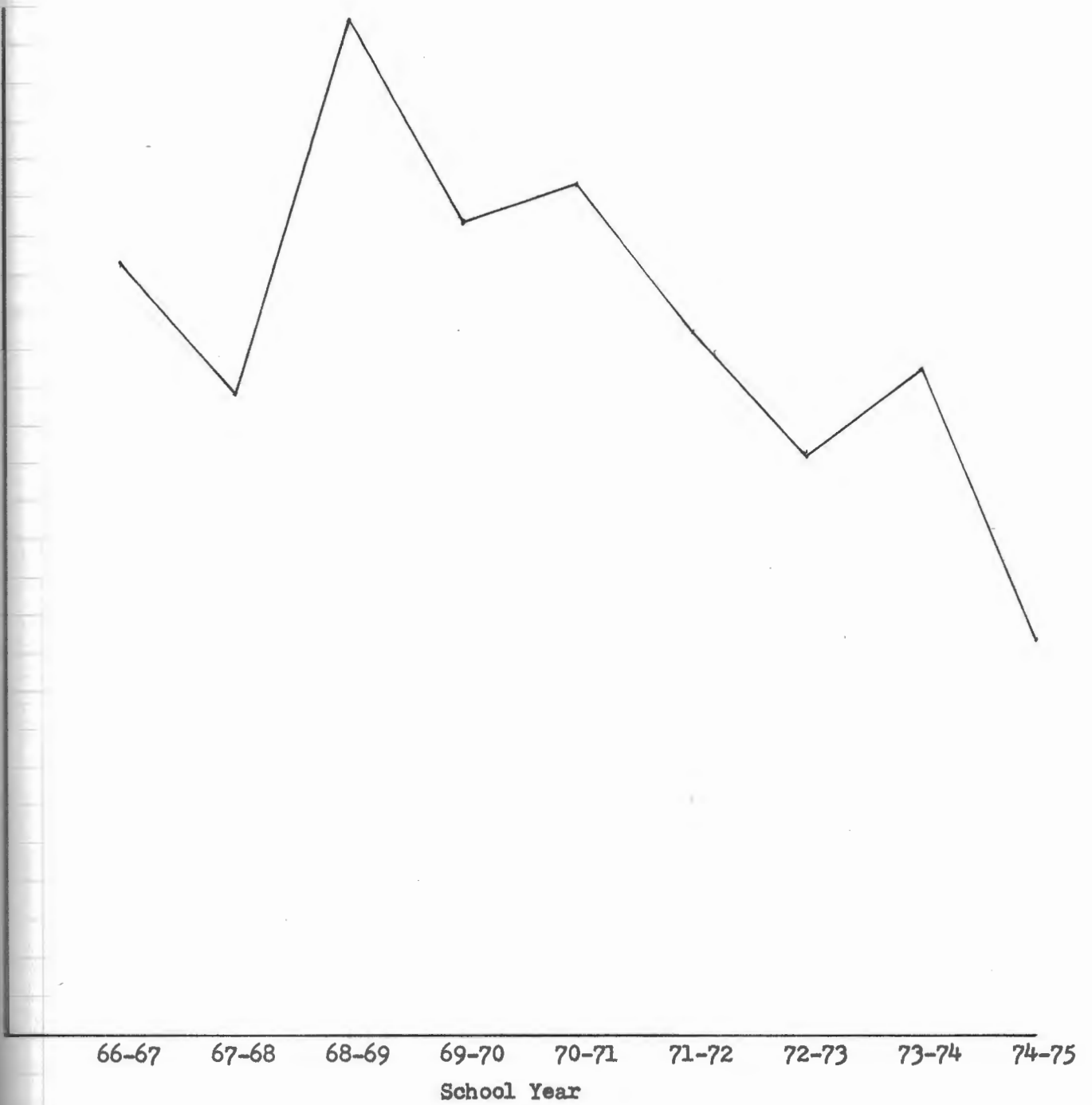


FIGURE 15

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF PICTOU

The sharp decrease in total enrollments that took place in 1969-70 can be attributed to a 50 per cent drop in one-year stenographic enrollments while the other programs showed relatively little change.

After a rather small increase in 1970-71, total program enrollment figures underwent a third period of decrease in the school years 1971-72 and 1972-73. In 1972 total enrollments were down by 31 per cent from 1970 levels.

At the same time as enrollments were decreasing during this particular two-year period, a number of changes in program offerings and curriculum was also taking place which affected, in some way, each of the five regular high schools in the County as well as affecting the total enrollment picture.

In 1971, Pictou Academy dropped its one-year stenographic program because of a lack of sufficient student enrollment. In the same year, both East Pictou Rural High and Stellarton High dropped their one-year accounting programs for the same reason. In addition, New Glasgow High's business programs fell victim to budget cutbacks at both the Provincial and local level in 1971, and they were transferred to the regional vocational school in the area as part of an attempt to cut down on costly duplication of facilities. At the time, the enrollments in the business programs at New Glasgow were becoming rather small and this was no doubt a contributing factor in the local board's decision to transfer the programs.

Further changes occurred in 1972-73, when Pictou Academy introduced, for the first time, the three-year programs in stenography, clerical, and accounting. A major reason for establishing the three-year majors was to allow for a greater degree of integration of business subjects

into the total high school program, from grade ten through to grade twelve. Part of the difficulty with maintaining sufficient student enrollments for the more traditional programs - such as the one-year stenographic course - was that only students at the eleven and twelve grade levels would be able to enroll, whereas the three-year programs were more open to students and could be started in grade ten and need not consist of only business subjects.

Also in 1972, West Pictou District High was forced to drop its two-year clerical program because of inadequate enrollments. As figure 15 shows, total enrollments increased again in 1973-74 as individual program enrollments in the one-year stenographic and two-year clerical programs made slight advances over the previous year.

By the school year 1974-75, the total enrollments had declined to their lowest level (ninety-seven) in nine years, despite the fact that a two-year stenographic program and one-year clerical program had been revived. However, the one-year stenographic and two-year clerical programs were down sharply from the previous year, reporting enrollments that were both approximately 50 per cent less than they had been in 1973-74.

Local trends. The enrollments in the business programs in Pictou County are, as figure 15 shows, on a downward trend. However, total program enrollments have declined before in the County over the last nine years, and have always recovered. If the total enrollments do begin to increase again, it will have to come as a result of more schools in the County adopting the three-year programs. Although the three-year programs are not "full-time business" in the same sense as the traditional one- and two-year programs, they are, nevertheless, areas of major

concentration and the student who completes such majors, receives a business diploma for completing a "three-year" program in either accounting, clerical, or stenography.

Little can be expected from the two traditional programs in the County. Both the one-year stenographic and two-year clerical programs have always been the major contributors to the enrollment totals over the past nine years, but have now reached their lowest point since 1966-67.

The County of Queens

Liverpool Regional High was the only regular high school offering business programs and subjects in the school year 1966-67. In the same year, only the one-year stenographic program was being offered, and later in 1967-68, a two-year clerical program was started. As of the present school year, 1974-75, these two programs form the basis of the total program enrollments in Queens County.

Figure 16 shows a relatively sharp increase in 1967-68 over the previous year's totals which represents a percentage increase of 64 per cent. The full amount of this increase came as a result of the introduction of the two-year clerical program in 1967-68. In the year following, total enrollments levelled off, but beginning in the school year 1970-71, they experienced a series of steady decreases until the end of the school year 1973-74. This four-year period of decline was very gradual with individual program enrollments decreasing in very small amounts each year. The largest percentage decrease in total enrollments during this period, occurred in 1973-74, when the totals declined by approximately 23 per cent, compared to the previous year. This

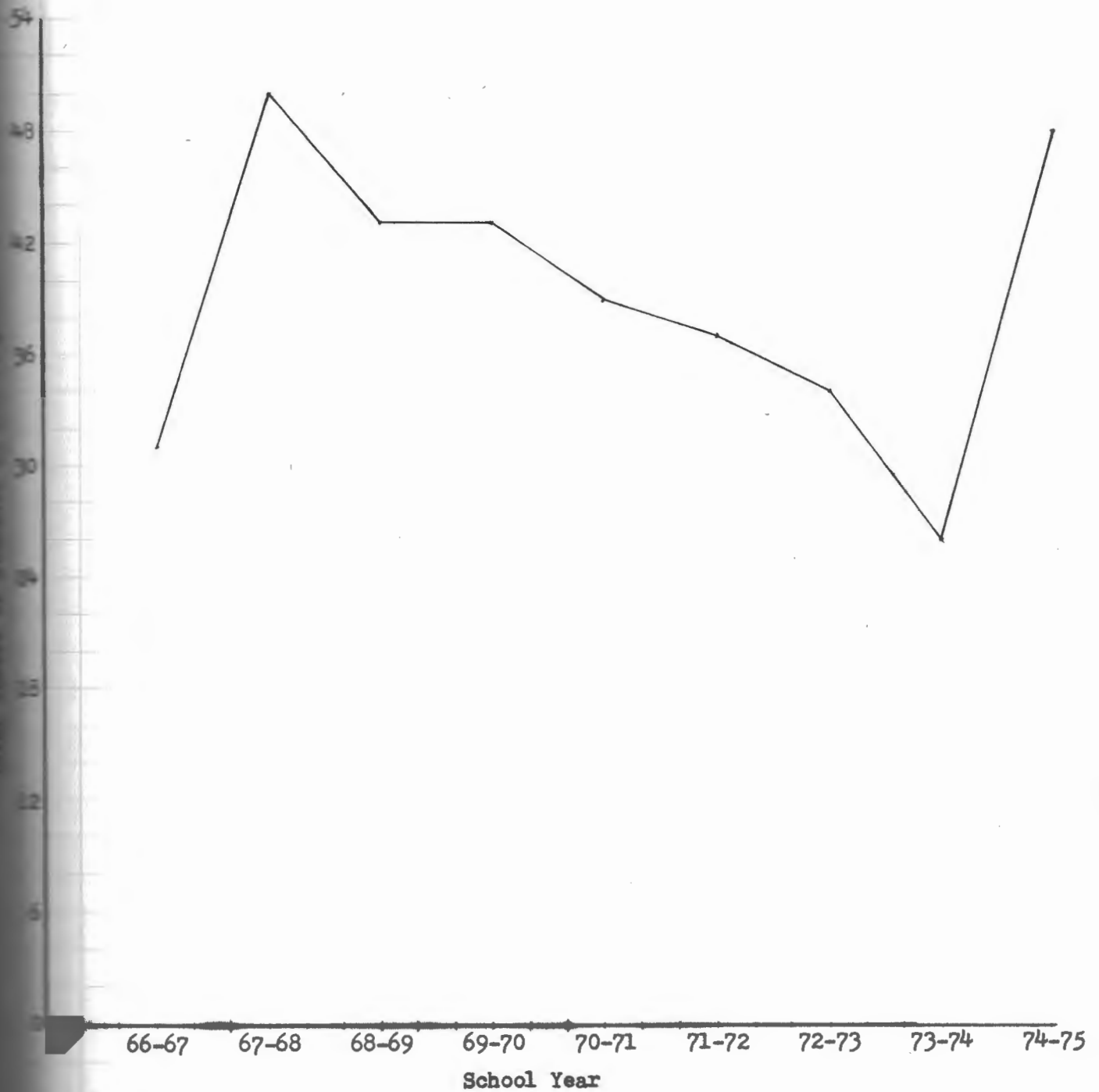


FIGURE 16

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF QUEENS

particular decrease in overall totals can be explained by decreases in the one-year stenographic enrollments of 37 per cent from 1972-73.

The total program enrollments made a rather large increase in 1974-75, over the previous year. Percentage increases of 237 per cent and 61 per cent, in the one-year stenographic and two-year clerical programs respectively, account for the overall enrollment increase.

Local trends. Total program enrollments in Queens County are at present, very close to the highest level they achieved during the period, in the school year of 1967-68.

Finally, it is not known what precisely were the real causes of the series of yearly declines that took place from 1967-68 to 1973-74 and, therefore, it would be improper to speculate on the possibility of any future recurrence of such a pattern.

The County of Richmond

Two regular high schools in the County of Richmond were offering business programs in 1966-67. The first was Isle Madame District High, which was offering a one-year stenographic program, and the second was St. Peter's District High, offering a two-year clerical program. As of 1974-75, both of these schools are continuing to offer business programs.

Figure 17 shows a slight decrease in 1967-68, which was followed by a five-year period of steady increases in total program enrollments.

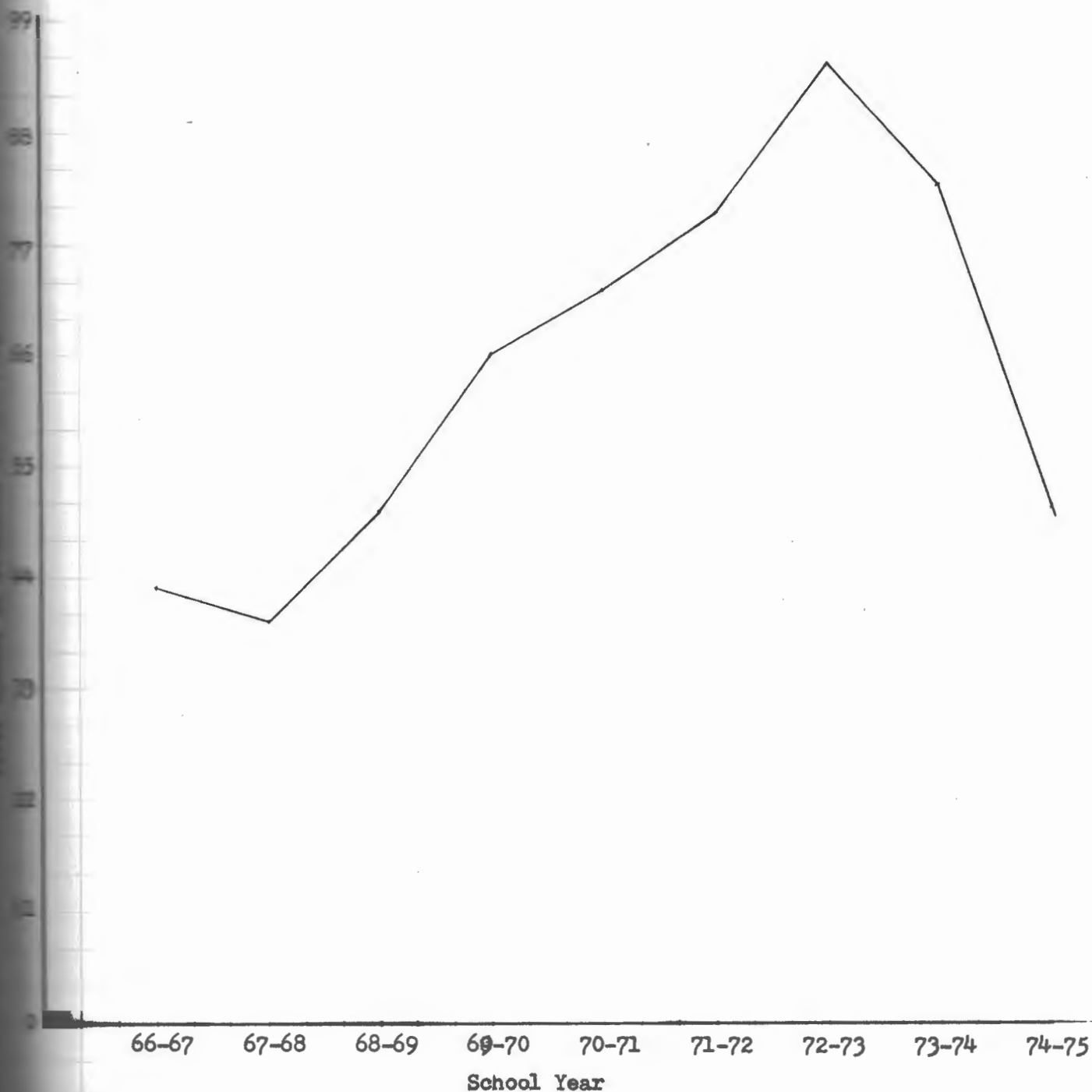


FIGURE 17

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF RICHMOND

During this period the overall enrollment increased an average of 19 per cent per year, with the largest percentage increases occurring in 1968-69 (27 per cent) and 1969-70 (29 per cent). The years in which the largest percentage increases took place coincided with similar percentage increases in the one-year stenographic and two-year clerical programs.

