

A STUDY OF BUSINESS EDUCATION
IN HALIFAX PUBLIC AND
PRIVATE SCHOOLS

A thesis written in partial fulfillment
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Master of Arts

070315

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Purposes: (1) To give an accurate account of the development of business education in Halifax. (2) To show how attitudes have and are gradually changing on the part of educators and the public toward practical education. (3) To emphasize the idea that public education must meet the needs of the individual as well as the needs of society.

Facts Presented: The study shows the changes in business education brought about by both historical and economic factors. While attempting this, it develops chronologically the history of the teaching of business skills in the public schools under the jurisdiction of the Halifax Board of School Commissioners and the private schools within the City. It shows how, in the public institutions, business education moved from a broad curriculum in the academic school to a narrow one in the vocational school and currently out of the vocational school to a broader comprehensive school system. The study also shows how originally private business colleges staffed by experienced businessmen trained students for the business world.

Chapter One opens with a general picture of the economic and educational conditions in Halifax in 1850 and continues to show when and why the Halifax Board of School Commissioners thought it would be prudent to become involved in commercial training. This chapter covers the period from 1850 to 1950.

Chapter Two covers the same period of time as the first chapter giving the history of the private business colleges. In this chapter it is shown that the private business college provided trained personnel for Halifax when the public school system lacked commercial departments.

The rapid growth in business education has occurred within the past decade. Chapter Three outlines what the Department of Education, the City of Halifax and the business teachers themselves have accomplished during this period of time.

The Conclusion, Appendices and Bibliography complete this thesis. The appendices (forty-one pages) contain copies of Provincial Examinations given in bookkeeping in 1897, the Courses of Study of 1880 and the Business Educators' Association of Canada Examinations in shorthand and typing.

August, 1969.

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INTRODUCTION

Little formal research has been directed toward business education in Canada up to the present time.¹ This alone is reason for a very good one for an investigation into the field of business education; however, there are other cogent reasons. No historical research has been made on business education in Halifax. Current educational changes in our local school system are drawing attention to this field of study while current technological advances facilitate necessary broadening of the curriculum in business education. The recently introduced comprehensive system in Nova Scotia brings the business education courses squarely into the academic high school. The time is therefore appropriate to record in one study the development of business education as provided in the public schools under the jurisdiction of the Halifax Board of School Commissioners and the private schools of this city.

The findings of research are of extreme importance to those working professionally in business education. Such

¹From 1923 to 1966 only twenty-seven studies in research in business education have been done in Canada, although many Canadians have done research at universities in the United States. The number of studies reported during the period 1923 to 1966 are detailed in the article "Research in Business Education in Canada" by Dr. Geraldine M. Farmer, Systems For The 70's Canadian Alberta Teachers' Association (Toronto: Hunter Rose Co., 1967), pp. 79-85

findings frequently challenge and question procedures, techniques, and practices which have become common and even standard in many classrooms. It is largely through changes engendered by research that learning becomes more efficient and effective and teaching techniques are improved.

This paper will show the changes in business education brought about by both historical and economic factors. While attempting this, it will develop chronologically the history of the teaching of business skills in the public schools under the jurisdiction of the Halifax Board of School Commissioners and the private schools within the City. It will show how in the public institutions business education moved from a broad curriculum in the academic school to a narrow one in the vocational school and currently out of the vocational school to a broader comprehensive school system. The study will also show how originally, private business colleges staffed by experienced businessmen trained students for the business world.

The year 1850, was chosen as the starting point because it was in this year that the first Superintendent of Education, Mr. J. W. Dawson, was appointed for Nova Scotia. This marked the beginning of the long crusade to improve education in Nova Scotia which was "far below the wants of the people and the demands of the age in which they live."¹

¹Annual Report of the Superintendent of Education for Nova Scotia for the Year Ending July 31, 1852.

From an international point of view it is generally agreed that in the field of business education the period from about 1850 to 1893 was dominated by the private business school. Probably a few business colleges existed earlier but they would have been in an experimental stage. The year 1850, then is a good starting point because it marked the beginning of an attempted uniform program for public education in the Province.

Halifax in 1850 had a population of 20,000. Into its harbor came hundreds of vessels from all over the world floating on its surface. The "whole rugged shore of Nova Scotia rang with the sounds of ship-carpentry; and Halifax supplied the hardware, the canvas and rigging, the finance, the insurance and the agencies for foreign trade."¹

The City had gas, water and telegraph, As the first port of west-bound Cunarders and the last of the east-bound, politicians had dreams of Halifax becoming a clearing-house for news of the world with its name in every journal.

The economic prospect was good, and yet there were many forebodings. The Halifax Hotel built in the enthusiasm following the establishment of the Cunard Line, had not received the expected rush of European tourists and was bankrupt. There was not a decent carriage for hire in the city. Dalhousie College was in the doldrums for lack of funds.

¹Thomas H. Raddall, Halifax Warden of the North (Toronto: McClelland and Stewart Ltd., 1948), p. 193.

However, Halifax was the capital of the first completely self-governing colony within the British Empire. Joseph Howe, a forceful editor and statesman, had led the fight to win self-government for the colony. Other men of great stature at this time were Samuel Cunard, Thomas Haliburton and Charles Tupper.

The people of the City generally were of a British background and the ideals held about education were determined to a large measure by associations with the motherland. As a result, organizations of public education had a strong leaning toward the classical program. Parents who were enduring the rigors of a new life hoped for better things for their children. As their minds dwelt on their own struggles and on the hopes for their children, it was natural that the professions of law, church, services and government should have strong appeal as vocations that would bring ease, culture and refinement. The attitude of the settlers strongly supported the influence of the motherland in favour of the establishment of the academic secondary school program.

There was, however, an immediate need for skilled business workers in this busy mercantile community of Halifax. It was private initiative it will be seen that came to the rescue in the establishment of private business colleges.

Significance of background influences.

Many readily observable forces were at work during the early history of formalized business education, and it is not always easy to interpret or predict accurately the effects of

numerous and conflicting forces on later educational developments. Two areas in the background development of business education appear to have particular significance.

The lack of professionally prepared teachers had both desirable and undesirable influence on modern business education programs. The early teachers were keenly aware of the demands of business and of the major goal to be achieved by their students: immediate employment as salaried business workers. It was this motive that brought students into the classes. The quick and successful achievement of the goal filled the pockets of these early itinerant and private business teachers with cash. All this resulted in an energetic, aggressive, and highly practical group of teachers who knew their objectives and went about achieving them with vigor and a purposefulness not always found in all areas of the teaching profession.

Yet, these early teachers were laying the groundwork for certain difficulties for business education. They, themselves, too often lacked professional preparation and quite often adopted inefficient and wasteful learning procedures and conditions--which, in turn, were adopted by the newer teachers. Principles of education were often subordinated to income-producing measures. Certainly the objective of preparing students for securing that first job in business, an objective forced on them, in a way, by the demands of their clientele--overrode any pressures or desires which may have originally existed for education of a basic or enduring type.

It is no wonder, then, that the professionally prepared teachers of academic subjects should tend to look down upon this new and apparently unprofessional phase of education. Similarly, it was but natural that the vexed school administrator, faced with an ever increasing number and portion of "unselected" students, should direct the poorer students toward this lower-status member of the educational family.

The lack of instructional materials, and the necessity for each early school administrator to prepare such materials has similarly had both desirable and undesirable influences on modern business education instructional materials and curricula. Perhaps most important is the fact that early instructional materials of necessity were practical and up-to-date in order to meet the objective of immediate vocational employment in existing jobs. Moreover, since much of the learning involved individual student work, as opposed to group-learning in a class-recitation situation, the instructional materials tended toward a self-teaching type, which required due attention to clarity and completeness. Certainly the professional educator can detect the presence of desirable influences in such a situation. These same desirable influences have continued to play their part in modern instructional materials, curricula and philosophies.

By contrast, certain factors inherent in the needs of the early business schools and business classes have had a detrimental effect. Thus the early objectives required heavy

emphasis on skills, such as rapid and legible handwriting for certain purposes, relatively ornate handwriting for other purposes, phonography or shorthand writing, neatness in the writing of figures in small spaces, and the use of "shortcuts" in certain standard procedures for rapidly computing arithmetical answers and casting up accounts. This frequently resulted in considerable attention to details involved in these skills and to instructional materials filled with trivialities and provisions for repetitive practice. In other words, the image of early business education became one of skill development.

It was natural that as objectives and curricula changed and broadened this skill-development influence should tend to be reflected in future instructional materials. This has sometimes obstructed needed improvements. Perhaps of a more serious nature, however, had been the fact that the image of business education as a skill-development process had tended to persist in the minds of many people long after the function and objectives and curricula of business education have been broadened to keep pace with the rapidly changing business economy of modern times.¹

The reasons for a study of business education have been given and the economy of Halifax in 1850 has been

¹The prime objective of business education is vocational in nature, dealing especially with the four areas of clerical, secretarial, bookkeeping, and sales occupations. It has an important general education function in the four areas of consumer information, personal business affairs, economic understandings, and personal-use skills and abilities of a business nature.

described. Some generalizations on the influence of early business education on modern business education programs have been made. It is at this point that the history of business education in the public schools in Halifax from 1850 to 1950 will be given in the first chapter.

Chapter One

BUSINESS EDUCATION IN THE PUBLIC SCHOOLS

In the mid-nineteenth century Halifax was thriving with economic prosperity. In 1854, at an Industrial Exhibition 1,260 exhibitors displayed over 2,000 exhibits. This reflected a busy time when Nova Scotians were self-sufficient at home and pushing their sails and products into every sea. Nova Scotia was a little nation of 300,000 with its back to the continent, sure of itself and its future.

In 1856 the Crimean War was at its height; shipping boomed; money was plentiful. Then the California gold rush was at its height, while a new gold rush to Australia was just starting. All this world activity meant ships, and ships were Nova Scotia's business. The Reciprocity Treaty of 1854 had brought a great increase in trade with the United States, which levelled the customs barriers across the continent and permitted trade to flow in its natural channels.

The United States at this time was going through a period of struggle for national economic independence. This period was characterized by a *laissez-faire* doctrine; rich natural resources newly opened; the west-ward expansion and individualism in business. New developments came in education as a result of developing free private initiative: (1) The Academy replaced the old Latin-Grammar School. It prepared students for

college and gave a general education for all. The curriculum included bookkeeping, typically, as a part of general education and on an elective basis. (2) Business Colleges developed providing a quick preparation for clerkship: penmanship; bookkeeping; commercial arithmetic; and commercial law. There was no real business teacher training at this time. There was a heavy dependence on apprenticeship as the method by which the vast majority of business workers received their preparation. This was quite possible, since the owner-proprietor was in close touch with all aspects of his small business and had the time and need for personally guiding the apprentice who wished to learn his business. There were private itinerant teachers, private short-course evening schools; and the writing of more textbooks by the new business colleges.

Thus this was the beginning of what sometimes is spoken of as the business college era in business education. However, the nation still was struggling to establish its own independent economic life and, as such, was necessarily heavily interested in immediate needs of the business world of that day. Thus formal business education was of a rather transitory nature and certainly narrowly conceived--primarily as a preparation for the ever-abundant clerkship jobs.

Similarly, in Halifax, clerkship jobs were in abundance. How was the educational system at the time providing for this type of practical training?

Considering the public educational system, we find that in 1850 the law required bookkeeping and accounting in

all common schools. Mr. J. W. Dawson, the first Superintendent of Education for Nova Scotia, had recommended these two subjects. His comment that "they are so full of practical wisdom--they are necessary to thrift, to economy, and to justice"¹ can be readily appreciated in a city which had so many dedicated entrepreneurs.

We find in these pre-Confederation days that the curriculum of the elementary school generally depended upon the wishes of the parents and the inclination of the teachers. The range of subjects was broad, strongly academic but not narrowly so.² There were no courses of study for either the elementary or secondary schools. However, the influence of the Provincial Normal School established in 1854 at Truro helped to develop the idea of a uniform course adapted to supply the immediate educational needs of the people, to raise the level of general intelligence and character, and to economize effort by the general co-ordination and articulation of all educational institutions. There were three classes of certificates granted to the graduates of the Normal School: First and Second Class

¹Annual Report of the Superintendent of Education for Nova Scotia for the year ended July 31, 1851--quoting Emerson.

²The following is a list of the subjects that were offered in the common schools and academies in Nova Scotia in 1850: Reading and Elocution, Spelling, Writing, Grammar, Composition, Rhetoric, Logic, Arithmetic, Geography, History, Latin, Greek, French, Other Modern Languages, Algebra, Geometry, Trigonometry, Navigation, Surveying, Other Mathematical Branches, Chemistry, Natural Philosophy (physics), Astronomy, Botany, Zoology, Mineralogy, Ethics, Bookkeeping, Music, Drawing and Cricket. "Nova Scotians at School in 1867," Journal of Education, xvii (October, 1967), 33.

Certificates for common schools, and certificates for grammar schools and academies. Between 1850 and 1900 teacher education and certification by a central government authority became the rule, although not all who secured a license were trained. The written examination as a test of knowledge became a chief means of selection. Among the many subjects that were required for the various licenses was bookkeeping. This subject was necessary in order to qualify for a grade A, B, or C teaching license.¹

The first Board of School Commissioners for the City of Halifax was formed in 1866. Reverend A. S. Hunt, the Superintendent of Education for the Province, stated in an address before the Board on January 22, 1866, that:

It is beyond question that, up to the autumn of 1865, schools in this city have been poorly cared for, and thousands are growing up to manhood and womanhood without receiving anything answering to a practical training for citizenship. It may be an unwelcome statement, Gentlemen, that for years past in this city the number of children at school, in proportion to the population, has been below that of any other District in the Province, while the smallness of the sum contributed by the people for the support of schools, in proportion to the amount received from

¹For the first fifty years the Normal School conducted two terms of four and one-half months each. Academic standards were not very high. During this period none of the work was beyond the secondary school level. Much of the time was devoted to a review of reading, writing, grammar, geography and arithmetic. Toward the end of the term literature, philosophy, mathematics and some science at a more advanced level were introduced.

The examinations at the end of each term (there were two) at the School qualified successful candidates for one of three grades of license lettered A, B, and C. These certificates entitled the holder to a license from any Board of School Commissioners in the province. (See Appendix A for branches of learning for the different classes.)

the Province, has been equally without a parallel.¹

When the School Board took charge of the schools in Halifax in November, 1866, they found seven hundred children under the management of twenty-five teachers, these schools being supported by tuition fees from parents or by Churches or societies interested in education. The school system was disorganized because the Provincial Government had not passed a Free Education Act until 1864 and because at first the City Council had ignored this Act. The City Council would not assess for schools due to a feeling that the Council had not been properly or sufficiently consulted by the Government before the provisions had become law.² Succeeding Councils resented the fact that the Board of School Commissioners, to which several aldermen usually belonged, had charge of schools, teachers and expenditures for school buildings, and that the Council merely levied the taxes for education.³ In his report on November 30, 1866, the Chairman of the Board, Mr. A. M. Uniacke, stated that after inquiry he had found nine schools in the city, capable of accommodating about two thousand pupils,

¹Report of the Board of School Commissioners for the City of Halifax for the year ending November 30, 1866.

²John S. Crockett, "Origin and Establishment of Free Schools in Nova Scotia" (unpublished Master's Thesis, Dalhousie University, 1940), p. 156.

³The new School Act of 1865 provided that the City of Halifax was to be one section with twelve commissioners, two from each of the 6 wards, appointed by the Governor-in-Council. This Board of School Commissioners were invested with the title of all public school property with the exception of the Halifax Grammar School. The City Assessor was empowered to levy and collect the sum required for schools along with other city rates and all schools were to be free. Idem., pp. 158-159.

when twelve buildings with ninety-one school rooms large enough to seat fifty-six pupils in each room were needed to educate the five thousand children who should be attending school.¹ Arrangements were made with various trustees and teachers of private schools to rent their premises and to pay their teachers with city funds. In this way schools were opened to the children of Halifax regardless of denomination and without any payment by the parents.

In 1867, the year of Confederation, most of the schools were still merely miscellaneous gatherings with instruction in the alphabet and in the intricacies of advanced English grammar going on in the same room with the same teacher. Every teacher pursued his own course, taught the subjects he liked and left the pupils in ignorance of whatever subject he disliked teaching. The Supervisor of Schools reported, and understandably so, that bookkeeping was receiving slight attention and was taught in very few schools. Eighty-six pupils were enrolled in bookkeeping in the public school winter term and one hundred three in the summer term.

We will see that during the rest of the century much progress was made in grading pupils in the different classes according to their accomplishments, providing adequate equip-

¹The nine schools were: St. Luke's School, Queen and Morris Streets; Convent Free School, Spring Garden Road; National School, Argyle Street; St. Mary's, Barrington St.; Inglis School, Albermarle Street; Royal Acadian School, Argyle Street; St. George's School, Brunswick Street; Richmond School, Richmond Depot; Three-Mile School, Suburbs, Windsor Road.

ment and books, prescribing a curriculum suitable for children of different ages, and obtaining teachers with first class qualifications and Normal training.

Between 1870 and 1880 Halifax gradually lost its commercial pre-eminence and much of its large shipping trade because of the extension of railways, the end of the age of sail, pressure of competition from industries and ports in Quebec and Ontario, and because of the lack of initiative among many of the merchants.

Economic difficulties continued for thirty years and slowed the growth of Nova Scotia. The province began to recover during the late 1890's when farm production increased and the iron and steel industry developed.

A business curriculum was still absent during a time characterized by increased credit, increased records, increased mechanical devices and the start of complex businesses. However, some educational achievements like the following were made.

Teachers Licenses. In 1878 the Council of Public Instruction withdrew the Teachers' Grade E license and put into effect as of November 1, 1879, the following classification of teachers' licenses: Academic Class, Grade A license; First Class, Grade B; Second Class, Grade C; and Third Class, Grade D. In order to obtain a Grade A, B, or C license, the candidate had to understand the principles of bookkeeping by single and double entry as contained in Eaton and Frazee's Elementary Bookkeeping.¹

¹Mr. A. H. Eaton was Principal of the Commercial College in Saint John, New Brunswick; and Mr. J. C. P. Frazee was Principal of the Commercial College in Halifax.

By 1889, a candidate had to be acquainted with such bookkeeping fundamentals as the day book and ledger in order to qualify for a Grade D license.

High School. On April 12, 1877, an Act was passed to open a high school in Halifax in September of the same year. A set of regulations for admission to the high school was published in the Halifax City School Reports in 1884. To enter second year of high school candidates could be admitted by passing an examination in one of three optional subjects: bookkeeping, Latin or mathematics.¹ Because the high school program included a wide range of subjects, the Supervisor of Schools approached the teachers of the High School for their opinion on changes. At a meeting on October 5, 1885, the masters of the High School adopted unanimously a resolution for two Courses of Study, Classical and Modern with pupils permitted to follow either one. The Modern Course was proposed

¹ Prior to 1884, the ideals which dominated the high school were the entrance requirements of the universities and the prescriptions for the different teachers' licenses. These two ideals were the basis upon which the Halifax High School had been established in 1877. The curriculum followed by the high school from 1877 to 1884 was made up of a combination of academic subjects and purely teacher-training subjects. The department of education examinations were set on this double curriculum. All students in the high school who wished to write departmental examinations were forced to write examinations in subjects that were designed to train teachers. These subjects were dropped from the high schools in 1893. Individuals could still continue to study "teacher-training subjects" at high school on an after-hour basis. Following these courses they would write a set of examinations that led to a license determined by the level of high school graduation held. The minimum Professional Qualification Examinations (M.P.Q's) continued until 1926. After this date, potential teachers had to take training in an institution designed to train teachers. Annual Report of the Supervisor of Schools for the year ending October 31, 1884.
p. 24.

for those preparing to enter commercial life or a mechanical trade. This resolution, unfortunately, did not materialize.

Courses of Study. Around 1880 an attempt was made to lay down a course of study progressing through the different grades. Bookkeeping was introduced in grade seven or eight and the time spent on this subject amounted to a meagre two per cent of the day. In spite of this, students learned how to use a day book, cash book and ledger. The bookkeeping text prescribed for students in the common schools was Eaton and Frazee's Elementary Treatise.

The first course of study for the high school was published in 1885. Two of the following three were compulsory for first year pupils: bookkeeping, French and Latin. In the second year, bookkeeping was one of eight regular subjects to be taken. (See Appendix C for complete Course of Study)

The Government copied the traditional classical curriculum of English public schools modified by the influence of the American academies and adaptive to local conditions. Business courses were not mentioned. However, for years the American academies offered curricula which included business arithmetic, bookkeeping and other commercial subjects.¹ Local educators were influenced to provide for some of the practical

¹In 1751 the curriculum of the Franklin Academy included: arithmetic, French, German and Spanish for merchants, history of commerce, rise of manufacturers, and progress of trade. Edwin G. Hayes and Harry P. Jackson, A History of Business Education in the United States. (New York: South Western Publishing Co., 1935), p. 9.

needs of pupils who would not be going to college.

During 1892 consideration was given by the School Board to the inauguration of a class in stenography, "there being a large and growing demand for stenographers, both boys and girls."¹ The School Board's Committee on Teachers recommended the securing of a competent lady teacher to teach this subject to pupils of the Academy. However, several years elapsed before this scheme was put into effect.

In 1893 Nova Scotia had many educational exhibits at the World's Fair held in Chicago. The Halifax schools had displays for all their subjects.² In this same year, the Provincial Examinations were introduced which were entirely optional for academies and high schools. Also, in this year, a new program was outlined for the high schools. Teachers had been complaining to the Department of Education that there were too many subjects on the course of study and any attempt to do good work in all of them resulted in "ruinous over-pressure and want of thoroughness". In the new program all teacher-training subjects were dropped. Bookkeeping was combined with drawing. In the early days drawing and penmanship

¹Report of the Board of School Commissioners for the City of Halifax for the year ending October 31, 1892.

²Individuals and whole classes from St. Patrick's Boys' School, St. Mary's Girls' School, Richmond School, and the Halifax Academy included bookkeeping and accounting with their submissions. These included beautifully scribed booklets of commercial forms (negotiable instruments, invoices, etc.) and complete sets of bookkeeping, including the day book, ledger, trial balance and balance sheet. For a list of the names of exhibitors see Appendix E of the Annual Report of the Superintendent of Education for the Public Schools of Nova Scotia for the year ended July 31, 1893.

were stressed greatly because all correspondence and records were handwritten. Anyone planning to teach had to have facility in these subjects. Bookkeeping was also considered a very useful tool for the student. However, at this time, with the perfection and acceptance of the typewriter (in existence in the United States since 1829)¹, and in an effort to decrease the number of subjects taken by students in order to specialize, certain subjects were dropped or else combined. One combination in the high school curriculum was bookkeeping and drawing. Drawing was worth 50 per cent, and bookkeeping was worth 50 per cent. Commercial forms and single entry bookkeeping problems were used for instruction for grade nine. In grade ten, double-entry forms and problems were used. This particular combination no doubt stems from earlier classifications of subjects. For example, in the Mathematical Department, there are listed in Courses of Study since 1850 drawing, penmanship, mental arithmetic, geometry, algebra and bookkeeping. When bookkeeping and drawing were no longer full courses, it was a natural combination. However, putting less emphasis on drawing and bookkeeping

¹The first typewriter to be patented in the United States was invented by William Austin Burt of Mt. Vernon, Michigan, in 1829. With the perfection of the typewriter, shorthand (Pitman method invented in 1837 and Gregg in 1890) became very valuable.

Typewriters had to win their place as a means of communication to the typed letters. For many years, the more conservative firms considered it an insult to their customers to send typed letters; and customers reciprocated by resenting a typed letter as one that questioned their ability to read longhand. The personal element was taken out of communication. Businessmen often added longhand postscripts to their typed letters in order to give them a personal touch.

resulted in reports like the one given in 1899 by the Provincial Examining Board. They stated that the drawing and book-keeping papers continued to be one of the "most defective papers" for the Province as a whole. The reason given was the lack of ability on the part of the teacher to master and teach these subjects well. (See Appendix D)

The new program of studies for the common school listed eight years of writing and drawing to include both freehand and mechanical drawing. Pitman's phonography and advanced mechanical drawing were optional in grades seven and eight. Book-keeping was a required subject for grade eight.