In 1971-72, a one-year accounting program was started with an enrollment of three students. This increased to nine the following year, but by 1972-73, the program had been dropped because of the lack of sufficient student enrollment to justify the costs of maintaining the program. Following the lengthy period of increases, total enrollments declined sharply in the school years 1973-74 and 1974-75.

In this present school year of 1974-75, total enrollments in the programs are down 45 per cent from 1972-73, which was the high point for the period. Decreases in both programs contributed to the overall decline. The one-year stenographic program decreased its enrollments by 69 per cent compared to its 1972-73 figures, while the two-year clerical went down by 43 per cent compared with 1972-73 totals. However, one gain was recorded for 1974-75, with a reported enrollment in the two-year stenographic program for the first time, at St. Peter's District High.

Local trends. The trend towards sharply decreasing program enrollments in the County, that began in the school year 1973-74, is likely to continue into the future unless the recently introduced two-year stenographic program makes some significant gains. The County's two main programs, the one-year stenographic and two-year clerical, are at their lowest level in the past seven years and the one-year stenographic program in particular, seems to be threatening to disappear entirely with a reported enrollment this year of only eight students.

The County of Shelburne

In 1966-67, the local school boards in Shelburne County were given the Department of Education's approval to offer business education programs in both Shelburne Regional High and Barrington Municipal High. The approved program offerings included the one- and two-year stenographic programs and a two-year clerical program. However, up until 1968-69, only the one-year stenographic program was reporting enrollments and the two-year stenographic never actually became operational.

Figure 18 shows a slight increase in total enrollments for 1967-68 followed by a more pronounced decrease in 1968-69, which can be traced to a decline in the one-year stenographic enrollments of approximately 47 per cent. In the same year, the two-year clerical program became active at Barrington Municipal High, with a reported enrollment of eight students.

In the school year 1969-70, total program enrollments in the County reached their highest point for the nine-year period. The total of forty-three that year was a 190 per cent increase over 1968-69 totals. Increases in the one-year stenographic program was the major cause of the overall increase.

Figure 18 shows that over the next two years, a fairly sharp decline in total enrollment figures occurred. Decreases in the one-year stenographic enrollments were the major cause. However, a second contributing factor was the dropping of the two-year clerical at Barrington Municipal because the program enrollments were not sufficient.

After making a small recovery in 1972-73, total enrollments declined in 1973-74 to their lowest point for the period. The decline was a direct result of the transfer of the one-year stenographic programs

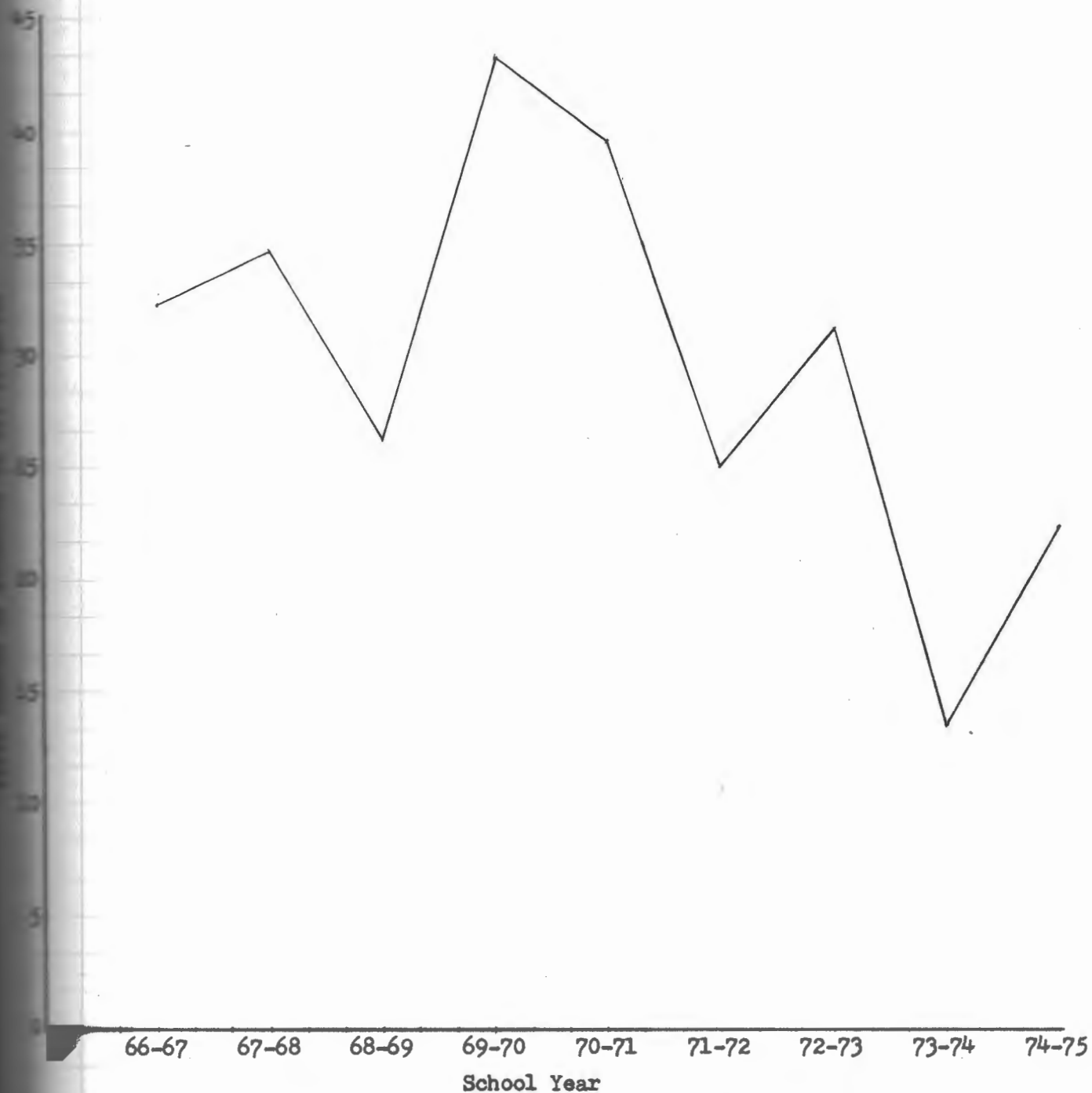


FIGURE 18

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1966-67 TO 1974-75
IN THE COUNTY OF SHELBURNE

from both regular high schools to the Shelburne Regional Vocational School. The reason for the transfer of the programs was to avoid costly duplication of services. The enrollments in the one-year stenographic programs were not considered by the local educational authorities to be sufficient to maintain them in two separate locations, and apparently more than adequate facilities were available at the vocational school.

The total enrollment for 1973-74 was thirteen and represented the total enrollment in a new three-year clerical course that was begun in that year at Shelburne Regional High. The enrollment increase shown on figure 18 for the year 1974-75 also is made up totally of enrollments in the three-year clerical program.

As of 1973-74, Barrington Municipal was offering only individual business subjects on an elective basis and has not offered any full-time programs of any kind from then until the present time.

Local trends. Despite the unfortunate setback suffered by the total program enrollments in 1973-74, when the one-year stenographic was transferred to the vocational school, the recent introduction of the three-year clerical program should help a great deal, in maintaining the upward trend of enrollments as shown in figure 18 for 1974-75. Indeed, although the three-year program is still just in the developmental stage, it has almost doubled its numbers from thirteen in 1973-74 to twenty-two in 1974-75. There is also the additional option of establishing a three-year program in stenography to replace the one-year program which, when it was active, was the strongest program, in terms of enrollment performance, over the nine-year period.

The County of Victoria

In 1967-68, Baddeck Rural High was given approval to offer a one-year stenographic program and as such, represents the only regular high school in the County offering a full-time business program, at the present time.

As figure 19 shows, total enrollments in the one-year program increased steadily from 1967-68 to 1971-72, reaching the high point for the period of nineteen. Enrollments then proceeded to decline at approximately the same rate until the school year 1974-75, at which time they again began to increase.

Local trends. It is evident from figure 19 that business program enrollments, during the eight-year period, have been rather small. This is due, in large part, to the comparatively small enrollments in the senior high grades at Baddeck Rural High. For example, as of 1974-75, the total enrollments for grades ten, eleven, and twelve amounted to only one hundred and sixty-nine.²³ In addition, the business program must compete with the rest of the high school offerings for some part of this total, and when one considers that senior high enrollments have been generally declining over the last two years, it would appear reasonable to expect the business enrollments to at best, remain at or near their present level.

²³Nova Scotia Department of Education, "Schools Having Pupils Enrolled in Grades 10, 11, 12," Directory of Schools in Operation (1974-75), Appendix A.

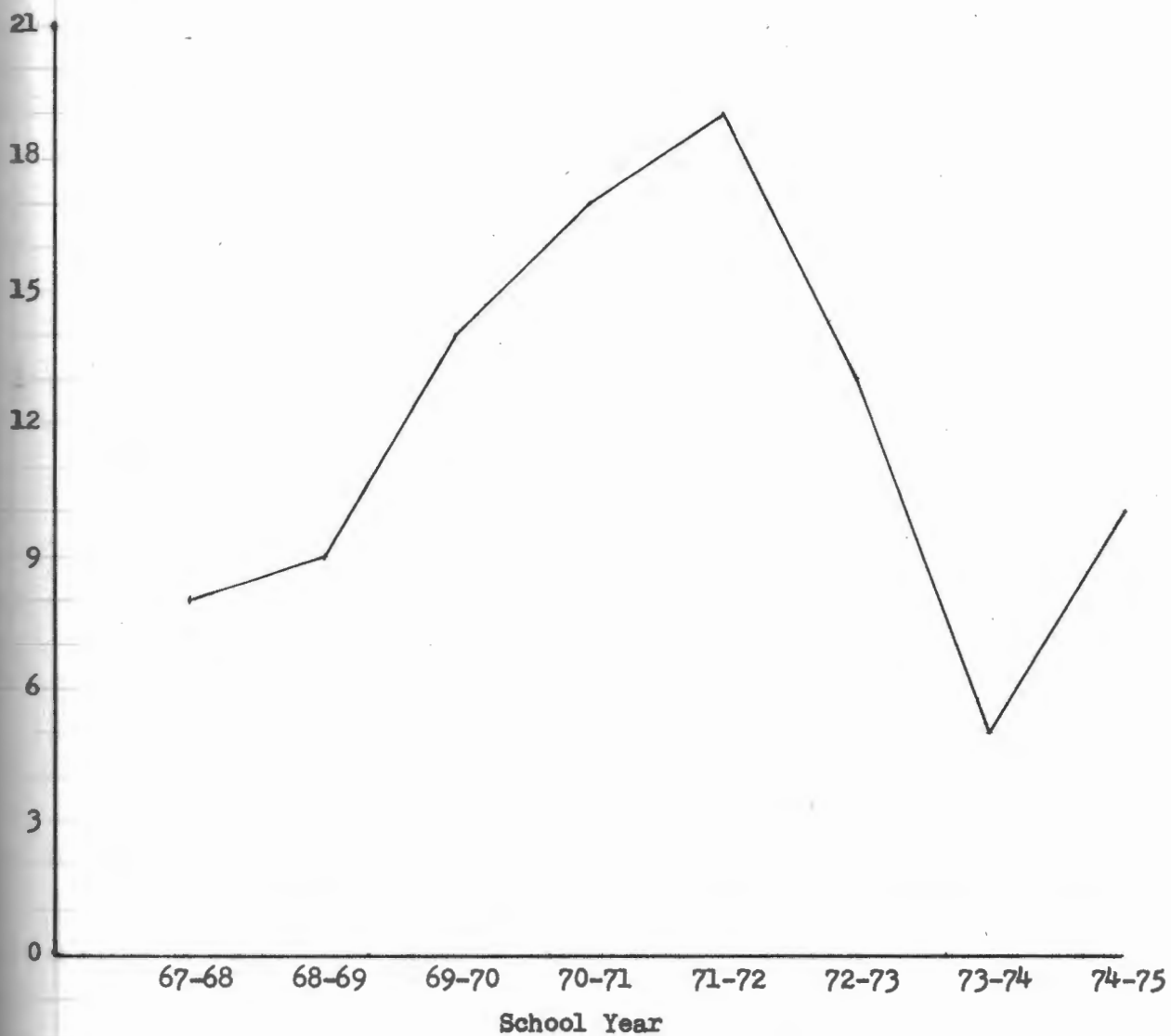


FIGURE 19

TOTAL ENROLLMENTS IN FULL-TIME BUSINESS PROGRAMS
FOR THE SCHOOL YEARS 1967-68 TO 1974-75*
IN THE COUNTY OF VICTORIA

*NOTE: Full-time programs in this County were offered starting in 1967-68.

D. Province-Wide Trends in the Full-Time Business Programs

Figures 20 and 21, on pages 77-78, show the overall enrollment performance of the one- and two-year business programs during the nine-year period from 1966-67 to 1974-75.

The comparison of the one-year programs in figure 20 illustrates that the stenographic program has been the most active, consistently achieving the highest enrollment totals throughout the period.

However, it is also clear from figure 20 that the one-year stenographic enrollments have steadily decreased since 1970-71. Further, this downward trend is reflected in twelve of the twenty geographical areas in the Province that were surveyed earlier in this chapter.

A major cause of the sharp and steady decline in the stenographic enrollments can be attributed to the fact that eleven out of a total of thirty-five schools which offered the program in 1970, dropped it in the years that followed, the majority doing so in the school years 1971-72 and 1972-73. This, of course, had a significant impact on the total figures from 1971-72 to 1974-75.²⁴

Two main reasons were given for dropping the programs: first, that student enrollments were not sufficient to justify continuing the program and second, that the local school board and Department of

²⁴The true magnitude of the impact is clearer if one considers that the combined program enrollment of the eleven schools which dropped the programs was equal to twenty seven per cent of the total stenographic enrollments in 1970-71 alone.

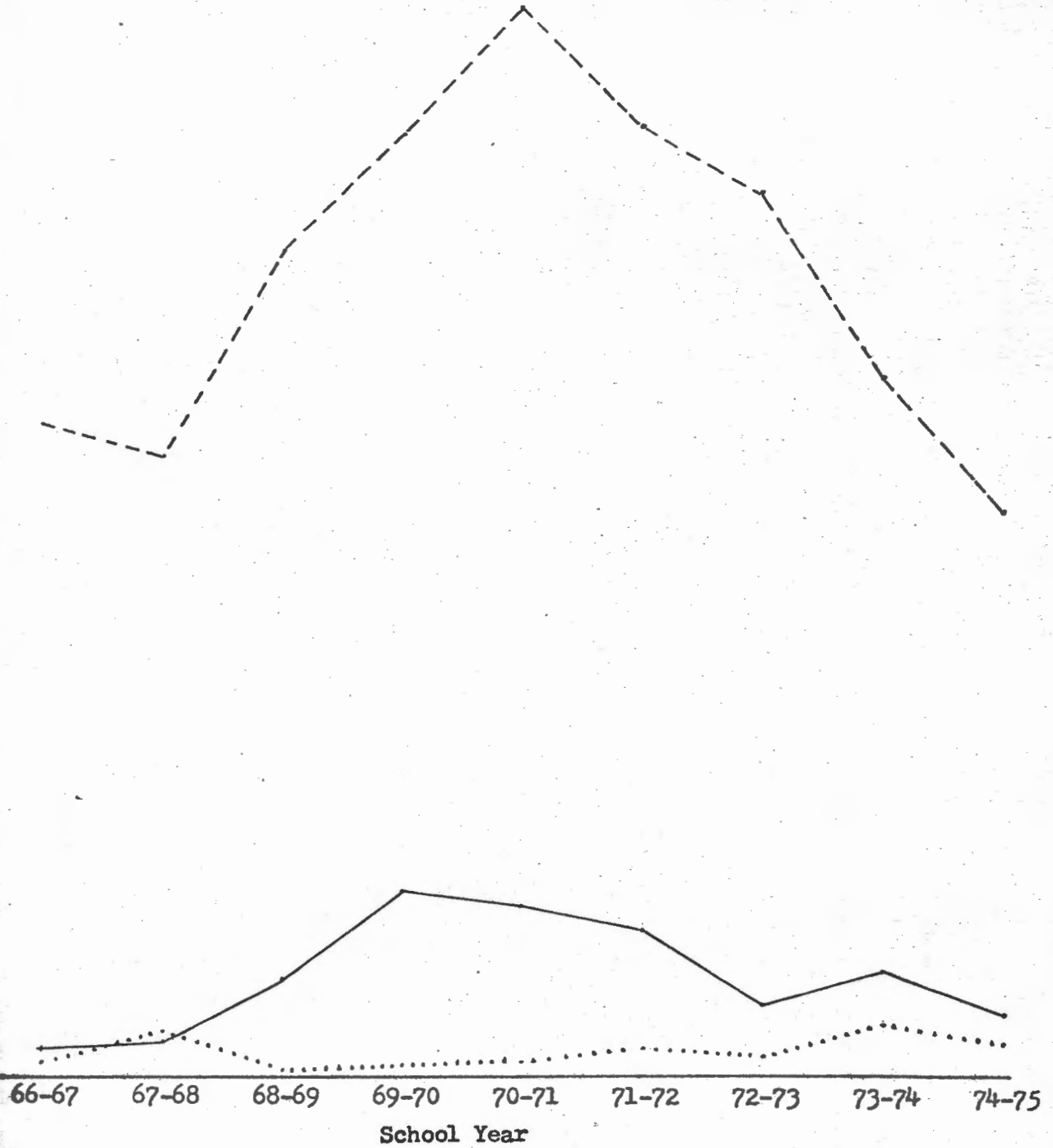


FIGURE 20

A COMPARISON OF THE TOTAL ENROLLMENTS IN ALL ONE-YEAR BUSINESS PROGRAMS IN NOVA SCOTIA FOR THE SCHOOL YEARS 1966-67 TO 1974-75

- One-year Accounting
- One-year Clerical
- One-year Stenographic

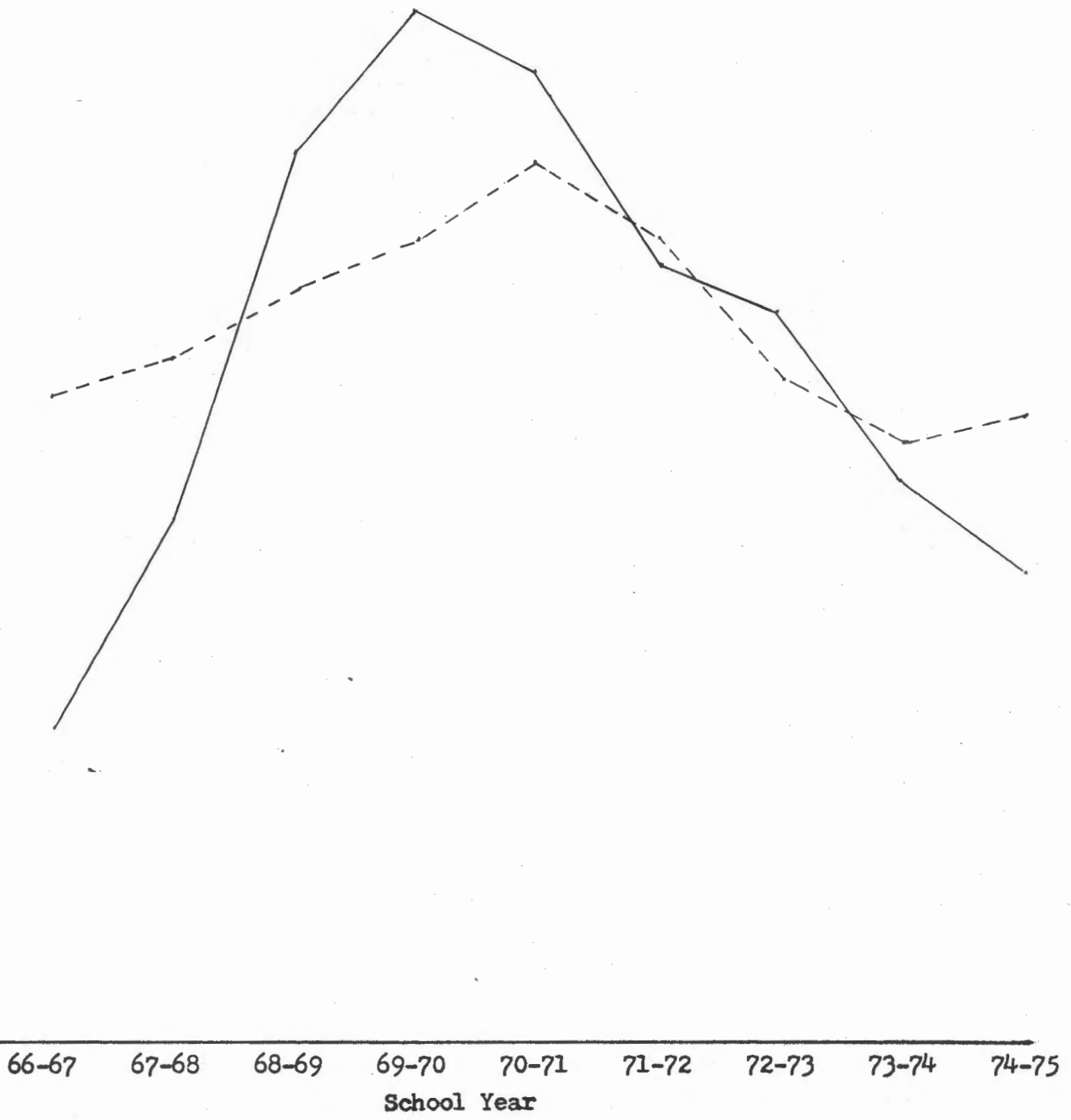


FIGURE 21

A COMPARISON OF TOTAL ENROLLMENTS IN ALL TWO-YEAR
BUSINESS PROGRAMS IN NOVA SCOTIA FROM
THE SCHOOL YEARS 1966-67 TO 1974-75

————— Two-year Clerical
----- Two-year Stenographic

Education had the programs transferred to a regional vocational school to "avoid costly duplication of services."²⁵

Eight of the eleven schools gave the second of the two reasons cited above, to explain why their particular program had ceased to operate. This is significant because it seemed to indicate that, at the time, there had been a definite change in the Government's policy of offering the widest possible choice of subjects in the regular high schools, including business subjects and programs.

In regard to this matter, the Business Education Curriculum Committee sent a letter in December, 1970 to the Deputy Minister of Education, Dr. Harold Nason, expressing concern,

. . . that its work on the basis of Government policy of making Business Education courses available to all students, for both personal and professional use, will be seriously impaired as a result of recent changes in moving Business Education programs from academic high schools to Vocational schools.²⁶

The Committee also asked to be advised of any change in Government policy that would result in further transfers of programs, since such a change could, ". . . seriously affect the total comprehensive program as offered in our Nova Scotia schools."

In his reply, the Deputy Minister stated that:

There has been no change in government policy and I do not anticipate any large scale movement of business programs from regular high schools to vocational schools. It is our aim to make business courses available to all high school students who have the interest and aptitude to benefit from them.²⁷

²⁵Information obtained from questionnaire returns from the individual schools concerned.

²⁶Miss Jessie Fraser, Secretary, Provincial Business Education Curriculum Committee, to Dr. H.M. Nason, Deputy Minister of Education for Nova Scotia, 18 December 1970, Minute Book of the Curriculum Committee, Business Education Consultant's Office, Halifax.

²⁷Dr. H.M. Nason, Deputy Minister of Education for Nova Scotia to Miss Jessie Fraser, Secretary, Provincial Business Education Curriculum Committee, 21 January 1971, Minute Book of the Curriculum Committee.

Dr. Nason also mentioned in his letter. that such factors as space problems, duplication of services, or unrealistic pupil-teacher ratios made it necessary, from time to time, to transfer business programs from one school to another, but that such conditions would occur only in "exceptional cases."

The transfer of programs to the regional vocational schools was also a major factor in producing the declines in enrollments in the two-year stenographic and clerical programs. As shown in figure 21, enrollments in both of these full-time programs were decreasing after 1970-71, because five of the eight schools which were forced to transfer their one-year programs, were also forced to give up their two-year programs. In addition, there were six schools which dropped their two-year programs for other reasons, such as insufficient enrollments, the refusal of local boards to hire the necessary teachers, and cutbacks in educational budgets at the local and Provincial levels.

Both the one-year accounting and clerical programs, as represented in figure 20, have maintained enrollment levels far below those established by the other full-time programs throughout the nine-year period. They have, of course, been affected, to a limited extent, by the transfer of programs to the vocational schools. But the transfers do not adequately explain why these programs have failed to elicit a higher level of student interest and response. Part of the explanation may arise from the fact, that in the larger schools, the one-year accounting and clerical programs have had to compete for enrollments with a number of other courses and programs, both business and non-business. Indeed, this study's survey of enrollments in each of the local areas of the Province

revealed. that both of the programs would consistently attract the fewest numbers when offered alongside one or more of the other full-time business programs.

There may, of course, be additional reasons for the lack of adequate enrollments in the one-year accounting and clerical programs, but it is not part of the prime purpose of this study to uncover all of them. Rather, it is more important to point out that the enrollments in these particular programs, based on their past performance, are moving on a downward trend and they do not appear, at present, to be tending towards any significant change in their enrollment levels.

In general, it is clear from both the examination of the local situations and from the overall picture presented in figures 20 and 21, that full-time business programs in Nova Scotia are definitely on the decline. Conditions or factors that have been associated with the decline and have also been partly the cause, have already been outlined. If these conditions recur, further decreases can again be expected.

A more positive trend has been developing over the last two years which may help to compensate for the decreasing enrollments in the traditional one- and two-year business programs. This trend concerns the establishment of three-year majors in the clerical, accounting, and stenographic areas. As of the school year 1974-75, eight regular high schools in the Province have adopted the three-year majors.

These business majors have a distinct advantage over the one- and two-year programs, because they are potentially more capable of maintaining higher levels of enrollments, based on the fact that they are open to all the students in a particular senior high, regardless of grade level. The one- and two-year programs, however, can only be taken at

the grade eleven or grade twelve levels. In addition, the three-year majors allow for more flexibility in student programming and are more easily integrated within the total curriculum structure; a feature which makes these majors particularly suited for use in the larger, comprehensive high schools, where the student can choose from as many as thirty different course offerings, at any grade level.

CHAPTER 4

THE EXPANSION OF BUSINESS EDUCATION SUBJECTS

AS ELECTIVES FROM 1961-62 TO 1974-75²⁸

A. Overall Developments

The development of the full-time business programs from 1966-67 to 1974-75 has, in earlier chapters, been established as an important phase in the overall growth of Business education as a part of the curriculum structure of the regular high schools. However, this same period is of equal, if not greater importance, in relation to the promotion and expansion of business subjects as electives. Indeed, it was during these years, particularly from 1969 to the present, that more non-business students than ever before were given the opportunity to take business subjects as part of their high school program of studies.

The rate of growth in the number of regular high schools offering business subjects on an elective basis was rather slow from 1961-62 to 1965-66, inclusive. In fact, by the end of the school year 1965-66, only five of the then thirty-two regular high schools in the Province which were offering business programs and courses, were allowing their

²⁸The primary sources for this chapter were twofold: first, questionnaire returns received from forty-seven out of a possible fifty-five schools, and second, statistics on subject enrollments as submitted on summary sheets by all schools to the Business Education Consultant for school year 1972-73, 1973-74, and 1974-75.

students to elect individual business subjects for high school credit.²⁹ The subjects that could be elected, at this time, were accounting and typing only.

Over the next nine years, the growth rate accelerated to such an extent that by the end of the school year 1974-75, the number of schools offering elective business subjects had increased by more than eight times the total for the previous five years. These increases are shown on a yearly basis in table 2, page 85.

During the same nine-year period, the number and variety of business subjects offered had also increased substantially compared to 1965-66 totals. At present these subjects total thirteen in number and include the following: Business Communications, Accounting, Law, Office Procedures, Shorthand, Typing, Recordkeeping, Consumer Education (which has replaced Business Economics in some schools), Data Processing, Business Organization and Management, Marketing, Business Mathematics, and Business Economics. In addition, some of these subjects, such as Accounting and Typing, are offered at two or three grade levels, with different subject matter covered at each level.

The pattern of growth described above, illustrates the existence of a very definite, Province-wide trend, towards making business education a more integral part of the total educational program of the regular high schools by offering a wide variety of subjects to the greatest possible number of students. The foregoing description also emphasizes a trend towards the increasing popularity of elective business course offerings. Furthermore, as of 1974-75, there has been a more than \$60 per

²⁹ Those schools were: Middleton Regional High, Riverview High, Sydney Academy, River Hebert District High and Mabou Consolidated High.

cent increase in the number of schools offering business subjects as electives and a 600 per cent increase in the number of subjects made available.³⁰

However, there were a few areas in the Province where certain subjects that were offered on an elective basis had to be dropped for a

TABLE 2

THE INCREASE IN THE NUMBER OF REGULAR HIGH SCHOOLS
WHICH OFFERED BUSINESS SUBJECTS ON AN ELECTIVE
BASIS FROM 1966-67 TO 1974-75*

School Year	Total Number of Schools	Increase over Previous Year
1966-67	6	+1
1967-68	7	+1
1968-69	9	+2
1969-70	14	+5
1970-71	26	+12
1971-72	29	+3
1972-73	37	+8
1973-74	43	+6
1974-75	44**	+1

*Total number of schools teaching Business Education in 1974-75 was 56.