The first mention of Shorthand in the Journals of Education was in the April, 1900, edition. It was mentioned that Shorthand would probably be added as an "optional" to the high school course of study. The Council of Public Instruction considered granting special licenses to those capable of teaching the subject and who had acquired acceptable certification from "trustworthy institutions."

The Council of Public Instruction decided that the Sir Isaac Pitman Phonography system of Shorthand was to be used because "it seemed to have the fullest promise and potency of becoming universal."¹ Students at that time could prepare for examination in Pitman Phonography under regulations of the Pitman Institute in England. Third-class, second-class, and first-class certificates could be secured, the latter requiring a timed test. The teacher's certificate could also be acquired

¹"Shorthand," Journal of Education, Third Series III, No. 3 (1900), 74Q. (See Appendix E)

by examination under a certified teacher, the papers being sent to England for examination. The Council of Public Instruction planned to arrange its own scheme of examination when the demand for shorthand teachers became greater.

The Department of Education gave legal sanction to local authorities to provide shorthand for those wishing to learn. So in the Courses of Study for October, 1900, Sir Isaac Pitman's Shorthand was listed as an optional subject which could be introduced into any school in the province with the consent of the trustees.

However, the Department did not propose to issue certificates for proficiency in shorthand. These were to be obtained after examination by organizations already granting them. The certificate issued by the Business Educators' Association of Canada on the Sir Isaac Pitman System was accepted for what it represented. (See Appendix F) Also accepted were the three certificates issued by the Phonetic Institute in Bath, England: third class of elementary certificate; second class of theory certificate; and first class of speed certificate.

In 1901 the Education Department stated that the subject would not be included even as an option on the high school course until there was a demand for it. The potential costs involved caused the Department not to venture into this specialization until there were definite requests from school boards. The Department recognized only the one system of shorthand.

Of the scores of systems hitherto invented there is

none better; there is more literature published on this system recognized by the education departments of Canada. The predominant system throughout the United States and therefore the only system which is likely to become the universal medium of popular correspondence in the future. And it is the future which educationists should endeavor to hasten.¹

The Sir Isaac Pitman method of shorthand had been in existence since 1837 and was the most widely used system of shorthand. In 1900 this system was so well established in Great Britain and the United States, that it was the logical choice for Nova Scotia. At this time the Gregg method, which would eventually replace Pitman in popularity in the United States and Canada, was in its infancy, having been introduced by Robert Gregg in the United States in 1893.

A Commercial Course for Halifax was mentioned in a report of Mr. R. T. MacIlreith, Chairman of the Halifax City School Board. In his Annual Report of 1903, he made many suggestions which he thought, if acted upon, would make for advancement of education in Halifax.²

As our course stands today, those who intend pursuing professional or industrial callings are well provided for, and it seems to me to be highly desirable that those of our students who intend entering commercial life should likewise have an opportunity of studying those branches peculiarly adapted to such a career. I feel that the establishment of a commercial course would meet a pressing want in our community and command a liberal patronage. It has been established with most gratifying results in many cities, teaching as it does something of immediate use--a very popular demand of the times and people today. The subjects

¹Ibid., Third Series II, No. 6 (1901), 154.

²In this annual report of 1903, Mr. MacIlreith referred to an address which he had given in November, 1902, when he became chairman of the Board.

necessary to such a course would seem to be: Commercial Law, Commercial Geography, Commercial Arithmetic, Bookkeeping, Shorthand and Typing. Therefore, I would ask you to take into favorable consideration the feasibility of making two courses of study of equal grade, one to be the present course with some modifications, the other to be a course which will thoroughly prepare its graduate in commercial business methods.¹

In his annual report for the year ended July 31, 1903, MacIlreith was able to report the establishment of a commercial course in connection with the County Academy and High Schools. After full investigation and discussion, a course to cover a period of three years was decided upon. He reported that the course was being taught in the County Academy and the High Schools and that quite a number of students had joined the classes, while many others had expressed their intention of doing so. MacIlreith stated that, from the variety of subjects selected for the course, the Board had not adopted a policy calculated to turn out mere machines in the shape of bookkeepers and stenographers, but rather they had insisted on the course being such as would have the effect of making good citizens equipped with an all-round and invaluable knowledge, a course which would be the equal of other Academy courses.

He mentioned the general confidence and hearty cooperation of the principals and teachers in the effort to establish the course properly. Apparently, they accepted the extra work cheerfully.

¹Report of the Halifax City School Board to the Superintendent of Education of Nova Scotia, R. T. MacIlreith, chairman, Annual Report of the Superintendent of Education of the Public Schools of Nova Scotia (Halifax: King's Printer, 1904), p. 127.

In the Supervisor's Report to the Board of School Commissioners for the City of Halifax, Mr. A. McKay reported that the work of the high schools would be brought into more direct relation to the needs of the community by the introduction of a commercial course.

In regard to this subject, Mr. McKay had reported in June that the recommendation of the Chairman of the School Board regarding the establishment of a commercial course in the Academy seemed to meet with general approval.

McKay drew up a course covering three years--the first and second years being based upon the regular curriculum with the addition of special training in penmanship, stenography and typewriting, and the omission of classics and some mathematical subjects. The work of the third year would consist almost wholly of commercial subjects.

He mentioned that an additional teacher would be required for stenography and typewriting. The other subjects would be taught by the regular staff.

Mr. McKay recommended that the students taking this course be examined by a board of examiners consisting of two teachers of the Academy and the principals of any other schools doing the same work and that those passing such examinations would receive a diploma from the School Board.

The commercial course outlined by McKay in this same report is the same as that in Appendix F. After outlining this course, he stated in his report:

This course has been adopted by the Board. It will be in operation during the present year with every prospect of success. Here I would like to call attention to two valuable papers on this subject-- one read before the Halifax and Dartmouth Teachers' Institute by Principal Trefry of Morris Street School, and the other read before the Provincial Educational Association by Chairman MacIlreith.¹

The following is the report on the commercial course that was given in 1904.

A considerable number of pupils of the Academy within the last few years asked that opportunities might be provided in the Academy whereby they might be enabled to give special attention to those subjects which would fit them for office work and for mercantile pursuits. Although the Course of Study was not intended particularly for that purpose, yet the School Board, in view of the fact that Halifax is so largely a mercantile community, considered that a commercial department would be of great benefit to a large number. Accordingly, about the first of November, 1903, a room in the Academy was fitted up with typewriters, and Miss E. M. MacDonald, a graduate of the Maritime Business College, was engaged to teach shorthand, typewriting and penmanship. The other subjects of the Course were taken by Principal Kennedy, Mr. Morton, Mr. Logan and Miss MacKintosh.

About 33 students joined the various classes, some devoting their whole time to the work, and others dividing their time between the commercial and the regular courses. The standard of examination having been placed high, only three candidates were recommended for diplomas at the end of a year's study. The work so far has been largely tentative, but it seems to have been conclusively proved that the course is of much greater value to those who have first completed the regular course and who afterwards give their undivided attention for one year to the commercial subjects than it can be to those who have not had a good training for the period of three years in High School work. A thorough training in English is absolutely necessary to one who would become a good reporter or even a typewriter.

The more advanced pupils had a good course of reading in economics with Mr. Logan. The application of legal

¹Ibid., The Supervisor's Report to the Board of School Commissioners for the City of Halifax for the year ended July 31, 1904.

principles and usage, to commercial and ordinary business transactions was explained by Principal Kennedy. The usual two years' course in bookkeeping was supplemented by more advanced work under the direction of Mr. Morton. Miss MacKintosh directed the attention of the pupils to materials of commerce and the interchange of commodities between various countries.¹

By 1904 the Halifax School Board had taken the lead in availing itself of the privilege to add optional subjects to the regular high school course. Commercial law, economics, civics, accounts, stenography and typewriting were provided by authorization of the Education Department. Pupils taking the Provincial three-year school course would be entitled to take the commercial subjects in the fourth year instead of the Provincial Grade XII Course.

The optional course approved for the Halifax County Academy (See Appendix G) allowed 28 per cent of the students' time on business in the first year; 36 per cent in the second; and 56 per cent in the third year. The student was able to obtain a sound general academic training and only in the third year become a specialist. The business course was definitely geared to the better student and not to the less able.

The Departmental authorities suggested that a B certificate (Grade XI) be obtained before taking the business course since experience had shown that students with this certificate did much better work. In any case, before beginning the business course, students were expected to have a good general education with a solid grounding in English. The business

¹Ibid, July 31, 1904.

course, now regarded as a fourth-year course of the high school, required students entering to have a Grade XI certificate with at least 60 per cent in Grade XI English, Grade X arithmetic, and Grade IX geography. These students were able to complete the course in one year. Students not meeting these qualifications could enter the course provided there was accommodation. These students took more than one year to complete the course.

It is interesting to note that in the First Report of the Committee on the Relation between High Schools and Colleges in Nova Scotia in 1905 the objectives which this Committee had in mind when they were drawing up their tentative course of study were:

to simplify the present course by reducing the number of subjects which pupils are required or permitted to take up each year. To include in the course as far as possible only such subjects as have a distinctly educational value. To place language studies in a position more in accordance with their importance in any educational scheme. To include one Science subject for each year of the course. To conserve the time and energy of the teacher and to secure more thorough work and better educational results on the part of the pupils by concentrating their attention on a few subjects which have been shown by experience to possess the highest educational value.¹

Most of the members of this Committee protested vigorously against the retaining of bookkeeping, basing their protest on the ground that it was of little value from an educational point of view and, therefore, not a proper subject for

¹Committee on the Relations Between High Schools and Colleges in Nova Scotia, First Report of the Committee, Annual Report of the Superintendent of Education (Halifax: King's Printer, 1905), p. 208.

the regular high school course. It would probably have been eliminated but for Mr. G. A. Taylor's very strong expression of opinion as to the necessity of retaining it. The Committee allowed bookkeeping to remain, at least for a while, in the tentative course.

In Mr. Taylor's annual report for 1905 he states that a Commercial Department was opened in a cloak-and-cap room in St. Patrick's Girls' School. Since the space was too limited for effective work, the department was discontinued at the end of the year.

The Academy provided five different courses of study. The Regular Course, the Course for the "Teachers' Pass," the College Matriculation Course, the Minimum "Full Course" and the Commercial Course, which had been established in 1903.

In 1905 both attendance and attainment in the Commercial Department showed a decided improvement. Miss MacDonald continued to give the greatest satisfaction to all concerned. Her work was made difficult by the eagerness with which students pressed into her class before they had laid a good foundation in their studies, especially in English, which was absolutely necessary for success in Stenography and Typewriting.

It was found that the five courses met the needs of nearly all the students who entered the Academy. In making a selection they were largely influenced by their parents, teachers and schoolmasters; but in many cases they were allowed to exercise their own judgment and thus had an opportunity to develop independence of thought and action. For the most part

they chose wisely and worked more earnestly and effectively than they would in a curriculum forced upon them.

In his 1906 report, Mr. Taylor reported that the Academy's Commercial Department was doing good work in meeting the demand for a practical education suited to a mercantile community.

The Supervisor of Schools, Mr. McKay, commenting on Miss MacDonald's work at the Academy, stated that she had shown remarkable good judgment in the management of the Commercial Department.

There seemed to be something in the atmosphere of the room that banished frivolity and was conducive to serious, honest work. Miss MacDonald had proved quite conclusively that it pays the student before taking up the course to secure a Grade B certificate with as high marks as possible in English; otherwise subsequent progress would be slow and unsatisfactory. The student whose commercial course is founded on a good Preliminary academic course of three years will, one year after graduation, be able to command a much higher salary than the student who otherwise graduates two years earlier. Hereafter, therefore, no student would be encouraged to enter this department until after completing the regular high school course.¹

The new High School Program of Studies for the Province came into effect in 1908, lessening the number of imperatives and allowing greater freedom on the part of students in choosing electives. It made provision for the increasing numbers of pupils who were now going to high school.