**Questionnaire returns from the individual schools indicate that as of 1974-75, four schools in the Province did not offer any business subjects as electives. Also, seven schools did not return the questionnaire and therefore are not included in these figures.

³⁰Not all of the schools were offering the full range of business subjects as electives. Eleven out of forty-seven were offering five to eight of the subjects, seven were offering nine to twelve subjects, and the remainder were offering something less than five of the subjects. The larger the school and population area served, the greater was the number of subjects offered.

variety of reasons. Table 3 outlines the schools concerned, the subjects dropped, and the reasons given in each case.

In reviewing the data presented in the table, it should be noted that only three of the nine schools listed gave "insufficient enrollments" as the reason why the particular course was dropped. This is significant because the lack of sufficient enrollments is one indication that a

TABLE 3

A SUMMARY OF THOSE REGULAR HIGH SCHOOLS WHICH
DROPPED SPECIFIC BUSINESS SUBJECTS AND
WHY, FROM 1966-67 TO 1974-75*

School	Subject Dropped	Reason Given
Baddeck Rural High	Accounting	Insufficient enrollment
Cobequid Educational Centre	Business Economics	Duplication of content in other courses
Mabou Consolidated High	Consumer Education	Duplication of content in academic stream
Middleton Regional High	Shorthand	Could not be fitted into timetable
River Hebert District High	Accounting	Insufficient enrollment
St. Peter's High	Law	Insufficient enrollment
Stellarton High	Recordkeeping	Content being duplicated in other business subjects, limited staff
West Pictou District High	Typing (grades 11 and 12)	Unable to fit into timetable
J.L. Hsley High	Marketing	(unknown)

*Data for this table was obtained from questionnaires returned by the individual schools (a total of 47 out of a possible 56 were received).

particular course has declined in popularity but since less than half the schools listed used such a reason, it hardly amounts to a reversal in the trends for elective business subjects referred to earlier.

B. Growth and Trends in Specific Subject Areas

While the overall expansion in elective business subjects was taking place, similar patterns of growth were occurring in the individual subject areas, particularly from 1966-67 to 1974-75. One measurement of the rate at which these individual subjects grew and an indication of their popularity, relative to each other, may be arrived at by an analysis of the data presented in table 4, on page 88.

The four illustrations that make up table 4, list the individual subjects in descending order according to the number and per cent of total schools in which each is offered.

According to table 4, Typing has been the most consistently popular elective business offering throughout the period. The percentages for each of the four selected years show that Typing offered at the grade eleven and twelve levels has maintained the first and second positions in the subject lists while Typing offered on the grade ten level has consistently occupied the third position.

As of the school year 1973-74, the grade eleven or Introductory Accounting course has been offered most frequently after Typing. The Advanced Accounting course at the twelve level ranks close behind being offered in 48.8 per cent of the total of forty-four schools. With the exception of the school year 1969-70, both of the accounting courses have steadily improved their positions since 1966-67.

TABLE 4

THE NUMBER AND PER CENT OF REGULAR HIGH SCHOOLS OFFERING EACH
BUSINESS SUBJECT AS AN ELECTIVE FOR THE SCHOOL YEARS
1967-68, 1969-70, 1971-72, 1973-74

A. 1967-68 (Total No. of Schools-7)*		
Subject	No. of Schools	Per Cent of Total
Typing (12)	7	100
Typing (11)	7	100
Typing (10)	5	71.43
Shorthand	4	57.14
Bus. Math	4	57.14
Accounting (11)	3	42.86
Bus. Economics	3	42.86
Office Procedure	3	42.86
Accounting (12)	2	28.57
Bus. English	2	28.57
Law	2	28.57

B. 1969-70 (Total No. of Schools-14)*		
Subject	No. of Schools	Per Cent of Total
Typing (11)	13	92.86
Typing (12)	12	85.71
Typing (10)	9	64.29
Bus. Economics	4	28.57
Bus. Math	4	28.57
Shorthand	4	28.57
Accounting (11)	3	21.43
Law	3	21.43
Office Procedure	3	21.43
Accounting (12)	2	14.29
Bus. English	2	14.29
Recordkeeping	1	7.14

C. 1971-72 (Total No. of Schools-29)*		
Subject	No. of Schools	Per Cent of Total
Typing (12)	28	96.55
Typing (11)	27	93.10
Typing (10)	17	58.62
Accounting (11)	13	44.83
Accounting (12)	12	41.38
Law	10	34.48
Bus. Math	8	27.59
Bus. English	7	24.14
Bus. Economics	7	24.14
Shorthand	7	24.14
Consumer Ed.	4	13.79
Recordkeeping	4	13.79
Office Procedure	3	10.34

D. 1973-74 (Total No. of Schools-43)*		
Subject	No. of Schools	Per Cent of Total
Typing (11)	37	86.05
Typing (12)	37	86.05
Typing (10)	27	62.79
Accounting (11)	24	55.81
Law	23	53.49
Accounting (12)	21	48.84
Bus. Math	17	39.53
Shorthand	16	37.21
Bus. English	14	32.56
Consumer Ed.	14	32.56
Bus. Economics	12	27.91
Office Procedure	10	23.26
Recordkeeping	8	18.60

*The number of schools given for each of the four school years includes only those schools offering business subjects on an elective basis. There were, of course, several additional schools in each year, offering full-time business programs, but not elective business subjects.

A third elective subject, Law, has, in comparison to the other subjects listed, experienced the greatest rate of expansion during the period. As table 4 shows, it occupied the last position in the school year 1967-68 with a percentage of 28.6. However, by the school year 1973-74, it had moved to third position in the list, after Typing and Accounting, and was being offered in 53.5 per cent of the total number of schools.

Business Mathematics, Business Communications, and Business Economics show approximately the same rate of change over the years, and by 1973-74, were either being offered in a smaller percentage of schools than in 1967-68 or had not improved their position to any significant extent.

The subjects having the worst rate of growth and largest decrease in percentage of total schools offering them, were Recordkeeping and Shorthand.

Table 5 outlines the subject enrollments for the school years 1972-73, 1973-74, and 1974-75. A review of the data presented in the table substantially supports what has already been said about certain specific elective business subjects and their growth rate.

For example, in each of the last three years, we see that Typing is in first position, showing the largest enrollment total as well as the largest per cent of the total subject enrollment. In addition, the enrollment for this subject has increased in each of the three years. Certainly, in terms of enrollments, Typing holds a dominant position when compared to the positions of the other subjects listed. One of the major reasons for this is because it is the only subject that is offered in all three of the senior high grade levels. There are, of course,

A COMPARISON OF ENROLLMENTS IN EACH INDICATIVE BUSINESS SUBJECT
AND THE PER CENT THAT SUCH ENROLLMENTS ARE OF THE TOTAL
SUBJECT ENROLLMENTS FOR THE SCHOOL YEARS
1972-73, 1973-74 and 1974-75

Subject	School Year, 1972-73		School Year, 1973-74		School Year, 1974-75			
	Enrollment	Per Cent	Subject	Enrollment	Per Cent	Subject	Enrollment	Per Cent
Typing	3,865	59.89	Typing	4,735	60.11	Typing	4,862	48.87
Accounting	509	7.89	Accounting	639	8.11	Law	1,532	15.40
Business			Law			Accounting		
Mathematics	379	5.87	Consumer	447	5.67	Business	998	10.03
Law			Education	398	5.05	Mathematics	683	6.87
Business	332	5.14	Record-			Consumer		
English	308	4.77	keeping	356	4.52	Education	483	4.85
Record-			Business					
Keeping	292	4.53	Mathematics	356	4.52	Shorthand	321	3.23
Shorthand			Shorthand			Record-		
Office	237	3.67	Business	285	3.62	keeping	308	3.10
Procedure			English			Business		
Business	204	3.16	Office	260	3.30	English	284	2.86
Economics			Procedure			Office		
Data	92	1.43	Data	140	1.78	Procedure	169	1.70
Processing			Processing			Business		
Consumer	91	1.41	Business	130	1.65	Management	132	1.33
Education			Management			Data		
Business	86	1.33	Business	73	.93	Processing	116	1.17
Management			Business			Business		
Marketing	30	.46	Economics	33	.42	Economics	58	.59
Medical, OP.	23	.37	Marketing	25	.32	-	-	-
	5	.08	-	-	-	-	-	-
TOTALS	6,453	100	TOTALS	7,877	100	TOTALS	9,946	100

other business subjects being offered in two grade levels such as Accounting at both the eleven and twelve level. However, the addition of the grade ten level, alone, can make a considerable difference in the total enrollments of the subject. For example, in Halifax City in the school year 1972-73, the total number of students taking Typing at all grade levels, for the three high schools, was 1,083; of which a full 75 per cent consisted of enrollments in the grade ten level Typing (Typing 210).³¹

An additional factor to consider when looking at the strong position that Typing occupies, is the fact that it is one of the few subjects that has been established in the regular high school as an elective since the school year 1961-62. In some regular high schools, it was being offered as far back as the early 1950's.

Accounting has also increased its numbers over the last three years. A major part of the totals for Accounting consists of enrollments in the grade eleven introductory course which has become increasingly popular for the regular high school student in recent years.

Perhaps the most remarkable gains in enrollments over the past three years have been made in Law. As of 1974-75, it ranks second in individual subject enrollments in the Province and has more than doubled its numbers from the previous school year. This increase in the popularity of Law as reflected in its enrollment performance, has been due, in part, to a broadening of its content to include more material related to criminal procedures, consumer protection, and family law, in addition

³¹This per cent calculation and enrollment total is based on figures obtained from the Director of Business Education for Halifax City. The figure 1,083 is the sum of the addition of the individual enrollments for Typing 210, 211, and 212, only.

to its traditional content dealing with contracts and business law. Its content is also of a nature that can be easily related to current events and the students' day-to-day experiences. Law is the type of subject that lends itself well to the utilization of such community resources as court trials and speakers from local law firms. Generally, Law gives the regular high school student in grade eleven or twelve a very distinct and interesting alternative to the longer established and more traditional high school offerings. As a result, it should continue to grow and expand in future years.

The remaining subjects, for which enrollments are given, have shown little change in terms of increasing or decreasing their particular percentage share of the total subject enrollments, with one exception: Consumer Education is shown to have increased its numbers from eighty-six in 1972-73 to 485 in 1974-75. The fact that Consumer Education, as a grade ten level subject, can draw its enrollments from a larger portion of the student population of any particular high school, is a major factor contributing to the increases. An additional factor that merits some consideration is the fact that the content of Consumer Education has been substantially updated since 1971 and includes material that is more directly related to the current role of the individual consumer in today's society.³²

It also should be noted that Business Management and Data Processing are the two most recent additions to the business education

³²Prior to 1972, a course, very similar in content to Consumer Education, called General Business, was being taught in the schools. However, by 1972, the recommended text for the course was changed and a change in title was recommended, to "Consumer Education," so that it would reflect more accurately the true content of the course as updated with the change in texts.

curriculum of the regular high school and have been active for only the last three years. Therefore, they are still in the development stage and in the next few years, will be improving and refining their basic content and approach. As of 1974-75, the number of schools offering Business Management is seven and the number offering Data Processing is five, and the enrollment table shows that the numbers have increased in each of these subjects since their initial introduction in 1972-73.

The data so far presented in this chapter has described the rapid, Province-wide expansion that has occurred in elective business course offerings, particularly in the last three to four years. It has also given substantial support to the proposition that elective business subjects have become the major area of concentration for the vast majority of those actively involved in business education in Nova Scotia.

However, the true magnitude of this increased emphasis on elective business subjects and of the corresponding decline in emphasis in the full-time programs, referred to in chapter 3, is most dramatically illustrated by the data presented in table 6, on page 94.

Indeed, it is clearly evident from the table, that enrollments in elective business subjects in the last three years far exceeded those for the full-time programs. It is even more significant that the subject enrollments have, in addition, actually increased from year to year, at a much greater rate than the full-time programs, which showed a rather substantial percentage decrease in 1974-75 of 15.8 per cent.

TABLE 6

A COMPARISON OF TOTAL ENROLLMENTS IN ALL FULL-TIME
BUSINESS PROGRAMS IN NOVA SCOTIA WITH TOTAL
ENROLLMENTS IN ALL ELECTIVE BUSINESS
SUBJECTS FOR THE SCHOOL YEARS
1972-73 TO 1974-75

	1972-73	1973-74	1974-75
Enrollments in Full-Time Programs	1,970	1,950	1,650
Percentage Change From Previous Year	-	-.5%	-15.8%
Enrollments in Elective Business Subjects	6,450	7,880	9,950
Percentage Change From Previous Year	-	+22.1%	+26.1%

C. Educational Objectives of the
Business Curriculum

As part of this study's survey of the regular high schools where business education programs or courses are being taught, each respondent was asked to outline the educational objectives of their particular business offerings.

Forty-seven of fifty-five schools replied and the overall results indicate that the provision of occupational instruction for careers in business is the major objective, with 85 per cent of those who replied selecting it. The advancement of the students' general education was selected by 63 per cent, while 57 per cent of the respondents agreed that the provision of a basic foundation and preparation for students planning post-secondary education in business, is an important objective of the business curriculum.

The above results indicate that there is still a marked tendency on the part of business educators in Nova Scotia to emphasize the

vocational value and objectives of the business education offerings. This tendency would seem to be more prevalent in those schools located in the rural areas of the Province, where post-secondary institutions offering advanced training in business are not close at hand and where the student is more concerned with obtaining suitable employment immediately following graduation.

Nevertheless, the results are also consistent with the recent trend away from business programs which are vocationally-oriented, as indicated by the fact that 63 per cent of the schools responding recognized the general educational value of the business courses for all students, as well as the vocational value.

CHAPTER 5

THE ADMINISTRATION AND FINANCING OF BUSINESS EDUCATION IN NOVA SCOTIA FROM 1961 TO 1975

A. The Administrative Structure - Past and Present

From 1961 to 1965, the responsibilities and duties associated with the administration of business education in Nova Scotia were being carried out by three main groups. Two of the three groups operated at the local level, and included the department heads at the individual schools and the school board personnel in the area. The third group, the Business Education Curriculum Committee, was operating, at the same time, on the Provincial or Departmental level.