In 1908 the new St. Patrick's Girls' High School had been operating for more than a year. A commercial department had been provided with Sr. Assissium as teacher. In this department there were twenty students, a large proportion of whom

¹Annual Report of the Supervisor of Schools for the year ending July 31, 1907.

held grade B certificates. In the previous year there were four graduates in shorthand and typewriting. There were now in Halifax two commercial departments in the public schools.

In May, 1908, the School Board enabled Mr. McKay to visit a number of schools in the United States and to meet with educators in Vancouver, Winnipeg and Detroit, as well as attend meetings of the National Educational Association at Cleveland, Ohio. He found that the relative values of the various subjects in the courses of study in these cities differed greatly from local ones.¹

Mr. McKay referred to educators whom he had met. One, Superintendent Brooks of Boston, told him of a strong trend of public sentiment in favor of specifically vocational instruction in the high schools. Mr. McKay found this statement substantiated in nearly every city that he visited.

Professor Hanus, Chairman of the Massachusetts Commission of Industrial Education, who admitted that the public schools both elementary and high were doing their work better than ever, claimed that the schools provided by the public should meet the needs of all classes--those who were not going to college as well as those who were. The present provision for public education failed to accomplish the preparation for social efficiency which all public education should provide.

Educators were abandoning the discredited doctrines of

¹The American cities visited by Mr. McKay were Boston, New York, Washington, Chicago, Los Angeles, Berkeley and Seattle. Referring to courses of study Mr. McKay found that very much more time was given to English--on the average of over two hours a day and only forty-four minutes was given to arithmetic.

"disciplinary values." Subjects that related to the life-interests of the child in terms of the social needs of the community were emphasized.¹

Mr. McKay in his 1909 report revealed a concern about the curriculum that probably resulted from his trip to the United States and Western Canada. He mentioned that the course of high school studies was defective in not giving the majority of the pupils, to a desirable extent, a realistic and practical knowledge of their environment and in not making provision for their motor development, and also in that it failed to hold those from twelve to sixteen years of age who desired to master fundamental principles of industrial occupations needed in preparing for remunerative employment.

He goes on to say that happily within the last few years the more civilized nations had been making progress towards a more practical education. In nearly all the large cities of the United States, England and Germany the finest and best-equipped educational institutions were those devoted to technical and industrial training.

The movement for general industrial education is upon us, and it is full of promise for the real culture and

¹One of the finest schools Mr. McKay saw on his trip was the Polytechnic High of Los Angeles--over 2,000 students, boys and girls. He commented on their fine physical development, mental alertness, and exemplary conduct. They had deliberately selected the polytechnic courses because they believed that they would be more helpful in enabling them to carry the burden that circumstances might put upon them, and in solving the various problems of life, while, at the same time, sufficiently equipping them for the wholesome enjoyment of leisure. For more information on this school I refer you to pages 211 and 212, Annual Report of the Supervisor of Schools to the Board of School Commissioners for the City of Halifax for the Year Ended July, 1908.

for material prosperity. We might as well attempt to stay the rising of tomorrow's sun or the tides of the sea as to try to withstand this universal movement in education.¹

Mr. McKay suggested that the scope of the high school work should be enlarged so that it might appeal as strongly to students who would shortly enter occupations as to those preparing to enter college. Therefore, he recommended more emphasis upon good English and on subjects preparing students directly for occupations. This would imply an extension of the commercial courses now in the Academy and St. Patrick's Girls' High School.

The Halifax Academy in 1910 had 17 enrolled in the Commercial Department out of a total enrollment of 283. St. Patrick's had 27 out of a total of 368. The commercial students at St. Patrick's studied English, arithmetic, book-keeping, shorthand, typewriting and penmanship. Fifteen of the students took the examinations in shorthand from Pitman and Sons, Bath, England. Fourteen of these students were successful.

St. Patrick's Girls' High School was in close competition with the Convent of the Sacred Heart and Mt. St. Vincent Academy in providing teachers for the Halifax schools. Since the Convent was an old-established school with European

¹To support his argument Mr. McKay quoted paragraphs from speeches delivered by Professor Snedden, the Commissioner of Education for Massachusetts; Dr. L. D. Harvey, President, United States National Educational Association and C. S. H. Brereton, Inspector of Schools, London, England. Ibid., July 31, 1909, pp. 226-227.

and Canadian teachers and the Sisters of Charity at the Mount had been very successful in their work for advanced education, they were providing excellent teachers for the City. As a result only a small number of St. Patrick's students could expect to become teachers in the city schools; so many of them turned their attention to the commercial course.

The commercial departments still continued to do good work, mainly in shorthand, typing and penmanship. Some subjects, which in other cities usually formed part of the commercial course, were taken in the regular high school course with other pupils. English in particular was emphasized. These departments were of very great advantage to many young boys and girls who could scarcely afford to attend a business college.

Meanwhile, the Federal Government belatedly realizing the lack of a skilled labour force, set up a Royal Commission. (1910) The Report in 1913 scored the state of education in Canada, unusual because of Provincial jurisdiction over education. Still it triggered seven federal acts over the next fifty years. The first two, the Agricultural Aid Act of 1912 and Agricultural Instruction Act, 1913-1923 showed the obvious concern of the government for agriculture and instruction. Technical-Vocational Acts came later.

During World War I, Halifax as expected experienced an economic boom. People came into the city from the rural areas and settled. School Board reports were very brief during this period. However, tables indicated that the number registering

in the two commercial departments was increasing.

The need for skilled labor caused a general interest in vocational training. For example, Mr. Reginald V. Harris, Chairman of the School Board, advocated vocational guidance in 1914. He felt that within the last decade there had been in many countries very great progress in correlating the school and the home with the various professions and industries. The Vocational Guidance Committee of Boston aimed at promoting among the children, parents and teachers an appreciation of the value of the life-career motive. As a beginning for work of this kind in the Halifax Schools, he suggested that a course of lectures in the principal occupations of the city be given by specialists to teachers and high school students; for example, one or two lectures on bookkeeping by Mr. G. E. Faulkner and Mr. E. Kaulback; on law by Mr. H. Mellish; on a commercial career by Mr. F. B. McCurdy and Mr. D. MacGillivray.

Such a course would do much to lead teachers to emphasize the most important part of a liberal education: that which consisted in dealing with those things that are most nearly related to the practical affairs of daily life.

In 1914 the High School Program was simplified. Bookkeeping was dropped from the list of courses for grades nine and ten. If the school provided a commercial course, then English, geography, history, civics, and arithmetic of the regular program would be utilized, supplemented by bookkeeping, penmanship, shorthand, business correspondence, typewriting, business law and political economy.

After the War, many of the servicemen were reluctant to go back to the rural areas. The local technical schools (founded in 1907) began retraining these men for civilian life. Instruction was given in business English, bookkeeping, stenography and typewriting. The evening classes proved popular but difficulty was experienced in securing competent instructors who knew both the subject and how to teach it.

The Federal Technical Instruction Act of 1919-1929 provided the provinces with a windfall of ten million dollars. There followed the Technical-Vocational Act of 1931.

Meanwhile in the early 1930's the Nova Scotia Department of Education made its first practical effort to meet the varying interests and abilities of children by broadening its high school program and developing a system of examinations that allowed for a wider choice of subjects. Before this time the Nova Scotia secondary schools provided a program which was designed primarily to prepare students to profit from university courses alone.

The Department of Education was authorized to appoint a representative curriculum committee to examine fully the program of studies in the schools, to organize subcommittees for special purposes and to make recommendations on all matters relating to the curriculum, including organization of classes, text books and methods of examination. The work of revising curriculum went on for more than two years, and the committee presented its report in 1933. The changes, affecting the greater part of the whole school program went into effect in the years 1933 and 1934.

In their recommendations for high schools there were no details outlined for the commercial program. A reference to vocational English was made. The committee did not feel that certain vocations, particularly business, should demand specialized training in English. Students preparing for those vocations should receive the same type of English instruction as those who had different aims. Training in English is primarily directed at preparation for citizenship and for effective use of leisure time and not toward vocational efficiency.

In certain cases where there is general agreement as to the special forms to be used in the vocations, as in the case of business correspondence, definite instruction in these forms should be given to a class engaged in preparing for the vocation. The main body of the instruction, however, would be the same for all students, vocational or nonvocational. This should not be interpreted to mean that the teacher is not at liberty to adapt her instruction, particularly in composition, to the particular interests of her students, vocational or otherwise. Even in vocational classes students have many other interests than those in the vocation, and the wise teacher will use all interests in her attempts to motivate the students to express themselves.¹

Certain electives were added to the course of study, the number of imperatives was increased, the junior-senior high school organization was adopted, and teachers were encouraged to adapt programs to the needs of the pupils and the areas which the schools served. This 1933 revision included music, art, crafts, industrial arts, home economics, agriculture and commercial subjects.

¹Recommendations of the Curriculum Committees appointed to draw up in detail a new course of study for the Public Schools, Journal of Education, Fourth Series III (January, 1932), 33.

The majority of students in grades eleven and twelve of the regular high school wrote the external examinations of the Atlantic Provinces Examining Board; students successful in five courses, including the compulsory ones received the Provincial Examination Pass Certificate for that grade.

In spite of the latitude developed in the 1933 revision, most pupils took a rather narrow academic course. Fifteen of the approximately sixty urban, regional and rural high schools in Nova Scotia provided the commercial course. Total enrollment in business education subjects was under three hundred. Pupils apparently chose the courses that gave them university matriculation or its equivalent.

Meanwhile, on the local scene in 1934, the head of the Commercial Department at the Academy, Miss Rankin, died after thirty-five years of teaching and was replaced for that year by Mabel M. Davidson. Also taken on staff was Mr. Ernest C. Pace, B. A. Mr. Pace had taught business at the Maritime Business College to the men returning from the First World War and then he taught at Horton Academy. He was appointed head of the Commercial Department at the Halifax Academy. Since he was strictly an accounts man, having graduated from Dalhousie in Arts and Commerce, he wanted to have a facility in all commercial subjects. He studied Gregg shorthand during the summer on his own. Friends had suggested the Gregg system, even though the Pitman system was used in the city schools, because it was easier to learn. After having learned the Gregg, he introduced it into the Academy. For the first time Pitman shorthand had a competitor in

the Halifax schools.

The local pressure of industrial requirements pointed out the great need for facilities to provide more practical education. Mr. W. A. MacDonald, Chairman of the City School Board in 1938, in his annual report stated that the reopening of the schools in September had a large increase in the enrollment of the commercial classes. A total of 249 commercial students (Academy, 109; St. Patrick's Girls' High School, 140) was evidence that the young people who wished to be engaged in gainful occupations had decided that they must fit themselves for such occupations, demonstrating more than ever the growing need for vocational training.

In 1941, for the whole Province, more than 760 candidates in grades eleven and twelve offered one or more of Music, Art, Handicrafts and commercial subjects for full credit on the provincial certificate in 1940, as compared with less than 400 in 1938 and only 20 in 1936. The trend toward a more diversified and practical program in the junior and senior high schools was continuing.

For the next ten years as the Halifax City Commercial Departments continued to grow, there were important changes taking place in education provincially and federally. It was in 1942 that commercial courses were given official status, seventy years after they were first proposed. During 1941 a committee of teachers of commercial subjects worked under the direction of the Department of Education and prepared a syllabus of work in the various commercial studies which were then

prescribed by the Department. The Department did not plan to issue any special diploma for commercial subjects. The students would pursue the regular course for the local or provincial certificates of Grades X, XI, and XII, and could take commercial subjects as elective studies in any or all of these grades, as the local school boards determined. Students in outside institutions who wished credit for these subjects were to submit during the year to the Department of Education, a preliminary statement giving the name of the institution.¹ In the case of students taking commercial subjects in the public schools, only the names of the students had to be reported.

For schools that offered commercial subjects as a regular part of the high school program, each of the subjects for which a syllabus was given could be counted as one high school subject, but in order to receive credit for typing as a subject, a student also had to take either shorthand or book-keeping. The subjects could be taken in grades ten, eleven and twelve in any combination, as the local school board decided. Students who wished to secure a regular provincial certificate of grade eleven or twelve had to take the prescribed English, and

¹Teachers and principals were to see that these preliminary statements were forwarded for approval not later than October 1. Failing this, credits could be refused at the end of the year. If the preliminary statement had been approved by the Department of Education as reported, the marks at the end of the year for students wishing credit had to be reported by the institution at which the subject was taken, or by the special teacher in the school, on forms secured from the Department of Education; for students of grade ten these forms had to be forwarded directly to the principals of schools; for students of grades eleven and twelve the forms had to be completed and returned to the Department not later than June 30.