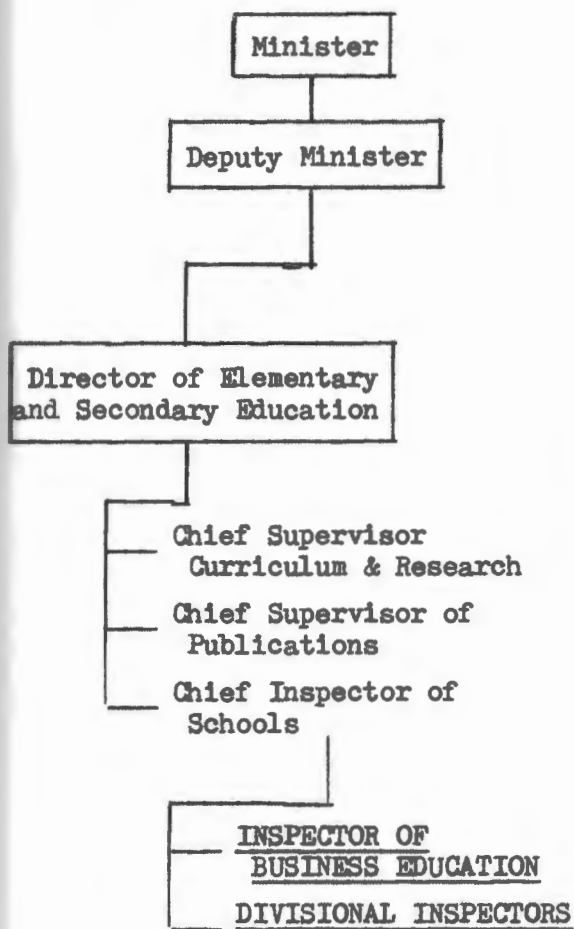
The Committee, created in 1961 under the authority of the Chief Supervisor of Curriculum and Research for the Department of Education, was performing an administrative function in its work of curriculum development and revision. Any changes in curriculum recommended by the Committee were usually passed on to the Chief Supervisor for implementation and, if approved, would become part of the official Program of Studies of the Department of Education. Since the Committee's recommendations were being transmitted throughout the Province with the official sanction of the Department, this also meant that they were, to some extent, exercising a certain amount of overall control and co-ordination in specific areas of business education.

The administrative structure was expanded at the Provincial level in 1966 with the creation by the Department of the position of Inspector of Business Education. The creation of the position, at this time coincided with a decision on the part of the Federal Government to provide increased financial assistance to the Provinces for the promotion and advancement of vocational education, particularly in the regular high schools. As a result of this decision, a large number of local schools which were either already operating business programs in their high schools or planned shortly to do so, would be applying for the funds to the Department of Education. Consequently, the Department officials felt that at least one person should be appointed on a full-time basis to ensure the proper allocation of the funds, and to guarantee some overall control and co-ordination of the considerable amounts of money that would be disbursed.

In the overall organizational structure of the Department of Education in 1966, the Inspector of Business Education was responsible directly to the Chief Inspector of Schools and through him, to the Director of Elementary and Secondary Education. Under the Chief Inspector of Schools were also grouped the other inspectors of specific subject areas, as well as the divisional inspectors for various districts in the Province (see chart on page 98).

The organizational structure described above, underwent significant change in 1968, following the receipt by the Department of a study done by the consulting firm of Peat, Marwick, and Company. Based on their recommendations, the Department of Education immediately began implementation of "program budgeting," which was described as, ". . . a systematic approach to the planning, budgeting and controlling of

Partial Organization Chart
of the Department, 1966-1968



Partial Organization Chart
of the Department, 1968-1975

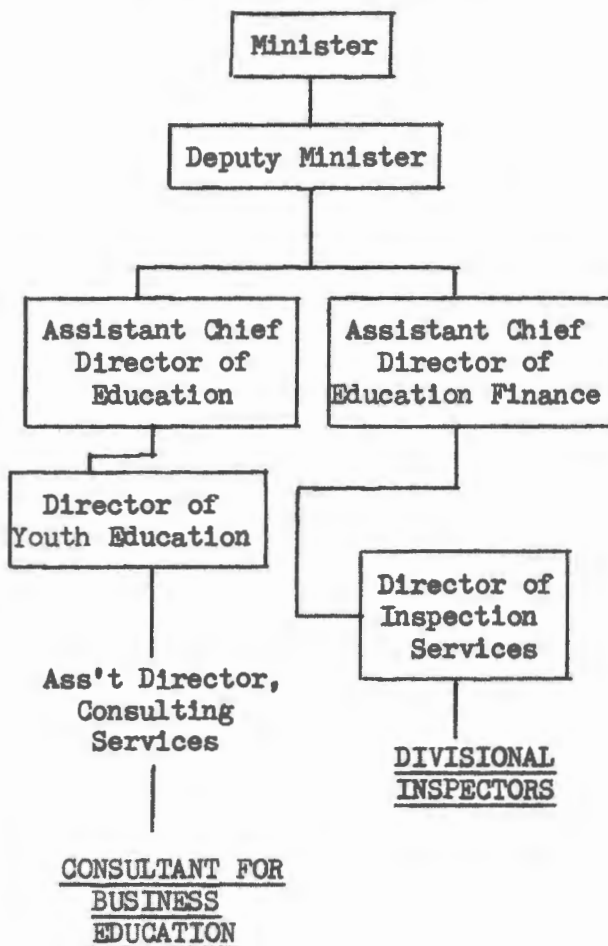


FIGURE 22

THE POSITION OF THE CONSULTANT FOR BUSINESS EDUCATION
BEFORE AND AFTER THE DEPARTMENTAL
RE-ORGANIZATION IN 1968

government operations, using modern management techniques."³³ Along with the implementation of program budgeting came a total re-organization of the Department of Education, which affected the roles of both the divisional inspectors and inspectors of special subject areas (see chart on page 98).

The divisional inspectors' primary role under the new plan was to "act as Departmental field service representatives, monitoring the efficiency and effectiveness of the application of the foundation program of education and grants under the foundation program."³⁴ The divisional inspectors were now grouped under the Director of Inspection Services, who was to be responsible directly to the Assistant Chief Director of Educational Finance.

At the same time, the inspectors of subject areas, including the Inspector of Business Education, had their titles changed to consultants and became grouped under the Assistant Director of Youth Education, Consultant Services, who, in turn, reported to the Director of Youth Education.

The administrative structure was added to at the school board level in 1968 and 1969, respectively, with the creation of the post of Director of Business Education in the cities of Halifax and Dartmouth. However, these were the only areas in the Province where such posts were established.

In 1968-69, the City of Dartmouth began operating business education departments in both Prince Andrew High and Dartmouth High. In the same year, the Dartmouth School Board appointed Mr. Gerald Hubley as Director of Commercial Programs, to organize the setting up of the two business education departments. His duties, as Director, also included

³³ Nova Scotia Department of Education, "Implementation of Program Budgeting in the Department of Education," Education Office Gazette (June, 1969), p. 2.

³⁴ Ibid.

the hiring of necessary staff, ordering supplies and equipment, and developing course outlines and teacher guides for specific business programs and subjects. By 1970, the two business departments were well established and operating smoothly under the guidance of their respective department heads, who were now performing many of the same administrative functions that had been performed by the Director. As a result, Mr. Hubley took on the job of Administrative Assistant to the Superintendent of the Dartmouth City Schools but would still, from time to time, provide support and consultation when required, to the business departments in the two high schools.

Halifax City followed in 1969, with major additions to Queen Elizabeth High and St. Patrick's, which were built primarily to house a business education department for each school. In the same year, Mr. Thomas Sullivan was appointed as Supervisor of Business Education for Halifax City, a post he still retains.

The administrative duties of the Supervisor of Business Education for Halifax City are:

1. To provide curriculum support to schools, which includes:
 - (a) encouraging the initiation of new, instrumental programs
 - (b) assisting in the organization of special classes not provided under the special education program
 - (c) other duties specific and appropriate to the special curriculum areas
2. To provide supervision support to schools, which includes:
 - (a) formal supervision of first and second year teachers and selected, permanently employed teachers on request of the Superintendent of Secondary Education

- (b) assisting in the improvement of instruction in all schools and serving as consultant to all teachers in that regard
3. To provide administrative support to Superintendents and Directors,
which includes:
- (a) assisting in the recommendation and selection of instructional materials, supplies, and equipment
 - (b) providing direction and assistance in the organization of in-service training programs³⁵

B. Administration at the Provincial Level

The Consultant for Business Education for the Department of Education is responsible, in general, for consulting and advising on matters that come under each of three major areas: (1) curriculum development, (2) teacher education, and (3) buildings and equipment.

In the area of curriculum development, the Consultant works closely with the Provincial Business Education Curriculum Committee in reviewing, revising, and updating existing programs and subjects, and in making appropriate recommendations to the Director of Youth Education for Nova Scotia. The Consultant, together with the Committee, is also responsible for reviewing curriculum outlines, textbooks, and available resource materials that are either part of or have some bearing on business education programs and subjects, and again to make recommendations, as the need arises.

In a more general sense, the Consultant is also expected to maintain some personal contact with inspectors, superintendents, principals,

³⁵Information contained in a letter forwarded to the author from Mr. Thomas C. Sullivan, Supervisor of Business Education for Halifax City and dated June 27, 1974.

and business teachers in a consulting and advisory capacity in all areas of the Province where there is business education.

The Consultant's responsibilities with respect to teacher education have diminished to a very great extent since the phasing out of the block programs for business teachers in the summer of 1973. These block programs were originally set up in 1966 for the purpose of providing pre-service training for those individuals who wished to qualify for certification by the Department of Education as business teachers. These programs were badly needed during the period from 1966 to 1971 because of the tremendous expansion in school facilities across the Province, to take advantage of the special grants for business education.

At the present time, there are no new pre-service programs being offered under the sponsorship of either the Consultant for Business Education or the Department. All of the in-service training programs for business teachers are, at present, being conducted entirely by the local educational authorities across Nova Scotia.

The major part of the Consultant's time, in the first few years following his appointment, was taken up by his duties connected with the purchase of equipment for business education programs, and with approving and advising on the building of new schools as well as additions to existing schools.

In connection with the equipment acquisitions, the Consultant was required to prepare lists and descriptions of grant-aided equipment, based on specific room sizes and specifications (see appendix E for a sample list of equipment). These lists were usually revised each year and detailed in the Department's P. and I. Releases for the information of the local boards. Each local board or municipality which applied for the purchase

of equipment for its business department was required to select it from the prepared lists. Once the local board had made its selections, usually with the help of the Consultant, it then arranged for tenders to be set and the Consultant would be in attendance when tenders were finally received and opened.

A complete list of the equipment required along with prices and suppliers' names, were then forwarded to the Consultant for his advice and approval. Finally, the board was required to make application to the Director of Educational Services, who would then secure Federal-Provincial approval of the amounts of expenditure for each of the items on the approved list.

Prior to the appointment of a Consultant for Business Education, much of the advice and assistance on the proper physical set-up of a department that was to be part of an addition to an existing school, was being provided through an arrangement between Ottawa and the Secondary Vocational Education Division of the Province.

When a completely new school was being built which involved the sharing of a business education facility with other areas of the school, the Consultant was required to work out the ratio of costs to be shared between the local municipality, Province, and Federal Government. The calculation of the cost sharing would be done according to a set formula (an example of such a calculation is provided in the appendix, F).

C. Administration at the School Level

As of the school year 1974-75, there are a total of fifteen regular high schools out of a possible fifty-five which are operating their business departments under the guidance of a department head. Although this number seems rather small compared to the number of schools, it is not surprising if one also takes into consideration the fact that the remaining forty schools have, on average, only two teachers per school involved in teaching business programs and subjects. In addition, 50 per cent of the schools which have department heads are grouped in the general area served by Halifax County and the cities of Dartmouth and Halifax.

Based on questionnaire returns received from fourteen of the fifteen schools that have department heads, it is possible to arrive at a reasonably accurate assessment of the types of administrative functions being performed at the school level across the Province. These administrative functions and duties of department heads are listed in table 7, in the order in which they most frequently occur.

It is clear from the table that the types of functions most frequently performed include the ordering of supplies, maintenance of equipment, and inventories, and timetabling. At the same time, the maintenance of records, co-ordination of marking and teacher placement and interviews appear to be among the least frequently performed functions.

In general, the data presented in table 7 seems to indicate that too great an emphasis is being placed on the performance of purely administrative tasks and not enough emphasis is placed on the performance of duties more directly related to the educational process. For example, about 85 per cent of the department heads reported performing functions

TABLE 7
ADMINISTRATIVE FUNCTIONS OF BUSINESS EDUCATION
DEPARTMENT HEADS*

Functions	Number of Schools Reporting This Function
1. Ordering supplies and texts	12
2. Arranging for equipment repairs	12
3. Maintaining inventories	12
4. Timetabling for student and teacher programs	10
5. Supervision of teachers	8
6. Review, revision and co-ordination of subjects	8
7. Arranging work experience programs	7
8. Giving guidance to students and staff	7
9. Making monthly reports	5
10. Evaluation	5
11. Job placement for students	4
12. Maintaining student and teacher records	3
13. Attending monthly staff meetings	3
14. Co-ordination of marking	3
15. Teacher placement and interviews	2

*Compiled as of the school year 1973-74.

one, two, and three in the table but only slightly more than 50 per cent reported performing such tasks as revision and review of subjects, student guidance and evaluation.

However, to arrive at any very accurate assessment of where the true emphasis is being placed by department heads in the performance of their duties would require more evidence than is displayed in table 7.

Finally, the fourteen department heads also reported that they were each allowed an average of seven to eight hours per week for the

performance of their duties, with the remainder of the time spent in teaching. Again, the question of whether or not such a time allotment is sufficient is, in combination with the above, worthy of a separate study.-

D. The Financing of Business Education

The general financing of business education in the regular high schools of Nova Scotia, from 1961 to 1965, was based on the regulations and guidelines of the foundation program, as originally laid down in 1956. This financial structure is based on three partnership principles:

First, that costs are shared by Province and Municipal unit, in accordance with the latter's ability to pay, with the proportion to be borne by the municipality being related to an equalized valuation of the unit's taxable property; second, that the unit's share is never more than 75 per cent of the costs; and third, that services in addition to those covered by the foundation program are generally at the expense of the municipality.³⁶

Grants made to the municipalities under the foundation program were usually divided into two categories: first, operating grants, for such expenses as teachers' salaries, equipment and maintenance, transportation for students, and board and tuition of pupils; and second, capital grants, which went towards the costs involved in school construction.

In addition, some of the working regulations under the program would be revised each year, particularly those dealing with the shared proportion of costs to be borne by the Province and municipality and the valuation of taxable property.

³⁶ Nova Scotia Department of Education, "Nova Scotia's Comprehensive School System," Journal of Education (October, 1966), p. 19.

However, by August of 1966, the Provincial Government had begun the gradual implementation of its plan to establish a fully comprehensive high school system across Nova Scotia. In conjunction with the development of that system, the Province had made special financial arrangements with the Federal Government that were designed to encourage the widespread establishment of business education programs and courses in the regular high schools.

For the municipalities, these financial arrangements would mean that the Province, with the help of Federal grants, would be paying for: ". . . the entire cost of building and equipping commercial education facilities in the regular high schools and pay \$200 per year per qualified commercial student towards operating costs."³⁷

In relation to the cost-sharing for buildings and equipment, the Federal Government, in the beginning, agreed to pay for ". . . 75 per cent of the cost of facilities shared by academic and commercial students."³⁸ The remaining 25 per cent would be paid for by the Provincial Government. By 1970, changes had been made in this cost-sharing part of the arrangement that resulted in both governments contributing equally to the cost of equipment and construction.

In addition, the exact portion of the cost of the facilities that the Federal Government would pay for in a particular situation was determined through the use of a standard formula.³⁹

³⁷ Ibid.

³⁸ Nova Scotia Department of Education, "Sharing of the Cost of Facilities Where New Schools or Extensions to Existing Schools include Commercial Departments," P. and I. Release, No. 25 (April 25, 1966), p. 3.

³⁹ A detailed example of how this formula was used is provided in appendix F.

The operating grant of \$200 per year was paid to the municipalities only for, ". . . each commercial student who [spent] at least 50 per cent of his school time under instruction in prescribed commercial courses."⁴⁰ Also, the payment of the operating grants was usually made in two installments: the first amounting to \$80 per each commercial student attending for at least 50 per cent of the days school was in session from September 1 to December 31, and the second of \$120 for each commercial student attending for 50 per cent of the days school was in session from January 1 to June 30.⁴¹

Special forms were made available to those schools applying for the grants.⁴² These forms provided space for the listing of the names of all students who qualified for the grant along with the business program each was taking. After completion of the forms by the schools concerned, they were sent by the municipality to the Business Education Consultant to be checked and approved.

The financial agreement just described was to have a profound effect on the general advancement and growth of business education in all parts of Nova Scotia. Indeed, from 1966 to 1971, as many as thirty-eight separate construction projects were completed, involving twelve counties and two large urban centers. These programs either resulted in the building of a new school, of which the business education facilities were a major part, or resulted in the construction of additions

⁴⁰Nova Scotia Department of Education, Education Office Gazette (March, 1966), p. 9.

⁴¹Nova Scotia Department of Education, "Business Education Grants," P. and I. Release, No. 12 (December 2, 1966), p. 1.

⁴²See appendix G for sample form.

to existing schools which also consisted primarily of space and facilities for business programs. The costs of construction alone, for thirty-two of the projects, amounted to \$32,442,000. As part of this total, \$13,242,000 was spent for additions and \$19,200,000 was spent for new school construction. In addition, from 1966 to 1972, the Province paid out \$2,135,000 in business education operating grants, as well as \$324,400 for equipment such as typewriters, adding machines, and special furniture.⁴³

Obviously, the major determining factor in the decision of those municipalities which added new business education facilities or expanded existing ones, was the fact that no expenditures were required on their part. In several cases, the added facilities were also used for regular academic and general course programs, and the municipalities, as a result, gained extra classroom space which otherwise would have been impossible to finance because of the steadily increasing costs of providing educational services.

However, by the end of the 1971-72 school year, the funds that had been allotted under the Federal-Provincial agreement had been used up, and business education programs and facilities were again being financed solely under the foundation program regulations. Therefore, at present, each municipality must share part of the costs of providing educational services with the Province, based on the equalized value of the taxable property of the municipality.

Nevertheless, the present financial structure may undergo substantial changes in the next few years if the Province implements the

⁴³Cost figures for construction, equipment and operating grants were obtained from the Director of School Grants for the Department of Education. Accurate figures could not be determined for six of the construction projects.

recommendations of the Royal Commission on Education, Public Services, and Provincial-Municipal Relations.

The Commission's study of the financing of schools and related educational services has resulted in the recommendation that: "The provincial government should assume full financial and administrative responsibility for the public schools."⁴⁴ This recommendation is based, in part, on the reasoning that it is:

The logical final step in the historical trend of ever-increasing provincial financial contributions and fiscal control [and that] the provincial government, which is the authority with ultimate responsibility for education, should take over full direct responsibility for education.⁴⁵

The specific effect of this recommendation, if fully implemented, would be to do away with the financing of education based on residential property taxation and would, in turn, require the working out of a new formula, on an entirely new basis. Such a formula would be used, in the Commission's view, only where it would be practical to do so. If cost differentials or other factors make the use of such a formula - for provision of provincial financial support - inappropriate, then the Commission's recommendation is:

Each school district should be allocated a global instructional budget to provide for all staff, other than custodial and maintenance staff, and to provide for all materials and equipment, other than capital installations.⁴⁶

⁴⁴ Royal Commission on Education, Public Services and Provincial-Municipal Relations, "Financing Schools and Related Educational Services," Summary and Recommendations, Vol. I, Chapter 46, Recommendation III/46/1 (Halifax: Queens Printer, 1974).

⁴⁵ Ibid., Summary of Chapter 46, p. 2.

⁴⁶ Royal Commission on Education, Public Services and Provincial-Municipal Relations, Vol. I, Recommendation III/46/2.

This "global instructional budget" referred to in the recommendation would consist of projected expenditures in two major areas: one dealing with instructional staff and the other dealing with instructional materials, aids and equipment. The senior school's allotment for the instructional staff would be determined by dividing its enrollment by a pupil-teacher ratio of 18.5:1 and multiplying the result ~~by the~~ average salary of professional teachers in the Province. The allotment for instructional materials, aids and equipment would be based on a per-student grant of \$40 in the senior high schools.⁴⁷

It is not the intention of the Royal Commission that the above guidelines regarding the amounts that a particular school be allotted, be applied immediately (assuming they were to be accepted in their original form). Instead the Commission recommends that:

Initially, since there will be a positive or negative discrepancy in most schools between present instructional costs and those provided by the formula described in recommendations III/46/4 and III/46/6, each school should be provided with an operating instructional budget related to its present costs and should be assigned a notional budget as determined by the formula. Transitional arrangements should be devised to bring the operating budgets of schools into equivalence with their notional budgets, after which only one budget - that based on the formula - would be used. The transitional arrangements should ensure that there is no diminution in the quality of education offered by any school.⁴⁸

The actual way in which the instructional budget will be spent in any particular school, would be determined by the principal teacher of the school, together with his professional staff and school council. If the Commission's recommendations are implemented, then those professionals actively involved in business education in Nova Scotia may find

⁴⁷ Royal Commission on Education, Public Services and Provincial-Municipal Relations, Vol. I, Recommendations III/46/4 and III/46/6.

⁴⁸ Ibid., Vol. I, Recommendations III/46/11.

it important to promote the educational value of the business curriculum to a greater degree than has been done in the past.

Indeed, there are few other subject areas that require the amount of funds for equipment and maintenance that business education subjects require and there is little doubt that all costs will be looked at carefully when the time comes to allocate budgeted funds in a particular school.⁴⁹

An additional consideration is the fact that business education is not a necessary or mandatory part of the educational services a municipality must provide under the foundation program regulations. It might, therefore, be eliminated (as has been done in the past) if the costs are not fully justified. Further, the Commission's assurance that "transitional arrangements should ensure that there is no diminution in the quality of education offered by any school" is not, by any means, a firm guarantee that business education will continue to be an integral part of that "quality of education" of which it speaks.

⁴⁹For example, the cost of equipping one typing room with desks and typewriters (standard) for thirty students is approximately \$11,000. Typing, of course, has consistently maintained enrollments over the past three years of 54 to 60 per cent of total business subject enrollments.

SUMMARY AND CONCLUSION

Generally, the period from 1961-62 to 1974-75 has been most productive in terms of the growth and expansion of business education in the regular high schools of Nova Scotia. Indeed, business education is now represented in all parts of the Province, with the exception of Lunenburg County, and since 1961, the number of regular high schools to offer a business curriculum has increased by 175 per cent. It is also significant to note that as of the school year 1974-75, total enrollments for all business programs and subjects account for a full 33 percent of the total senior high school enrollment.⁵⁰ In addition, the business curriculum has been expanded to thirteen distinct subject offerings which has helped to broaden the senior high program of studies to the extent that it is now truly "comprehensive" in its make-up.

However, as business education has expanded, its structure and role in the schools have also changed. Prior to 1970, the full-time programs were the backbone of the business curriculum. But in 1970-71, the enrollments in the five major programs began to decline steadily. While these programs were declining, the number and frequency of elective business course offerings were increasing rapidly and eventually reached the point where they have now replaced the full-time programs as the major area of interest and growth.

This increased emphasis on the elective business subjects has resulted in a business education curriculum structure which is more flexible and more integrated within the overall program of studies of the regular

⁵⁰ According to the Directory of Schools in Operation for the school year 1974-75, total senior high school enrollments were 34,788. Table 6 on page 94 of this study indicates that total enrollments for business programs and elective business subjects were 11,600.

high school. Individual business subjects are now being promoted more vigorously than ever on the basis of their general educational value and as a sensible and valid option to the other, longer established high school subjects.⁵¹

The important role that business education plays in meeting the needs and abilities of all students through the provision of additional subject options has been recognized and supported by the Department of Education.

During the course of a panel discussion of the role of business education in the high school, Dr. Morrison, Director of Youth Education for the Province, asserted that:

. . . secondary school business education courses should be arranged and provided in such a way that the emphasis can be on the individual business education course rather than solely on blocks of courses with no possibility of electing an individual course. . . . There must be, I think, enough flexibility so that any student in high school can elect to take one or two or three or a complete package of courses depending on his interests, needs and aspirations.⁵²

Both the statistics presented in this study, as well as what has been said above, would indicate that the major role of business education in the regular high school is now and will continue to be, the development and promotion of individual business subjects as electives. At the same time, the business programs will remain an important part of the business education curriculum, despite their decline and the increased attention being given the individual business subjects. There are still a very substantial number of business educators in the Province who believe that the preparation of students for employment is the prime goal

⁵¹ Certain subjects, such as Law, Advanced Accounting, and Business Management have also been promoted for acceptance by the universities as credits in the first year of a degree program.

⁵² Nova Scotia Business Education Teachers' Association, "The Role of Business Education," Annual Conference, 13 October 1973 (Tape-recording in author's possession).

of business education and that the full-time programs are best suited to the achievement of that goal.

Nevertheless, the full-time business programs will have to change, eventually, their present structure to make it more flexible and to make the programs available to a greater number of students. Data presented in this study, of course, indicates that such a transformation has already begun in some schools with the establishment of the three-year majors in the stenographic, accounting, and clerical fields.

At present, there is still a good deal of room for the continued growth of business education in the regular high schools of the Province.⁵³ However, any further expansion may well depend on whether or not the Government is able to discover some equitable method that will relieve the local municipalities of the heavy financial burden imposed on them by rising educational costs. Certainly, the information contained in this study has demonstrated that where the financial situation is favorable, significant growth will occur. On the other hand, the circumstances that led to the transfer of several business programs to the vocational schools are a prime example of the negative effect on growth that limited financial resources will tend to produce.

The broad scope of this study has made it impossible to explore, in depth, all the factors that may have had a bearing on the development of business education in the regular high schools since 1961. Indeed, there remain several specific problems that require more thorough research. For example, there is the problem of why the one-year accounting and clerical programs have consistently failed to maintain any significant

⁵³As of 1974-75, business education subjects and/or programs were being taught in 54.4 per cent of the total number of regular high schools in Nova Scotia.

enrollment growth in the past fourteen years. Indeed, one might question whether the whole structure of these particular programs should be reviewed and changed or if, in fact, they might be better situated in the vocational schools.

A second problem worthy of more study arises from the author's analysis of program enrollments as presented in chapter 3 of this study. That is, can any reliable correlation be established between the increases and decreases in specific program enrollments and the geographical location, social, and economic environment of a particular student population? How responsive are such enrollments to changes in the social and economic conditions?

Research into these and other similar problems may help to ensure that business education will continue to remain responsive to those students it serves.

Finally, it is the wish of the author that the data and exhibits provided in this study will prove to be of use to those who intend to study further one or more of the various aspects of business education and its development, as part of the public school system of Nova Scotia.

APPENDIX A

BUSINESS CURRICULUM QUESTIONNAIRE ISSUED BY
BUSINESS EDUCATION CURRICULUM
COMMITTEE 1961-62

1. Name of School _____
2. Location and Address _____

3. What type of business course do you offer? One-year course? _____
Two-year course (as per Course of Study)? _____ Three-year course? _____
Other? _____
4. Number of teachers engaged in teaching the business courses _____
5. What licences do they hold? Number with: P C 1 _____ P C 2 _____ P C 3 _____
T L 1 _____ T L 2 _____ T L 3 _____ Other _____
6. What specific business preparation do they have? (Business course, methods in business courses, Work experience, Other)

7. What are the entrance requirements for the business division at your school?

If Partial Grade XI, how many subjects do you require? _____

8. Total enrollment of school. 1960-61 _____ 1961-62 _____

9. Business enrollment classification:

No. enrolled who had completed:	1960-1961				1961-1962			
	Commercial		Stenographic		Commercial		Stenographic	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade 12								
Grade 11								
Partial Grade 11								
Grade 10								
In first year								
In second year								
Grade 9								
In first year								
In second year								
In third year								

10. How many withdrew last year before completing the course? Boys _____ Girls _____

11. What certificate or certificates do your students receive? _____

12. How many received complete certificates last year? The number who had completed,
before entering the course, Grade 12 _____ Grade 11 _____ Partial Grade 11 _____
Grade 10 _____ Grade 9 _____

13. In what subject of subjects do you find the greatest number of drop-outs or failures?

14. How many teaching periods a day at your school? _____

15. What is the length of the teaching period? _____

16. Equipment:

Number of typewriters: Underwood _____ Remington _____
 Royal _____ Smith-Corona _____
 Other _____ Electric _____

What is the condition of the typewriters?

Have you any typewriters on the rental plan?

Names of other machines you teach students to use:

Please list any tapes, records, films, filmstrips, aptitude tests, supplementary texts, etc. which you find useful.

17. Certificate requirement for shorthand (see page 3): Any additional information on your method of grading shorthand dictation and transcription will be appreciated.

18. We would appreciate comments on the present business curriculum at your school, changes you might like to see made and observations on the status of the business course in your school. You may care to comment on or list the academic or related subjects also included in your business sequence. Your suggestions here will be considered in the drawing up of a more functional and progressive business program.

Please fill in the following:

SUBJECT	NO. YEARS STUDIED	NO. PERIODS PER WEEK 1ST YR. 2ND YR. 3RD YR.	TEXTS USED	CONTENT COVERED	WORKBOOKS USED	PASSING MARK, STANDARD
BOOKKEEPING						
BUSINESS MATH. RAPID CALCULATION						
OFFICE PRACTICE SECRETARIAL PRACTICE						
FILING						
PENMANSHIP						
SALESMANSHIP						
BUSINESS LAW						
BUSINESS PAPERS						
BUSINESS ENGLISH BUSINESS CORRESPONDENCE						
SPELLING						Theory:
SHORTHAND						Theory:
TYPING						
OTHER SUBJECTS						

PASSING STANDARDS (CONT.)