History (11) or social problems (12). Business English, if taken, had to be in addition to the prescribed English for the grade.

It was important that notice be given to the Department of Education before October 1 of students taking any of the commercial courses. (See Appendix J for the syllabus for commercial subjects).

Certain large high schools could offer a one-year course in commercial subjects with a grade eleven or grade twelve certificate as a prerequisite. Such a course could be offered, but no provincial high school certificate was awarded to those completing it.

Up to this time, the Province of Nova Scotia had never favoured composite schools, so widely used in other parts of Canada.¹ Apart from commercial work in high schools there had been no full-time day instruction in vocational work. However, under the stimulus of federal funds, the Province was now

¹The hostility of the province to any sudden change--no matter how good in purpose and effect--may be illustrated by going back in time to the fate of the Tupper administration which enacted free school legislation in 1864 and compulsory local taxation one year later. Nova Scotians in the next election defeated every candidate but one of the Conservative party. After World War II, when the major educational movement was the establishment of composite high schools in rural areas, a Liberal government avoided risk of a similar fate by paying all the capital cost and most of the maintenance cost that would fall on the rural municipality, an arrangement more conducive to local impertunity than to community responsibility in educational finance. Nova Scotia has capable educators and administrators who know what should be done and how to do it, but they are under unusually strong pressure to subordinate the general advantage for fear of offence to jealous minorities. Charles E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Company, Ltd., 1957), pp. 217-218.

entering on a plan to build five fully equipped technical schools.

Commercial work had been incorporated into the public school system because it had found favor more readily with educational administrators than any of the other vocational areas. This may be because the commercial courses had to do with language, spelling, mathematics, rather than with large pieces of equipment, complicated machines and strange materials. The students worked with books, and the subjects fitted readily into the traditional timetable pattern of the high schools. It was comparatively easy to set up objectives and establish standards for commercial courses; and, finally, it had been possible for students who completed the courses to find, and fit directly into, gainful employment. Many commercial teachers actively assisted in placing their graduates and kept in close contact with the needs of the commercial field.

In July, 1945, immediate action to set up a system of vocational high schools in Nova Scotia had been decided by the Provincial Government. By December the Government announced that the erection of a vocational school would start in Halifax in the spring. It was felt that the establishing of vocational schools would induce pupils to further their education.

An Act relating to vocational education was passed on May 6, 1947. Statutory changes fundamentally affecting the structure and operation of projects in the field of vocational education took place during the year. The Technical Education Act of 1907 and Regulations were repealed during the annual

session of the Legislature, and two acts were substituted, one applying to the Nova Scotia Technical College and one entitled "An Act Relating to Vocational Education, Chapter 7, 1947."

The new statute defined vocational education as

any form of instruction below that of the university level the purpose of which is to fit any person for gainful employment or to increase his skill or efficiency therein and, without restricting the generality of the foregoing, includes instruction to fit any person for employment in agriculture, forestry, mining, fishing, construction, manufacturing, commerce, or in any other primary or secondary industry in Canada.¹

Provisions under the Vocational Schools Assistance

Agreement (1945) encouraged the establishment of regional vocational schools. Thirty per cent of the capital equipment and operational costs would be borne each by the federal and provincial governments. In the case of a vocational school in Halifax, the city would contribute 30 per cent with Dartmouth paying 6 per cent and Halifax County paying 4 per cent.

Negotiations among the various levels of government concerned resulted in construction of the Halifax County Vocational High School in 1948. The cornerstone being laid on October 28 by Dr. F. H. Sexton, formerly Director of Technical Education, under whose guidance the policy of establishing Vocational High Schools was developed. Plans called for full operation of the school in September, 1950, although partial use of the facilities could be made by vocational evening schools and apprenticeship classes before that time.

¹"An Act Relating to Vocational Education," The Statutes of Nova Scotia I (Halifax: King's Printer, 1947), Chapter 7, p. 184.

The purpose of the school would be to provide three years of secondary vocational education to students who wanted training for a specific occupation or trade. The school would provide, within the regular school term as set by the Department of Education for the public schools of the province, industrial, home economics and commercial programs. In each field students would spend 50 per cent of their school time in the shops, laboratories and classrooms actually learning the skills of their chosen trade or occupation. The remaining 50 per cent would be given to such subjects as English, social studies, health, mathematics, chemistry, physics, general science and mechanics, depending on the course taken. Text books prescribed by the school would be paid for by the students, but in some cases books and instruments could be provided by the school on a moderate rental basis.

Any student who had completed grade nine or higher could be considered for entrance. In certain cases the completion of grade nine could be waived but the student would have to demonstrate an ability to undertake the work of the school. Thus age, past school record, aptitude, physical qualities and interest in his chosen trade or occupation were considered before a student would be accepted.

The general aims of the commercial department would be to train students for specific business occupations, to prepare students to meet their personal needs as consumers, and to provide students with a background of information which would enable them to perform their citizenship duties more effectively.

The subjects to be taught would be typewriting, shorthand, business arithmetic, bookkeeping, elementary business training, filing, business machine operation, economic geography, economics, business law, business correspondence, business English and spelling. The number of these subjects taken would depend on the business occupation to be pursued.

The three-year course would be designed to train students to fill positions as stenographers, secretaries, business machine operators, bookkeepers, salesmen and many other positions. The academic subjects would include English, social studies, mathematics, health and general science. These courses would be as difficult as, but would vary in content, from the parallel courses given in the academic high schools, being designed to supplement the business subjects taken.

The one-year course would be given to successful graduates of grades eleven and twelve of the academic high schools and would entail full-time training in stenography. This would be a specialized course with intensive training in such subjects as typing, shorthand, business arithmetic, business English, spelling, and office procedure.

Meanwhile, Queen Elizabeth High School had been opened (1942), and the Halifax Academy became known as the Halifax Academy Commercial School, with Mr. E. C. Pace as Principal. There were at this time five commercial teachers on the City Staff, with three holding degrees.

The June 20, 1945, edition of the Halifax Chronicle gave Mr. Pace's annual report at the closing of the Halifax Academy

Commercial School. This report mentioned that a new course in bookkeeping and accounting had started in the Fall and called for training in the use of certain office machines.

Approximately twenty students from Queen Elizabeth High School had signified their intention of taking a course in bookkeeping and accounting if it was to be offered in the next year's curriculum. After consultation with Dr. F. G. Morehouse, Superintendent of Schools, it was decided the course in stenography was under sixty. This decision was due mainly to the shortage of teachers at the time.

At this time in Halifax, offices were calling for employees trained in the use of office machines such as the dictaphone and the comptometer. Unfortunately, the courses offered at the school provided no instruction along those lines. However, with the prospect of federal assistance in vocational education, it was not long before an agreement was reached with the Board of School Commissioners whereby the work of the city commercial academies would be taken over by the vocational school in September, 1950.

Business education in Halifax would cease to be under the jurisdiction of the Halifax Board of School Commissioners and would remain under the jurisdiction of the Vocational Education Division of the Department of Education until 1969.

It is evident from this chapter that business education was not completely accepted as a subject and was often quite uncertain of its own status. Perhaps, too, there was good reason for questioning the real value of commercial education

in those earlier days. Business Education needed above all teachers of ability, with sound skills and careful training. Teachers of such calibre were not always forthcoming. It was natural that high-school advisers of students frequently counselled their better students to study the more respectable, time-proven "academic" or college-entrance subjects--leaving the commercial subjects for others. However, records indicate that the commercial courses offered in the Halifax Commercial Departments were unusually successful both from the point of view of competent teachers and efficient students.

All this has omitted a historical study of private business colleges in Halifax which trained the businessmen for the community and for half a century dominated the field in business education. It is to this that we now turn.

Chapter Two

BUSINESS EDUCATION IN THE PRIVATE SCHOOLS

The forerunners of the business colleges were the mechanics' institutes, which started in the 1830's, with courses in grammar, arithmetic, penmanship, bookkeeping and phonography (shorthand).¹ Business colleges started in the 1860's and reached their peak in popularity around the turn of the century. They opened the way to business advancement for young men at a time when high schools concentrated on academic courses and universities had as yet no schools of business. The private schools catered more than the public schools to the immediate

¹The Halifax Mechanics' Institute was created on December 27, 1831. For twenty-five years or more it contributed a great deal to the educational and cultural life of the capital. It was an adult education movement, varied in content, providing vocational training and education in the arts and sciences. It might be called "a poor man's university" for, in addition to useful knowledge for tradesmen, it offered courses comparable to those offered elsewhere to college students. Topics for lectures differed somewhat from year to year. The subjects discussed, to name only a few included architecture, agriculture, algebra, commerce, climate, history, hydraulics, music, the steam engine, drawing, painting, the manufacture of china, poetry, the coal fields of Nova Scotia, geology and mineralogy, elocution.

A network of Mechanics' Institutes spread over the Province of Nova Scotia and kindred societies sprang up in quite a number of its communities. These associations disseminated useful knowledge, fostered a taste for literature and science, provided a means for training in public speaking and debate and contributed a great deal to the intellectual improvement of their members.

New educational institutions emerged to improve the standard of education in the Province and to take away some of the need for Mechanics' Institutes. For example, the Normal School (1854) and the Business Colleges (1867). C. Bruce Ferguson Mechanics' Institutes in Nova Scotia, Bulletin of the Public Archives of Nova Scotia, No. 14 (Halifax: Public Archives of Nova Scotia, 1960), p. 12-14.₄₇

needs of the people by having a curriculum of academic and practical subjects. One of the earliest advertisements of a private school appeared in 1769 in the Nova Scotia Chronicle and Weekly Advertiser for October 10 to 19. Included in the list of subjects offered was bookkeeping "in all its parts, according to the most approved methods now in use."¹ Similar advertisements continued to appear in the local newspapers offering instruction in bookkeeping, penmanship and drawing. By 1855 advertisements offered courses in phonography, "the shortest and best system of shorthand in existence."² Demand for courses existed and it was private teachers who responded by offering to teach special subjects in their homes. There was no business college in Halifax until Mr. A. N. Eaton, a successful accountant and teacher, opened his Commercial College in 1867.³

Eaton's Commercial College

Two years after Mr. Eaton opened his college, Mr. J. C. P. Frazee became his associate and was resident principal and

¹James C. Bingay, Public Education in Nova Scotia (Kingston: Jackson Press, 1919), p. 87.

²The November 17, 1855, edition of the Acadian Recorder, carried an advertisement in which a Mr. Oldright agreed to form a class for instruction in phonography as a result of several persons approaching him to do so. His first class was to start on Thursday of the current week. For information, people were asked to apply to Mr. Oldright's residence, 127 Gottingen Street. Persons intending to join the class were particularly requested to make early application. All phonetic works published in England or America could be obtained through Mr. Oldright.

³Mr. Eaton opened a Commercial College in Saint John, New Brunswick, a year later.

general manager of the College. Mr. Frazee taught bookkeeping, mathematics, commercial arithmetic, commercial correspondence, steamboating and phonography. Mr. George E. Faulkner was teacher of penmanship, bookkeeping, banking, railroading, telegraphy. Mr. E. D. King, M. A., was lecturer on commercial law.

Mr. Eaton felt that the importance of a special business education was evidenced by the fact that a young man entering commercial life needed a special training for that calling as much as one undertaking any other profession. In order in some way to meet the insistent demand for commercial training, many schools were advertising special commercial studies and some colleges were opening Commercial Departments. He felt that two problems arose immediately: teachers and professors were not always capable of teaching business subjects; administrators of the regular schools and colleges, as a general rule, were not favorable to the acquisition of commercial knowledge or the development of business talent.

Referring to the locations of his colleges, he felt that they afforded the very best facilities for the acquisition of commercial knowledge and were chosen over other and cheaper localities. Saint John, Halifax, and Charlottetown (college opened here in 1873) were the commercial centres of the three Maritime Provinces; and as the colleges were located in the business portions of these cities, there was considerable contact with businessmen and accountants by the students.

The colleges were designed to educate young men for

business. Efforts were confined to business affairs; all other branches of learning were left to other institutions. It was well known that the instruction in most other educational institutions, including the public schools and colleges, in regard to business matters lacked that practical element that was required as a preparation for business activity. This was proved by the fact that hundreds of professional men, in all parts of the country, who had, in most cases, received a good classical and professional education, every day deplored the difficulty they experienced in undertaking common business details.

This Commercial College was the first and only one of its kind in Halifax until 1892. Its purpose was to supplement the instruction received in other institutions and to confine the work to practical activity.

The time required for a full course varied with circumstances, such as ability, diligence, regularity of attendance, and the amount of time the pupil could devote to study. The period required was seldom less than three or greater than six months. The terms of payment were in advance.

The expense for bank books, Eaton and Frazee's Arithmetic, Eaton and Frazee's bookkeeping, ink, penholders, pencils, and a limited quantity of paper and pens and the use of slates, rulers, came to \$10. Hours of instruction were from 9.30 to 12.00 a.m., 2 to 4 p.m., and 7 to 9 p.m. Students could enter at any time there were no vacations. (See Appendix L for details on courses)

The Morning Chronicle had the following article about

the College in its June 8, 1875, edition:

We spent a pleasant half-hour yesterday afternoon in the Commercial College. The College is a miniature business world. After the student has spent a short time in theory he is furnished with one thousand dollars in cash, and five hundred dollars in merchandise. The "cash" consists of the College currency--notes which look as well as Dominion greenbacks. The "merchandise" consists of printed checks, representing goods of all descriptions. The student enters into business with his fellow-students; buys, sells, makes shipments, receives consignments, enters goods at the Custom House, gives notes and acceptances, draws bills, transacts a general banking business with the College Bank, acts as bank teller, and does everything that is done in actual business, enabling him after a course of study at the College, to at once take any situation in a mercantile house.

The Commercial Colleges were intended to afford, in some degree, a remedy for the numerous failures which occurred in every commercial community. They offered to young men, at a moderate cost, and with as small an expenditure of time as the requirements of each individual case would allow, a course of study and training that would help them to overcome the difficulties that had proved disastrous to so many.

The Council of Public Instruction of Nova Scotia adopted two of Eaton and Frazee's bookkeeping textbooks to be used in the public schools of Nova Scotia. The text prescribed for students in the common schools was Elementary Treatise. A knowledge of this text was also necessary for candidates seeking a teacher's Grade C license in 1883. Elementary Bookkeeping was taught in the high school and an understanding of this text was necessary for candidates seeking a teacher's Grade B license.

The following is taken from the preface of Elementary Bookkeeping:

It is not supposed or designed that this little work shall supercede the larger and more complete textbooks on bookkeeping which are now in use and which are needed to give that knowledge required in more extended mercantile business. The object is rather to promote the study of this important branch of practical education by presenting, in cheap form, such a simple and concise system of keeping accounts as will adequately meet the wants of a large majority of boys and girls in our public schools.¹

This text would indeed enable the learner to acquire a thorough and practical knowledge of bookkeeping as well as a knowledge of mercantile forms in a text of sixty-eight pages. The teacher of this text would have to be well versed in accounting. It covered, in addition to bookkeeping theory, such topics as banking and financing, business correspondence, commercial arithmetic, law, and general office practice. Numerous examples were given of letters, claims, tenders, applications all properly set up.

The Reporter in 1873, commenting on the text stated:

It is eminently practical, and the authors have judiciously endeavored to lead the young student, by the analytical process, into the deeper mysteries of bookkeeping by double entry, and not without success, and for the purpose we have seen no treatise that so fully, clearly, and concisely, explains the art of bookkeeping.

In 1875, Messrs. Eaton, Frazee and Reagh introduced into the market the Business Pen and the College Pen. These steel pens were manufactured in the United States, and the elastic business pen was very well received by the public

¹A. N. Eaton and J. C. P. Frazee, Elementary Bookkeeping (3rd rev. ed., Halifax: A. & W. MacKinlay, 1896), Preface, iii-iv.

because it was sufficiently pliable to write with a firm stroke without being soft and unreliable.

The students of the colleges were subject to public examinations, which were attended by large numbers of merchants and visitors. As many as three hundred difficult questions on bookkeeping, banking, commercial arithmetic, joint stock companies, estates, might be asked. The examinations might continue through the three regular sessions of the day, morning, afternoon, and evening. The students answered questions orally and in writing. A diploma was awarded if the student was successful in passing.

During the depression that struck Halifax between 1870 and 1880, enrollment at the College dropped and the owners decided to close their school. Mr. Eaton became resident principal of the Commercial College in Saint John.

Other Business Colleges.

In 1878 Mr. Frazee and Mr. Samuel A. Whiston became partners and opened the Halifax Business College and Writing Academy at 119 Hollis Street. This school was designed to educate young men for business, and Mr. Frazee and Mr. Whiston were both principals and proprietors.

An advertisement for the Halifax Business College and Writing Academy stated that the college was a miniature business community.

The most complete course of commercial instruction ever arranged, embracing bookkeeping by single and double entry, theoretical and practical, with its applications to mercantile business--wholesale, retail and commission--as well as to manufacturing, railroading, steamboating, banking and other enterprises usually conducted by joint stock companies, arithmetic, penmanship, spelling, business

correspondence, laws of commerce, etc. The whole combined with a systematic course of business practice. All the subjects engaged in actual business. The college was operated under the direction and supervision of experienced and careful teachers.¹

Mr. Whiston and Mr. Frazee were associated until 1892, when Mr. Frazee became sole owner of the Halifax Business College and Mr. Whiston became owner of the Halifax Commercial College at 95 Barrington Street.

La Salle Academy

At this time Archbishop O'Brien had been trying for years to establish a school to train "Christian gentlemen" and to offer to his students a varied course of study. His program would supply the necessary preparation for all walks of life--professional, scientific and commercial careers. In 1892 he was able to persuade the Brothers of the Christian Schools from New York to establish an academy. This institution offered students the means of acquiring an "excellent education" having a curriculum embracing bookkeeping and commercial law, phonography and typewriting, Latin and French, mathematics, chemistry (practical and theoretical), physics, vocal and physical culture and military tactics.

The Academy was located on Pleasant Street near Saint Mary's Cathedral and Government House. In 1895 there were over 125 pupils in daily attendance. An evening class, for

¹This advertisement appeared on the inside cover of Eaton's and Frazee's Bookkeeping, An Elementary Treatise for the Use of Schools.

young men engaged in business during the day, was successful.¹

Lacking funds, the Academy had to cease operation in 1901. Its teachers were not under the government system of education and drew no salary. Since it was a day-school it lacked revenue itself.

Meanwhile, in 1895, Mr. Whiston and Mr. Frazee were again co-operators of a business school, the Halifax Commercial College. The College offered to teach the student to write well, to spell correctly, to construct a good business letter, to open and close a full set of books, to keep books by single and double entry, to become proficient in commercial arithmetic, to have a good knowledge of commercial law, to pass successfully the Civil Service examinations, to take business correspondence and legal matter in shorthand. Students could enter at any time during the year.

In 1899 the Maritime Business College located in the Wright Building at 78 Barrington Street was opened under the joint ownership of Edgar Kaulbach and Robert Schurman. In 1900 "The Maritime" took over the Halifax Commercial. Mr. Frazee joined "The Maritime" and Mr. Whiston retired.

It was not long before "The Maritime" outgrew its quarters on Barrington Street, and the owners erected a

¹The authorities of the Academy had received from the Commissioners of the World's Fair, which was held in Chicago, a diploma and medal for the excellence of its exhibit in class work, bookkeeping, shorthand and mechanical drawing.

building especially designed for the requirements of an up-to-date business school. It was a three storey building, built of concrete blocks and located further west in the then hospital and university section of the city. This building continued to be the home of the school during the remainder of its existence.

The school conducted complete courses in stenography, secretarial, accounting, business administration, and also part-graduate courses in advanced accounting and allied subjects to prepare prospective candidates for the Chartered Accountant Examinations, prior to the present educational setup of that body. In 1901 the school became affiliated with Business Educators' Association of Canada and retained its membership until 1954.

Following the First World War "The Maritime" was chosen to train and help rehabilitate the returned veterans of this district who wished to take commercial training. Many of these became businessmen in the years following. Many of Nova Scotia's most successful Chartered Accountants were trained at "The Maritime". During the Second World War the school was again approved as a training centre for the returning veterans who wished to enter the commercial world.

Mr. Kaulbach, who had bought Mr. Schurman's interest in 1910, passed away in 1944, and the ownership and management of "The Maritime" also known as "The Good School" were then assumed by W. A. Stech. Mr. Stech who had been on the teaching staff of the institution since 1912 and vice-principal since 1921 operated it until its closing on July 31, 1954.

The building was then purchased by the Shriners, who have since occupied it as their headquarters.

Students entering "The Maritime" filled out applications. There was no set grade or age. Students with grade eight were accepted; however, a person with a grade ten was preferred. Students progressed in their chosen courses at individual rates of speed.

There were two basic courses offered: bookkeeping for the boys and stenography for the girls, although neither course was restricted to a particular sex. The bookkeeping course included bookkeeping, law, business arithmetic, rapid calculations, penmanship, English and correspondence; and the students taking this course were encouraged to take typewriting. Stenography included shorthand, typing, rapid calculations, business arithmetic, penmanship, English.

In later years seven courses were offered, which were built on the two basic courses, for example, business administration. Office machines were introduced and a comptometer was also available in the later years.

The shorthand offered was the Sir Isaac Pitman system although a Miss Jessie Eckersley around 1914-1918 taught both Gregg and Pitman, being versatile in both methods.

The average length of the courses was eight months, although some could finish in six. Preparatory examinations were given after two months, intermediary examinations after a certain aggregate was attained, and then the final examinations. These final examinations came from the Business

Educators' Association of Canada (BEA) in Brantford, Ontario, and were taken by the students and marked by BEA. If successful, the student received a diploma from BEA. "The Maritime" gave certificates for successful candidates who took the intermediary examinations.¹

St. Mary's University and the Halifax Ladies College which today are not involved with business education (as defined in this paper) offered commercial courses at a time when there was a great demand for trained business workers in Halifax.

In the year 1839 Haligonians were informed of the opening of an institution of higher learning in their region of the province--an institution whose history can be traced from 1802, at which time a seminary was inaugurated by Reverend Edmund Burke on the site of the present-day Saint Mary's Girls' School. This proposed institution, soon to be known as Saint Mary's College, was designed to 'afford the Catholic youth of this and the surrounding provinces, an opportunity of acquiring a complete education,' a term which was defined by the establishment as having three principal objectives; (1) the imparting of 'an intellectual and moral culture' commensurable with the state of society; (2) providing a fitness for 'learned or commercial professions'; and (3) providing for that 'Great End' to which all human improvement should be directed.²

An Act to establish Saint Mary's College was passed

¹The above information on "The Maritime" was received from Mr. Stech, C. A., in a personal letter. I included the full contents of this letter because all existing records on "The Maritime" have recently been destroyed.

²Other subjects included English, including reading, Spanish, French, Latin, Greek, Hebrew; natural philosophy: algebra, geometry, trigonometry, mechanics, astronomy, hydrostatics, pneumatics, electricity, galvanism, arithmetic, history; religion: theology, scriptures. Elizabeth Hutton Chard, "A University Curriculum in 1839," (*Journal of Education* XVI, No. 4), 39, citing Guardian, December 18, 1839, p. 207.

by the House of Assembly in 1841, to be effective for the next eleven years. A new Act was passed on March 17, 1852. The Christian Brothers de la Salle were brought to Halifax and taught both in the public schools and in Saint Mary's, at Belle Aire Terrace, which was a high school. Bookkeeping was still a required subject.

In the summer of 1876 the Christian Brothers, who had been teaching in Saint Mary's and Saint Patrick's boys' public schools since the introduction of the public schools system, withdrew. Their withdrawal, which was due to causes altogether unconnected with the school law or their relations with the School Board Commissioners, proved disruptive to the schools in which they had taught. In the first place, the notice of their departure was so short that Archbishop Connolly had no time to replace them with qualified teachers. Saint Mary's College drifted into extinction. The lapse of a government subsidy, enjoyed for some years previous had seriously handicapped it financially and the Catholics seemed to feel themselves unequal to its support.