SHORTHAND: Dictation rate _____ Length of material _____ Transcription time allowed _____ How often is standard required? _____
 _____ Gregg rating _____ Mailable copies _____
 TYPING: (a) Speed--Words per minute _____ Length of timing _____ Error tolerance _____ (b) Production _____
 SPELLING: Pass required _____ 1 deducted for each error _____ 5 deducted for each error _____ Other _____ NOMA lists? _____

APPENDIX B

SUMMARY OF INFORMATION FROM BUSINESS
CURRICULUM QUESTIONNAIRE,
COMPILED 1962

INFORMATION FROM BUSINESS CURRICULUM QUESTIONNAIRE

1962

- 1 & 2. Number of schools heard from 16
(Brookfield was very vague, so the information below is based on the other 15 schools heard from.)
3. Length of course:
 One-year course - 7 schools
 Two-year course - 6 schools
 Three-year course - 1 school
 Both one and two - 1 school
4. Number of teachers engaged in teaching business courses - 32
(Some of these are obviously academic teachers)
5. Licences of teachers: PC1 3 PC2 17 PC3 3
 TL1 1 TL2 1 TL3 0
 Other: Permissive 6
 Degree work 1
6. Number of teachers who have had Business Course: 18
 Methods Courses: 7
 Work Experience: 14
7. Entrance requirements:
 For one-year course: Complete Grade XI - 2 schools
 Grade XI, 4 subjects, must complete
 5th for certificate - 1 school
 Partial Grade XI - 4 schools
 For two-year course: Complete Grade X - 5 schools
 Partial Grade X - 2 schools
 For three-year course: Complete Grade IX - 1 school
8. Total enrollment of school - not answered in all cases
9. Enrollment in business courses - see attached
10. Withdrawals (Sydney omitted) Boys 7, Girls 7
11. Certificates received: Provincial certificates - 7
 School certificates - 6
 (Type of) Sydney ?
 Liverpool ?
12. Number of students who received complete certificates last year: very difficult to assess since standards vary and the number of subjects taught vary.

- 2 -

13. Subjects having the greatest number of drop-outs or failures?

Shorthand - 8 schools	Business English - 1 school
Bookkeeping - 3 "	History - 1 "
Math. - 1 "	

14 & 15. Number and length of teaching periods:

(a) 8 periods of 40 - 45 minutes-----	3 schools
(b) 7 periods of 40 - 45 minutes-----	8 schools
(c) 6 periods of 40 minutes-----	1 school
(d) 5 periods of 45 - 60 minutes-----	3 schools

16. Number and makes of typewriters:

Underwood 129	Royal 88
Remington 120	Smith Corona 54
Electric 7	

Conditions of typewriters vary.Rented typewriters - 48 (also some at Bridgetown)Other machines taught:

Dictaphone 5	Spirit Duplicator 2
Gestetner 5	Tape Recorder 2
Adding Machine 9	Line-a-Time 1
Teletrainer 1	

17. Tapes, Records, films, etc:

Dictation Records - 8	Secretarial Training
Typing Records - 5	Records - 2
Typing Films - 4	Aptitude Tests - 3
Bookkeeping Charts - 1	

18. Comments - attached

ENROLLMENT

ONE-YEAR COURSE

ertificate held
on entering the
ourse:

	Grade 12		Partial Grade 12		Grade 11		Partial Grade 11		Total
	M	F	M	F	M	F	M	F	
1960 - 61	3	19	-	2	10	79	3	20	136
1961 - 62	3	21		1	13	87	1	26	157
	5								

TWO-YEAR COURSE

rolled in:

	First Year		Second Year		Third Year		Total
	M	F	M	F	M	F	
1960-61	25	107	17	61			210
1961-62	22	139	9	48			218
rdney: 1960-61	29	37	27	26	11	22	152
1961-62	39	37	22	30	19	17	164

- 3 -

Comments:

Riverview Rural: Academic Subjects - English, History, Economics, Industrial Arts, and Social Problems. We feel that Business Mathematics should also be included in the course.

West Kings District High: Academic History or English caused many of the failures, e.g. only one Commercial Grade XI passed both Academic subjects. This indicates the quality of students who are funneled into commerce. I feel a complete Grade XI certificate should be requisite. Students in our classes who do not even have Grade X cannot do English work well enough to pass Shorthand or Business English.

Administrators here feel that these people do not fit in academically, so we should give them some commercial training so that they will get something out of school. This argument has some merit, for many of these poor pupils have neither money nor intellect to go further. But if we are going to accept them and endeavour to teach them to type, we need a lesser certificate or a watered-down course. They should be training as typing clerks or "something", so that they do not cause our failure rate to be 90%.

North Colchester Rural High (Tatamagouche): As to withdrawals, several dropped the course in XI last year, and of the 14 who registered, only 2 returned to XII.

The 10 minute Typing Tests seem too long to get a 45 words a minute rating. I notice in Vocational Schools, it is sometimes 40 wpm in a 5-minute sitting.

I have 5 Grade XII Graduates who came back to take the course in 1 year and one part-time student from the Atlantic Christian Training Centre.

MacDonald High School (Dominion) History replaced by another course - preferably Economics.

- 4 -

Comments (cont.)Morrison Glace Bay High:

Feel Commercial Course should be based on the needs of the Community not the size of the school or the number of teachers available.

Think it would be advisable to teach Business English and Spelling in Grade XII also, with the emphasis on Correspondence.

Think Rapid Calculations should be taught in Grade XII also--do addition, subtraction, multiplication and division of whole numbers in Grade XI and Fractions, measurements, Decimals and Percentage in Grade XII.

Horton District High School: Since we have just begun this programme, I do not feel that we can make many comments. We have chosen books which we felt would be efficient and the students seem to be doing very well so far with the course.

Middleton Regional: Having begun with the integrated course, later combining this with one-year course, and now having only the latter in operation, I am convinced that for a Regional school, the one-year course, with Grade XI prerequisite, is the best type of offering.

I would suggest that students of IX - XI not be permitted to "drop" mathematics courses, and that XI Economics be recognized as of value to the commercial course.

Teacher-choice of text should be unrestricted.

West Hants Rural: (Brooklyn) It is our opinion that a concentrated one-year commercial course, on completion of entrance requirements, is a satisfactory way of getting the course. We feel that the students, with this concentrated one-year's study, are quite capable of filling good positions and that they concentrate harder on these requirements when the goal can be reached at the end of the year.

Our present business curriculum, in operation the past two years, seems satisfactory. We feel that it is essential to adhere to the present status (Grade XI, with pass at least in English) and that this is not at all too high. We have one or two students each year who complete a Grade XI or Grade XII subject (previously failed) in conjunction with the commercial course and who can do so without neglecting the subjects of the commercial course.

80 w.p.m. are required, but 100-120 wpm speed was attained by all students in the two previous years the course was taught.

- 5 -

Comments (cont.)

Liverpool Regional High : 5 students did not receive certificates because of low typing speeds only. Once they receive the required speeds, a certificate will be given. All students who fail to get a complete pass, receive a record of their marks. Partial Grade XI passes do not receive a diploma until the full requirements for Grade XI are completed.

Hants East Rural High (Shubenacadie): Up until this year we were accepting some students who had only Grade XI English. We presented First Class Secretarial certificates to those students who passed all subjects with 100 wpm in shorthand and 45 wpm in typing. In addition we gave a Secretarial Second Class to those who had 30 wpm in shorthand and 40 wpm in typing; Stenographic First Class to those who had all requirements for Secretarial First Class except Bookkeeping and a Clerical certificate to those who had dropped shorthand.

APPENDIX C

CONVERSION SCALE FOR REPORTING BUSINESS
EDUCATION MARKS (EFFECTIVE
JUNE, 1966)

Curriculum Notes

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Grade 11 Chemistry Laboratory Program

In some areas, because of overcrowding and other reasons, classes in Grade 11 chemistry are of necessity scheduled with an insufficient time basis to permit coverage of the prescribed program. In view of this situation, experiments 33, 34, and 35 are for the present school year deleted from the required list of laboratory experiments for Grade 11. The other experiments stipulated as part of the requirement for Grade 11 should be covered where possible by the students and in other situations done as demonstrations by the teacher.

Format of Grade 11 Physics Examination Paper

On the Grade 11 Physics examination, June, 1966, there will not be a question requiring a complete description of a laboratory experiment. Questions will be asked which are based on laboratory experiments, but the students will not be required to describe in detail the procedure for setting up the apparatus and recording data.

Questions on the examination will be arranged in three sections as outlined below.

Section A

Covering work in Units I and V (Chapters 1-2 and chapters 12-14)—Two questions to be answered out of three.

Section B

Covering work in Unit II (Chapters 3-5)—Three questions to be answered out of five.

Section C

Covering work in Unit III (Chapter 8)—One question to be answered out of two.

Reporting of Marks in Commercial Subjects

Conversion Scale for Reporting Business Education Marks

Effective June, 1966, all marks in commercial courses reported to the Department of Education for recording on provincial certificates of Grades 11 and 12 must be reported on the basis of a 50% pass scale.

Previously some courses were marked on a 90% pass basis and others on a 75% pass.

It is emphasized that the passing standards are not lowered but that only the scale of reporting marks is to be changed.

To facilitate conversion of marks, the following grading scales should be used in converting from the 90 and 75% scales to the 50% scale.

Conversion from 90% Scale

90% Scale	50% Scale
100=	100
99=	95-99
98=	90-94
97=	85-89
96=	80-84
95=	75-79
94=	70-74
93=	65-69
92=	60-64
91=	55-59
90=	50-54

For Example: In a Shorthand theory test under the 90% scale, a student who had 10 wrong would receive a

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APPENDIX D

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
INDIVIDUAL COUNTIES IN NOVA SCOTIA FOR
THE SCHOOL YEARS 1966-67 TO 1974-75

TABLE 8

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF ANNAPOLIS FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	48	-	9	-	12	69
1967-68	60	-	-	-	14	74
1968-69	43	-	-	19	7	69
1969-70	43	-	-	10	10	63
1970-71	48	-	-	-	13	61
1971-72	40	-	-	-	28	68
1972-73	56	-	-	-	22	78
1973-74	52	-	-	-	12	64
1974-75	39	-	4	-	13	56

TABLE 9

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF ANTIGONISH FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	18	-	-	-	-	18
1967-68	18	-	-	-	-	18
1968-69	19	-	-	-	-	19
1969-70	21	-	-	-	-	21
1970-71	19	-	7	-	2	28
1971-72	22	-	9	-	5	36
1972-73	17	-	-	-	3*	20
1973-74	21	-	-	-	-	21
1974-75	13	-	1	-	-	14

*This figure represents enrollment in a two-year accounting program.

TABLE 10

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE DISTRICT
OF ARGYLE AND CLAIRE FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	23	-	-	-	-	23
1967-68	36	-	-	-	-	36
1968-69	28	-	-	14	-	42
1969-70	30	-	-	16	1	47
1970-71	34	-	-	8	2	44
1971-72	27	-	-	-	2	29
1972-73	31	-	-	-	-	31
1973-74	17	-	-	-	-	17
1974-75	24	-	-	-	-	24

TABLE 11

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF CAPE BRETON FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	-	396	-	95	-	491
1967-68	-	399	-	149	-	548
1968-69	-	409	-	203	-	612
1969-70	-	263	-	326	-	589
1970-71	-	274	-	297	-	571
1971-72	-	231	-	240	-	471
1972-73	-	262	-	288	-	550
1973-74	15	260	-	212	56*	543
1974-75	-	238	-	140	-	378

*Enrollment in a two-year accounting program.

TABLE 12

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF COLCHESTER FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	32	57	12	-	2	103
1967-68	25	13	26	54	3	121
1968-69	27	10	-	81	-	118
1969-70	33	-	-	100	-	133
1970-71	37	-	-	93	14	144
1971-72	40	-	-	67	13	120
1972-73	47	-	-	51	-	98
1973-74	26	-	-	30	30*	86
1974-75	28	36	2	29	5	100

*This figure includes 13 two-year accounting students.

TABLE 13

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF CUMBERLAND FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	42	-	-	8	-	50
1967-68	24	69	-	9	-	102
1968-69	104	-	-	24	-	128
1969-70	88	-	-	24	-	112
1970-71	124	-	-	35	-	159
1971-72	136	7	-	24	-	167
1972-73	123	-	-	18	-	141
1973-74	105	-	15	19	15	154
1974-75	93	-	1	23	13	130

TABLE 14

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF DIGBY FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	22	22	-	8	5	57
1967-68	3	20	-	31	6	60
1968-69	-	33	-	61	2	96
1969-70	15	8	-	45	5	73
1970-71	16	19	-	36	0	71
1971-72	16	27	-	28	6	77
1972-73	19	18	-	12	3	52
1973-74	12	12	8	12	14	58
1974-75	8	19	-	8	5	40

TABLE 15

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF GUYSBOROUGH FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	10	-	-	-	-	10
1967-68	17	-	-	-	-	17
1968-69	9	-	-	-	-	9
1969-70	8	-	-	9	-	17
1970-71	13	-	-	20	-	33
1971-72	-	-	-	18	-	18
1972-73	-	-	-	21	-	21
1973-74	-	-	-	18	-	18
1974-75	-	-	-	17	-	17

TABLE 16

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF HALIFAX FROM 1968-69 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1968-69	21	-	-	37	6	64
1969-70	61	66	-	5	20*	152
1970-71	56	87	-	-	17	160
1971-72	65	82	-	28	-	175
1972-73	73	102	-	42	12**	229
1973-74	60	119	-	19	10***	208
1974-75	58	145	-	50	2	255

*This number includes 10 two-year accounting students.

**This number includes 5 two-year accounting students.

***This number includes 6 two-year accounting students.

TABLE 17

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
CITY OF HALIFAX FROM 1969-70 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1969-70	178	112	-	-	62	352
1970-71	109	166	-	9	54	338
1971-72	92	113	13	44	21	283
1972-73	91	-	12	-	21	124***
1973-74	91	149*	10	29	20**	299
1974-75	53	109*	14	69	15**	260

*Figures in this category for 1973-74 and 1974-75 represent enrollments in a three-year stenographic program which replaced two-year program.

**Figures in this category for 1973-74 and 1974-75 represent enrollments in a three-year clerical program which replaced two-year program.

***This yearly total is not an accurate figure.

TABLE 18

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
CITY OF DARTMOUTH FROM 1968-69 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year* Accounting	Yearly Totals
1968-69	115	90	-	-	36	241
1969-70	42	158	-	-	18	218
1970-71	132	137	-	-	21	290
1971-72	77	176	-	-	28	281
1972-73	52	122	-	-	12	186
1973-74	-	60	-	-	-	60

*Yearly figures in this category include enrollments in two-year accounting as follows: 1968-69 (13); 1969-70(7); 1970-71 (7); 1971-72 (2); 1972-73 (12).

TABLE 19

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF HANTS FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	78	-	-	25	-	103
1967-68	72	-	7	49	-	138
1968-69	67	-	1	57	-	125
1969-70	59	-	3	60	1	123
1970-71	79	-	2	59	-	140
1971-72	111	24	-	12	-	147
1972-73	52	38	-	-	6*	96
1973-74	55	-	-	29	12**	96
1974-75	69	30	-	-	-	99

*Figure includes 2 students reported as two-year accounting.

**Figure represents all two-year accounting.

TABLE 20

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF INVERNESS FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	50	-	-	-	-	50
1967-68	56	-	-	-	9	65
1968-69	47	-	-	24	2	73
1969-70	28	-	-	34	9	71
1970-71	40	-	-	30	-	70
1971-72	24	-	-	21	-	45
1972-73	27	-	-	8	-	35
1973-74	20	-	-	-	-	20
1974-75	17	-	8	-	-	25

TABLE 21

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF KINGS FROM 1966-67 TO 1970-71

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	19	48	-	17	-	84
1967-68	17	42	-	11	42	112
1968-69	39	62	1	14	25	141
1969-70	27	45	-	27	18	117
1970-71	30	37	3	13	7	90

*Yearly enrollments in this category include enrollments in two-year accounting as follows: 1967-68 (35); 1968-69 (13); 1969-70 (9); 1970-71 (7).