Shortly after Archbishop O'Brien's arrival in Halifax (1883), a Catholic citizen of Halifax had made a very generous bequest to the Episcopal Corporation for various charities, stipulating that a portion of the amount should be used for the introduction into Halifax of the famous teaching order of Jesuit Fathers. Archbishop O'Brien invited the Society to found a college in Halifax. The invitation was declined. He then invited the Benedictines who also declined because of

financial reasons.

The Archbishop was very disappointed because he wanted a college that would provide for the young men of his diocese "a good commercial education, including of course thorough training in English literature and modern languages, together with a classical department for those who might wish to avail themselves of it."¹

In 1903 the Archbishop was able to open a collegiate school. The roll-call of the school in its second year showed a small increase. Toward the beginning of the third year, November 1905, the Archbishop was given the opportunity to purchase a large private residence adjoining the college grounds. He had the building altered to meet the requirements of a small boarding school. At the opening of the January term three students were in residence there, with accommodation for about twenty. Several months later, after the Archbishop passed away, the opening of the fall term saw forty boys in attendance at the college, with fourteen in residence.

Professor Gavin was professor of mathematics and science and instructor in bookkeeping, banking and commercial law; Reverend C. E. MacManus was professor of philosophy, Latin, English, grammar and history and instructor in typing and shorthand.

In 1913 the College was conducted by the Christian Brothers of Ireland and provided courses in arts, partial engineering, high school, commercial and preparatory.

¹Katherine Hughes, Archbishop O'Brien: Man and Churchman (Ottawa: Rolla L. Crain Co., Ltd., 1906), p. 67.

A student could take, in addition to four college courses (English, history, religion and a foreign language) business arithmetic, business history, typing and shorthand. The college offered academic and collegiate courses "embracing classical, scientific and commercial subjects."¹

The Christian Brothers conducted the college until 1940 at which time the Jesuits came to Halifax. The two year course in business training continued until 1944. It was open to students with matriculation and a diploma was awarded on successful completion of the course. In the first year the students took English, history of commerce, commercial geography, arithmetic, typing, Gregg shorthand, accounting and a foreign language. The second year's program included English, history, economics, typing (advanced course), accounting and a foreign language.²

Halifax Ladies College

This College was instituted in 1887 in connection with the Presbyterian Church, under the control of twenty-one Directors, with Reverend R. Laing as President of the Board of Directors. It was a day and resident school for young ladies. The money to finance the school was raised by selling stock.

The following year the Conservatory of Music was opened so that young ladies would have the advantage of a good musical

¹Advertisement in the Halifax City Directory, September, 1914.

²For a more detailed history of St. Mary's College see Appendix M.

education. The Conservatory, which was opened to men and women, had as its first director, Charles Porter, a young and accomplished American musician.

In 1901, the Halifax Ladies College and Conservatory of Music, with Reverend Laing, M. A., as President, and Miss Ethelyn Pitcher, B. A., as resident principal, claimed to be one of the largest and best-equipped institutions of its kind in the Dominion. The courses of study included English, mathematics, science, modern and classical languages, elocution, shorthand and typing, physical training, art and music. There was a staff of thirty-nine teachers, selected from English and Canadian Universities and from the best German conservatories of music. The attendance registered for 1900-1901 was 475.

The object of the College was to provide a liberal education for young women. Every effort was made to train the students--physically, intellectually, morally and spiritually in order to fit them for the various duties of life.

The departments at the College included a collegiate department, preparatory department, primary department, elocution and calisthenics department and a stenography department. The college gave diplomas to those who took a full course in shorthand and typing and who passed the required tests.

In 1922, chiefly through Mr. Justice MacLean, the school was incorporated as an educational institution on a

trust foundation. In 1919, at the death of Reverend Laing, Miss E. Florence Blackwood had been appointed principal. In 1939, the school building was sold to the Government and later the school opened on Oxford Street in the West End of the city where a house and grounds were given by Mr. D. M. Owen. Here, Miss Marion B. Daughinee was principal in 1947 and is still principal today.

It was around 1938 that the college stopped offering shorthand and typing to its students. Enrollment in these courses dropped drastically because there were a number of private schools in the city specializing in business training.¹

During the period from 1909 to 1924 several Halifax ladies became owners of private business schools. These schools provided business training for the many women who were seeking business careers. Some of these schools continued to operate until the late forties and the largest one is still in operation today. These institutions are described in the following paragraphs.

In 1909 Miss S. J. Pettipas, a public stenographer, became proprietor of the Standard Shorthand School at 121 Hollis Street. In 1911 a Miss L. B. MacLaughlin joined Miss Pettipas, and the school was moved to 137 Hollis Street. In

¹In 1947 the college became a day school only. In 1952 the Conservatory of Music was incorporated as a separate institution, to be known as The Halifax Conservatory of Music later to be changed in 1955 as The Maritime Conservatory of Music. About five years ago the Halifax Ladies College started to offer grade twelve; up to this time, grade eleven was the highest grade.

1913 Miss McLaughlin was no longer associated with the school. However, Miss Pettipas continued the school until 1921.

Miss McLaughlin, in 1915, opened her own school in the St. Paul Building at 88 Barrington Street. She was a graduate of the Provincial Normal College and the Sweeney School of Shorthand and Typing in Providence, Rhode Island, and had twelve years' experience as a public school teacher. She taught shorthand and typewriting in her school. Diplomas were awarded to successful students and a position was guaranteed. In 1934, the school moved to 464 Barrington Street; in 1939, to 76 Spring Garden Road; and in 1943, to 226 Spring Garden Road, where it remained until it closed in 1950.

In 1923 Miss Mary Forbes, a public stenographer in the City, opened a shorthand and typewriting school at 23 Brenton Street. The Forbes Business School continued until 1943. In 1924 Miss Blanche M. Baxter became principal of the North End Shorthand School at 150 Duffus Street. In 1935 its title was changed to The Halifax Stenography College, still at 150 Duffus Street; and this school continued until 1948. Miss Blanche M. Hammett was a teacher of stenography in this school for the year 1926.

Miss Murphy's Business College was founded in Halifax in 1918 by Miss Theresa Murphy. Miss Murphy, herself a private secretary, foresaw, very early in her career, an increasingly important place in the changing business world for well-trained

secretaries. In 1918, she resigned her position as private secretary for the late John W. Brookfield, of Brookfield Securities and Brookfield Construction Company; and she formed a business college, where she instituted a broad training program.

A complete secretarial course, a complete commercial course, as well as evening classes in typing and shorthand were offered to both men and women who were interested in business.

In 1938, the business college moved to the Paige Building, which is now known as the Toronto-Dominion Bank Chambers, and where the college is still located.

Miss Theresa Murphy served actively until her retirement in 1965 at which time Miss Martha L. Donahoe became principal. Currently, students from England, Hong Kong, British West Indies, Newfoundland, and St. Pierre Michelon are enrolled.

Last semester Miss Murphy's graduated its first bi-lingual secretary.

Miss Murphy's has new and up-to-date electronic teaching equipment, skill builders, overhead projectors, dictation lab and new classroom equipment. Additional teachers have been added. Miss Murphy's in 1966 elected to represent the internationally known Speedwriting Shorthand, the modern shorthand system that utilized the English alphabet, thus eliminating the need to memorize a foreign

language of symbols.

Miss Murphy's day classes include secretarial: subject content includes speedwriting shorthand or Pitman shorthand, typewriting, business English, business correspondence, applied secretarial procedures, business mathematics, vocabulary studies, and the Nancy Taylor Course. Speedwriting stenographic: subject content includes: speedwriting shorthand, typewriting, business English, correspondence, business mathematics, applied business procedures, and vocabulary studies, plus Nancy Taylor Finishing Course. Clerk-typist: This course is suitable for either young men or young women, providing the qualifications necessary to be a capable typist. Subject content includes: typewriting, business English, business correspondence, applied business procedures, business mathematics, and vocabulary studies.

Students applying must be sixteen years of age or over. Ninth grade students are not admitted. An entrance interview is required and applications are not permitted by mail. A minimum grade eleven is necessary for the secretarial course; a grade ten for the stenographic, and a grade ten for the clerk-typist. The term extends from September to June, with new students admitted after September on the first Monday of each month.¹

The last private business school to be opened in Halifax was The Maritime Secretarial School started in September, 1954, when

¹Personal letter from Martha L. Donahoe, Principal of Miss Murphy's Business College.

"The Maritime" closed. Three "Maritime" teachers, Mrs. M. L. Browne, Mrs. R. A. Harlow and Mrs. Amelia Deveau (now in the Sisters of the Daughters of Jesus in Chatham, New Brunswick) started their school. It was located on Morris Street and is now at 6024 Quinpool Road.

Applications for day classes are accepted from students having high school education. Preference is given to students holding grade eleven or higher education.

A ten-month secretarial course is offered by the school, including shorthand (Pitman): legal, general and letters; typewriting; demonstrations of office machines; English and correspondence; spelling; business forms and rapid calculation.

Evening classes consist of one full hour of shorthand and one full hour in typewriting.

This school did not join the Business Educators' Association of Canada, giving its own examinations and awarding successful candidates its own diplomas.

In this chapter we have seen that the private business college provided trained personnel for Halifax when the public school system lacked commercial departments. Even when commercial departments were in operation, private schools were still flourishing because of the demand for skilled workers. It will be noted that several of the schools closed in the late forties when vocational schools were being built. Miss Murphy's and The Maritime Secretarial School currently operating in the city cater to a group of

students who, because of academic or other reasons, do not fit into the programs offered in the public schools.

Although business colleges can handle only a few students in comparison with public institutions, the training is good. Private schools are more flexible than public institutions in many ways. They will improve their quarters or move to new buildings; they will install new equipment and improve their courses, still maintaining the well-established practice of tailoring courses to individual needs, giving individual instruction and helping graduates to find the best possible employment.

However, business colleges lack a single voice to put their problems before educational authorities or the public at large. The strongest organizations already in operation (for example, BEA) have as their principal role the setting and marking of examinations and granting of diplomas. The current need is one big association with a new name and two kinds of members--those requiring examination services and those who do not.

In the next chapter we will consider the current scene in the field of business education in Halifax.

Chapter Three

THE CURRENT SCENE IN BUSINESS EDUCATION

Evidence is overwhelming that Nova Scotia is on the threshold of rapid growth in business education. During the past ten years the growth of business education has been rapid. The following paragraphs will outline what has happened during this period in the Department of Education, in the City of Halifax, and among the business teachers themselves.

DEPARTMENT OF EDUCATION

Special Committees. In October 1961, the Department set up a Curriculum Committee on Business Education, the purpose of which was "to provide a curriculum for use throughout the province, of a standard such as to ensure the students completing it successfully will be competent, and capable of achieving success in their chosen field of endeavor in the business world."¹ The Committee prepared a one-year program in stenography, and a similar program in accounting. The Committee used as their guide for these programs course outlines written by the teachers at the Halifax Vocational

¹Jessie Fraser, "Trends in Business Education,"
"BETA BRIEFS School Year 1968-69, No. 2 (February, 1969),
p. 9.

High School. In the introduction to the courses the Committee stated that the prescribed one-year business education course is of such a nature that only pupils who were first successful in acquiring Grade XII matriculation were permitted to enroll. This entrance requirement limited the numbers who might want to avail themselves of these courses.

In the fall of 1962 special three-year courses designed for students not wishing to attend university were introduced in four Nova Scotia high schools; Pugwash District High, Sydney Academy, Middleton Regional High and Sydney Stephen High. This pilot program, prepared after two years of special study by officials of the Department of Education, in co-operation with university principals, had been undertaken with the thought that it would be the first step in developing what was hoped would be a province-wide broadening of the high school program to make it possible to prepare children better for their life's work.

The Department of Education was conscious of the fact that fewer than 20 per cent of the students promoted to high school (grade 7) graduate with a grade eleven diploma. It had become even more apparent than it was in the 1930's that one high school course with a wide choice of subjects cannot fulfill the two functions of preparing some children for university education and at the same time preparing others for direct employment. It was in an effort to help the large number of students who were dropping out of school that the new program had been developed.