TABLE 22

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF PICTOU FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	125	-	-	62	3	190
1967-68	80	-	-	76	3	159
1968-69	104	-	-	120	24	248
1969-70	53	-	2	117	27	199
1970-71	62	-	-	127	18	207
1971-72	61	-	-	99	12	172
1972-73	68	-	3	70	-	141
1973-74	75	-	-	88	1	164
1974-75	28	16	5	48	-	97

TABLE 23

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF QUEENS FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	31	-	-	-	-	31
1967-68	30	-	-	20	-	50
1968-69	17	-	-	26	-	43
1969-70	26	-	-	17	-	43
1970-71	18	-	-	21	-	39
1971-72	14	-	-	23	-	37
1972-73	13	-	-	21	-	34
1973-74	8	-	-	18	-	26
1974-75	19	-	-	29	-	48

TABLE 24

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF RICHMOND FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	12	-	-	28	3	43
1967-68	10	-	-	30	-	40
1968-69	14	-	-	37	-	51
1969-70	20	-	-	46	-	66
1970-71	26	-	-	44	3	73
1971-72	26	-	-	45	9	80
1972-73	26	-	-	69	-	95
1973-74	17	-	-	65	-	82
1974-75	8	5	-	39	-	52

TABLE 25

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
COUNTY OF SHELBURNE FROM 1966-67 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1966-67	32	-	-	-	-	32
1967-68	34	-	-	-	-	34
1968-69	18	-	-	8	-	26
1969-70	39	-	-	4	-	43
1970-71	36	-	-	3	-	39
1971-72	25	-	-	-	-	25
1972-73	31	-	-	-	-	31
1973-74	-	-	-	13*	-	13
1974-75	-	-	-	22*	-	22

*These figures represent enrollments in a three-year major in clerical which has now replaced the two-year clerical at Shelburne Regional High.

TABLE 26

YEARLY ENROLLMENTS IN FULL-TIME PROGRAMS IN THE
 COUNTY OF VICTORIA FROM 1967-68 TO 1974-75

School Year	One-Year Stenographic	Two-Year Stenographic	One-Year Clerical	Two-Year Clerical	One-Year Accounting	Yearly Totals
1967-68	8	-	-	-	-	8
1968-69	9	-	-	-	-	9
1969-70	14	-	-	-	-	14
1970-71	17	-	-	-	-	17
1971-72	19	-	-	-	-	19
1972-73	13	-	-	-	-	13
1973-74	5	-	-	-	-	5
1974-75	10	-	-	-	-	10

APPENDIX E

SCHEDULE OF GRANT-AIDED EQUIPMENT
FOR COMMERCIAL COURSES
JUNE, 1966

Schedule of Grant Aided Equipment for Commercial CoursesStenographic ClassroomAllotment

Desks, student 36" x 20" (with storage shelf)	30
Chairs, student	30
Desk, teacher 30" x 72" double pedestal (with locked drawer)	1 per teacher
Chair, teacher (with pad)	1 per teacher
Dictating and Transcribing Equipment for student stations (with console)	1 unit
Waste Basket	1
Storage Cabinet (to be built in; min. 60 cu. ft.)	

Stenographic LaboratoryAllotment

Desks, L-shaped commercial (steel frame; formica top) 48" x 18" with 30" x 18" side unit for typewriter	30
Chairs, steno-posture (padded or with separate pad)	30
Typewriters, standard 13" carriage	1 per student
Typewriters, standard 13" carriage (spares)	2 per class
Typewriters, electric 13" - 15" carriage	1 per 10 students
Typewriter, standard 16" carriage	1 per teacher
Filing Cabinets, 4-drawer letter-size (without locks)	2 per class
Typewriter Pads	1 per machine
Typewriter Stand, adjustable	1 per teacher
Desk, teacher 30" x 72" double-pedestal (with locked drawer)	1 per teacher
Chair, teacher (with pad)	1 per teacher
Adding Machines, electric 10-key adding-listing	5 per class
Copy Holders	1 per student
Interval Timer	1
Paper Cutter	1
Stop Watch	1
Pencil Sharpener	1
Stapler, heavy-duty	2
Waste Baskets	2
Desk Trays	2
Storage Cabinet (to be built in; min. 100 cu. ft.)	

Duplicating equipment to be supplied for every four stenographic laboratories except where clerical program is incorporated

Clerical ClassroomAllotment

Desks, student 36" x 20" (with storage shelf)	30
Chairs, student	30
Desk, teacher 30" x 72" double-pedestal (with locked drawer)	1 per teacher
Chair, teacher (with pad)	1 per teacher
Waste Basket	1
Storage Cabinet (to be built in; min. 60 cu. ft.)	

<u>Practical Laboratory</u>	<u>Allotment</u>
Desk, L-shaped commercial (steel frame; formica top) 48" x 18" with 30" x 18" side unit for typewriter	30
Chairs, steno-posture (padded or with separate pad)	30
Work Table, 30" x 60" x 39" high	2
Typewriters, standard 13" carriage	1 per student
Typewriters, electric 13" carriage	1 per 10 students
Typewriter, standard long-carriage	1
Typewriter, standard 16" carriage (for demonstration)	1
Typewriter, standard 13" carriage (spares)	2
Typewriter Stand, adjustable	1
Typewriter Pads	1 per machine
Storage Cabinet, letter-size 4-drawer	2
Desk, teacher 30" x 72" double-pedestal (with lock)	1 per teacher
Chair, teacher (with pad)	1 per teacher
Bookcase, open shelves; 4-shelf unit 24" wide	1
Copy Holder	1 per student
Desk Tray	2
Paper Cutter	1
Paper Punch	1
Pencil Sharpener	1
Stapler	1
Waste Basket	2
Pencil Duplicator and Cabinet	1
Fluid Duplicator and Cabinet	1
Writing Board, including lettering guide, screen plate and stylus	1
Adding - Listing Machine, full bank	2
Adding - Listing Machine, ten-key	2
Calculator, rotary	2
Calculator, key-driven	2
Machine, key punch	4
Transcribing Machines	4
Storage Cabinet (to be built in; min. 100 cu. ft.)	

Note 1: The schedule of equipment for accounting courses is being prepared.

Note 2: The lists given above apply to a commercial program with only one laboratory for each course. If equipment is needed for a program that requires more than one laboratory for the individual courses, a description of the program and a proposed list of equipment based on the scale of provision indicated above is to be submitted to the Department of Education for approval before tenders are called for.

APPENDIX F

SAMPLE OF COST-SHARING FORMULA CALCULATION FOR
DETERMINING RATIO OF COSTS OF NEW
BUSINESS EDUCATION FACILITIES TO
BE SHARED BY MUNICIPALITY,
PROVINCE AND FEDERAL
GOVERNMENT

Information from Plans and Architects - P. & I. Release #32:

Space in building project designed solely for commercial students.....	16,800	sq. ft.
Space in project designed solely for academic students.....	37,713	sq. ft.
Space in project shared in common by commercial students and academic students housed in the new school or annex or addition only.....	33,787	sq. ft.
Space in project shared in common by commercial students and academic students of the whole school plant (previously existing building plus annex or addition).....		sq. ft.
Space in previously existing building used solely by academic students.....		sq. ft.
Space in project designed for non-school purposes.....	4,000	sq. ft.
TOTAL AREA OF BUILDING PROJECT (A+B+C+D+F).....	92,300	sq. ft.
TOTAL CONSTRUCTION COST OF BUILDING PROJECT.....	\$ 1,487,750.00	

Calculations:

Space in project designed solely for commercial students.....	16,800	sq. ft.
Recognized portion of space in project shared in common by commercial students and academic students housed in the new school or annex or addition only		

Formula: $\frac{A}{A+B} \times C = \frac{16,800}{16,800 + 37,713} \times 33,787 = 10,412$ sq. ft.

Recognized portion of space in project shared in common by commercial students and academic students of the whole school plant

Formula: $\frac{A}{A+B+E} \times D = \frac{16,800}{16,800 + 33,787 + 4,000} \times 33,787 = 27,212$ sq. ft.

TOTAL SPACE RECOGNIZED FOR COMMERCIAL GRANT PURPOSES:

Formula: $A + I + J = 16,800 + 10,412 + 27,212 = 54,424$ sq. ft.

MUNICIPAL COMMERCIAL GRANT TOWARD CONSTRUCTION COST OF BUILDING PROJECT

Formula: $\frac{K}{G} \times H = \frac{27,212}{92,300} \times \$1,487,750 = \$438,620.29$

The construction cost includes cost of construction, architect's fees, and landscaping site development costs within the boundaries of the school property; but does not include surveying and legal fees, nor cost of site, furniture and equipment. Commercial equipment at an approved scale (see page 6) is supplied at no cost. Academic equipment is the responsibility of the municipal authorities, assisted by grants provided under foundation program.

Distribution: Dr. H. M. Nason
 Mr. C. W. Smith
 Mr. H. A. Weir (2)
 File

APPENDIX G

APPLICATION FOR GRANT, OPERATION
OF BUSINESS EDUCATION
COURSES, 1966

APPLICATION FOR GRANT
OPERATION OF BUSINESS EDUCATION COURSES

147

The students whose names are listed on the attached schedule were in attendance in an approved Business Education course for at least 50% of the days school was in session during the period in either A or B below.

COMPLETE EITHER A or B

August 1, 19__ to December 31, 19__

The amount payable to the school board is:

_____ x \$ 80.00 = \$ _____
Number of Students

ATTACH SCHEDULE A

January 1, 19__ to July 31, 19__

The amount payable to the school board is:

_____ x \$120.00 = \$ _____
Number of Students

ATTACH SCHEDULE B

CERTIFIED CORRECT

Date _____

Superintendent, Supervisor of Schools or Principal in charge
of the School System

This application is to be completed in duplicate. The original is to be forwarded to the Inspector of Business Education, P. O. Box 578, Halifax, N. S. The copy is to be retained by the School Board.

School Board:

Board of School Commissioners,
Town or City of _____

Municipal School Board,
Municipality of _____

or _____ Regional School Board

The certification is to be signed by the Superintendent, Supervisor of Schools, or Principal in charge of the School System or the Secretary of the School Board.

Date _____

per Secretary

Approved

Date _____

Inspector of Business Education

APPENDIX H

COPY OF AUTHOR'S QUESTIONNAIRE SENT TO ALL
REGULAR HIGH SCHOOLS IN THE PROVINCE
OFFERING THE BUSINESS EDUCATION
CURRICULUM AS OF 1973-74

A STUDY OF THE DEVELOPMENT OF BUSINESS EDUCATION
IN THE PUBLIC HIGH SCHOOLS OF NOVA SCOTIA, CANADA
FOR THE YEARS 1962 TO 1974

150

Name of high school _____

County _____

Name of respondent _____

Title _____

PLEASE NOTE: It is requested that all questions be filled in. For those questions that do not apply to your situation mark in the letters N.A.

=====

1. FULL TIME BUSINESS PROGRAMS:

Please check the full time business programs you are offering, at present.

- (a) One-year Stenographic _____ (b) Two-year Stenographic _____
(c) Three-year Stenographic _____ (d) One-year Clerical _____
(e) Two-year Clerical _____ (f) Three-year Clerical _____
(g) One-year Accounting _____ (h) Two-year Accounting _____
(i) Three-year Accounting _____ (j) Other _____

In what year(s) were each of the above mentioned program(s) first introduced into your school? (a) _____ (b) _____ (c) _____ (d) _____
(e) _____ (f) _____ (g) _____ (h) _____ (i) _____ (j) _____

If applicable, indicate below what full time programs were dropped and when they were dropped since 1962.

Check off the reason(s) that best explain why the full time program(s) were dropped:

- (a) Student enrollment not sufficient to maintain the program _____
(b) Lack of adequate classroom space and equipment _____
(c) Cost of continuing the program considered to be too high _____
(d) Lack of qualified teachers for the programs _____
(e) Program(s) transferred to a regional vocational school or some other newer and larger high school to avoid costly duplication of services _____
(f) Other reasons not mentioned above _____

2. ELECTIVE BUSINESS SUBJECTS:

Please check which of the following business subjects you are now offering on an elective basis to all students in the school, the grade in which each is being offered, and state the year that each subject was first offered as an elective.

Subject	Grade(s) in Which Subject(s) Is/Are Offered			First Year Subject Offered as an Elective
	10	11	12	
Accounting	---	---	---	_____
Business Communications	---	---	---	_____
Business Economics	---	---	---	_____
Business Management	---	---	---	_____
Business Mathematics	---	---	---	_____
Consumer Education	---	---	---	_____
Data Processing	---	---	---	_____
Law	---	---	---	_____
Marketing	---	---	---	_____
Office Procedures	---	---	---	_____
Recordkeeping	---	---	---	_____
Shorthand	---	---	---	_____
Typewriting	---	---	---	_____
Other: _____	---	---	---	_____
_____	---	---	---	_____

State, below, the title of any of the above elective subjects that have been dropped since their initial introduction.

Check off the reasons given below that best explain why the elective subjects were dropped:

- (a) Student enrollment not sufficient to maintain the program. _____
- (b) Lack of adequate facilities and teaching resources. _____
- (c) Subject content being duplicated by teachers in the academic or general stream. _____
- (d) Financial reasons. _____
- (e) Other reasons not mentioned above. _____

Do you have any pilot projects now in progress relating to Business Education?

Yes _____ Title _____

No _____

3. ADMINISTRATION:

List the administrative duties that you perform as head of the Department.

How many hours per week are you required to teach? _____ hours

How many hours per week of regular school time are you allowed for the performance of administrative duties? _____ hours

Do you meet with the principal together with the other department heads in the school on a regular basis (once or twice a month)?

Yes _____ No _____ If no, how often do you meet? _____

How many full time teachers do you have, at present, teaching in the Business Department? _____

Approximately how many full time teachers were teaching when the Business Department was first organized? _____

Is the Business Department required to follow the same evaluation and testing system that is being used in the rest of the school? Yes _____ No _____

4. OBJECTIVES OF THE BUSINESS EDUCATION PROGRAM:

Listed below are three statements that may be considered as the educational objectives of a typical Business Education program. Please indicate next to each, whether or not they correspond to the objectives of your Business Program when the department was first organized.

- (1) To provide occupational instruction for high school students desiring careers in business. Yes _____ No _____
- (2) To make an important contribution to the student's knowledge of the economy and of the function and role of the business enterprise in our society. (ie., advance their general education) Yes _____ No _____
- (3) To provide a basic foundation and preparation for those students that are planning post-secondary and higher education in the field of business. Yes _____ No _____

Outline below any objectives of the Business Program not mentioned above.

Have the educational objectives, as stated on the previous page, changed in any way in recent years? Yes _____ No _____

If yes, how have the objectives changed?

Is there one particular objective that tends to receive more emphasis, in your Business program, than any of the others? Yes _____ No _____

If yes, state the objective below and the reason(s) for the greater emphasis.

A COPY OF A SUMMARY OF THE RESULTS OF THIS STUDY MAY BE OBTAINED UPON REQUEST.

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