With the approval of the Department of Education, school boards could adopt all or part of the plan, beginning with grade ten in September, 1962, provided the schools concerned had sufficient enrollment, staff and facilities to carry out the program. The tentative description of the general plan for the reorganization of the secondary school program for the senior high school (grades ten, eleven and twelve) consisted of a) A University program. If students successfully completed this program with the required standard, they were qualified to enter university or take advanced training in their particular fields in other post-secondary institutions. There were four groups in this division. Standard, open to all students who successfully completed grade nine. Commercial major, open to all students who successfully completed grade nine and who wished to take this course. Technical major, open to students who successfully completed grade nine and who had a strong interest in mechanical and technical fields, and honours, open to students who successfully completed grade nine and were recommended for admission by school authorities. b) General program. Students who completed this program successfully would graduate and receive provincial pass certificates but would not be qualified to take advanced training in post-secondary institutions in their particular fields. The standard group in this division was open to all students who successfully completed grade nine, and the vocational commercial group was open to all students who completed grade nine and wished

to take this course.

The commercial major was intended for those with high interest and ability in secretarial and office work, those with a strong interest in careers in business and industry, those with a high degree of scholastic ability, particularly in English and mathematics, those who intended to enter the faculty of commerce at university, newspaper work, accountancy, or a general arts course at university. The requirements for enrolling in such a program consisted generally of a 70 per cent standing upon completion of the grade nine program, a high degree of scholastic ability in English and mathematics, a high degree of clerical aptitude, a high interest rating in the occupational fields to which this program was related, pride in personal appearance; courteous personality, stability and perseverance.

The commercial major provided full university matriculation, an opportunity to pursue further studies related to commerce, business, and senior secretarial positions, and some administrative positions in business.

The vocational commercial program was intended for those with a high degree of clerical aptitude, those with the definite intention of not attending university, and those intending to become stenographers, bookkeepers, secretaries, or wishing to do any other form of office work.

The requirements for enrolling in such a program were a complete grade nine, a good standing, a high degree of clerical aptitude, a good standard of English, a strong interest in the

particular field, stability, perseverance, a good level of maturity, and pride in personal appearance.

The pilot program was considered successful by the Department of Education and can be labelled the forerunner of the present comprehensive school system, designed to meet both the public school needs of the Province as a whole and the individual requirements of each student proceeding through the various stages of schooling and training.

The purpose of the comprehensive program is to provide for each child between the ages of 5 and 21 who continues in regular school attendance, and who applies himself to his work, an opportunity to receive up to the end of the secondary school an education suited to his intellectual interests and his abilities.

The program provided educational privileges of two types:

a) continuing general education in academic, cultural and practical subjects (not related specifically to any occupation) leading to post-secondary institutions or to direct entry into employment where specific training is not required or can be obtained 'on the job'; b) training in the skills of particular occupations or groups of occupations, accompanied where necessary by related instruction in mathematics, science and language. Such training is intended to qualify the student for immediate gainful employment, but may qualify him or her for further training beyond or outside the regular elementary and secondary school system (in technical institutes, apprenticeship training, 'on the job' training plans in industry.¹

¹"A Comprehensive School System for Nova Scotia" Education Office Gazette XV (January, 1966), 3-4.

The system in outline includes a) The Elementary Program, the primary grade to grade six which is the basic groundwork for all pupils. b) Junior High School Programs, a standard junior high school program to prepare pupils for extended and specialized education beyond this level; the modified junior high school programs for pupils with special needs, abilities and interests, including educationally retarded but intelligent children who need special up-grading in order to continue their education successfully; c) Vocational Programs, one-year and two-year vocational school programs provided in regional vocational schools for students who are beyond compulsory school age and demonstrate aptitude for training for various trades offered through vocational courses. Entry will generally be after completion of Grade 8, 9 or 10. Some pupils will continue to proceed directly from junior high school grades to employment or apprenticeship, and this will also be true of others at the senior high school level in the regular schools; However, principal aims of the comprehensive system are to make suitable education and training available for all pupils, to make smooth transition possible from stage to stage, and thus to reduce to a minimum the number of drop-outs. d) The Senior High School Programs; Grades 10 to 12 including university preparatory program (for students proceeding to university education and other students wishing this type of program). Three divisions in the university preparatory program are standard, commercial and honours. The general program (for all other students) includes

a standard division and a commercial division.

In September 1965, schools could offer commercial courses to boys in the general course. Those schools having an established commercial department with one or more commercial teachers enrolled boys, who were taking the general course, in typewriting and/or bookkeeping for provincial credit. The reasons for this change were: 1) some boys taking the general course might find typewriting and bookkeeping to be useful courses in terms of their vocational plans; 2) some schools without provisions for industrial arts courses in grades eleven and twelve might find the courses in typewriting and/or bookkeeping to be useful options for boys enrolled in the general course.

A two-year clerical program was approved for the school year beginning September, 1966. This program was designed for pupils who had completed grade ten and who wished to prepare for general clerical occupations.

The program was not a replacement for the one-year program in stenography and accounting which some schools were then offering over a two-year period. It was designed for pupils who would not need the training in shorthand, bookkeeping, and business and economic problems, but who might be employed in any of the many clerical positions for which shorthand and/or bookkeeping were not required.

The courses which would be included in the two-year clerical program were as follows:

Grade 11: English (general or university preparatory),

History (general or university preparatory), typewriting I, business mathematics, general business and office practice I.

Grade 12: English (general or university preparatory), history (general or university preparatory) or modern world problems, typewriting II, business English, record keeping and office practice II

Business Teacher Training. Many teachers obtain a degree in Secretarial Science or a Bachelor of Arts degree with a Diploma in Secretarial Science or a degree in Commerce taking the degree in Education after. At present there are two license structures within the province for business education teachers, an academic license structure and a vocational structure. Fulfilling the requirements for a vocational license and having a Bachelor's degree, it is possible to receive the same salary as an academic teacher with a Master's degree.

In 1966 a co-ordinated four session program for teachers of business education was announced. This summer block program in business education would enable teachers to meet the requirements for teaching specialization in business education. This program was in response to a request of the Business Education Teachers Association and in view of the increased demands for qualified teachers for business education courses. The program includes background courses in adolescent psychology, principles and philosophy of business education, evaluation and occupational information with selected methods courses in shorthand, accounting,

office procedures and business machines. Through these courses and others co-ordinated with them, persons may secure courses required for certification as teachers of business education. The successful candidates of the first four-year program will be graduating this summer, 1969.

Provincial Curriculum Committee on Business

Education. This committee was originally called the Business Education Curriculum Committee. The committee has discussed the matter of Business Programs and Business Subjects and a complete reorganization is planned by 1970. This committee has as its chairman, Mr. R. S. Cochran, who is the first inspector of Business Education for the Province of Nova Scotia. Mr. Cochran was appointed to this post on October 15, 1966.

A pilot study will be made in the field of marketing, merchandising and management at West Kings District High School for the school term 1969-70. The subjects offered will be accounting, typing, commercial law, retailing, salesmanship, marketing, business management, business economics, data processing and business English.

NOVA SCOTIA TEACHERS UNION

Business Education Teachers Association. This special association was formed in the fall of 1962 under the sponsorship of the NSTU. Its aims are "to improve practice in Business Education in increasing members' knowledge and understanding; to act as a clearing house for ideas and a

source of trends and new developments; and to furnish recommendations and advice to the provincial executive and other committees of the NSTU on matters affecting Business Education."¹

This organization has provided the impetus that resulted in the appointment of an inspector of business education for the Province, for summer-school courses for business education teachers, and for course outlines for one-year stenographic courses. Annual workshops and conferences sponsored by this group bring together business teachers from all parts of the Province to meet experts in business education. In September, 1968, the eighth annual conference was held at the Dartmouth High School and the keynote speaker was Marian Angus, Representative, Sir Isaac Pitman Canada Limited. Past lecturers have included Dr. H. Forkner, inventor of Forkner Shorthand and Dr. John L. Rowe, author and co-author of several typewriting textbooks.

HALIFAX CITY

One of the recommendations for the Comprehensive School System was that wherever possible the teaching of commercial subjects should be carried out in the regular high schools. The provincial and federal governments agreed to pay 100 per cent of the capital costs of commercial facilities-- 75 per cent coming from the federal government and 25 per cent coming from the provincial government. The Halifax City

¹This quote is taken from the Constitution of the Business Education Teachers Association.

School Board was quick to take advantage of this generous offer. Plans were made for the expansion of St. Patrick's High School and Queen Elizabeth High School involving the inclusion of commercial departments. Thus, business education is again under the administration of the Halifax School Board. The first Director of Business Education for the City of Halifax, Mr. T. C. Sullivan, was appointed on August 1, 1969. Under his direction the Business Education Department in the Halifax City School System has been planned and established to enable students who are contemplating careers in the world of business to achieve the required personal attitudes and occupational skills to ensure successful entry into, and satisfactory progress in, the business community.

Every effort has been made to provide the maximum in up-to-date equipment, laboratories, and classrooms. The teachers involved in the business education program have had additional specialized business training and experience.

A variety of courses are offered in this program. The post-high school courses are designed for those students who have completed Grade XI or Grade XII. Students will not be required to carry academic subjects in these one-year post-high school courses. One-year accounting is available to both male and female students whose interests and aptitudes indicate that a career in the broad field of accounting would be both satisfying and beneficial. The course content includes training in bookkeeping and

accounting, typing, business English and mathematics, commercial law, and other related business subjects. One-year stenography will provide students, usually young women, with the required training in the many personal and technical skills of the secretary and stenographer. Students who decide to pursue careers as secretaries and stenographers will acquire the necessary basic training for these highly skilled positions through their study of such subjects as shorthand, typing, bookkeeping, filing and office practice.

Provincial regulations state that students may combine a minimum of three commercial subjects with two compulsory academic subjects and thereby qualify for the Provincial Certificate. These students would have the opportunity to write provincial examinations in the two compulsory courses, English and history.

Pupils in Grade **XI** or **XII** who wish to take a business education course and still qualify for a Provincial Certificate may do so by continuing academic and business education subjects in these grades. Also, students who have completed Grade **X** may enroll in a two-year full-time training program.

Students enrolled in the two-year courses will spend at least fifty per cent of their time in the study and practice of business education subjects, with the remaining time being devoted to academic subjects.

The full-time two-year stenographic course will include shorthand, typing, business English, office practice, business mathematics, record keeping, bookkeeping and general business.

The two-year accounting course will include bookkeeping and accounting, typing, business English, office practice, business mathematics and general business.

The two-year combination stenographic course content includes shorthand, typing, business English, office practice and the academic subjects. The accounting course includes bookkeeping, typing, office practice, business English and academic subjects.

It is hoped that, at an early date, plans will materialize to enable students, who plan to enter university, to have an opportunity during their final year of high school to take any business education course which will enhance their university studies. For example, a special course in typing could prove to be very beneficial and practical.

To date, approximately four hundred students from St. Patrick's High School have indicated an interest in the business education program and approximately three hundred students from Queen Elizabeth High School. An estimated 25 to 30 business teachers will be necessary to provide instruction for these two high schools. Tentative plans indicate that the six hundred students from B. C. Silver District High School and Halifax West who have expressed interest in the business program will attend the Halifax Regional Vocational school until facilities are available in Spryfield.

It is interesting to note that for the school year 1949 to 1950, the last year the commercial courses were offered in the academic high school, one hundred and fifty one

students were registered in the business education program for the two city high schools.

Thus we see that the growth of business education has been rapid during the last ten years. This is due to the eagerness of the business teachers for improvement, the continuous effort on the part of the Department of Education to refine and improve school programs and the realization of the students in its potential.

Chapter Four

CONCLUSION

One must conclude from this history of business education that in the past this practical form of education did not hold a prominent position in the field of education. The goal of the common school was high school and the curriculum of the high school was fashioned toward university. The private business schools specialized and were successful when Halifax was experiencing economic activity and prosperity.

Eventually a business training course was offered to the Halifax students by the Halifax School Board. This was a stenographic course requiring a high academic standing limiting the number who wished to avail themselves of such a course. It was only when the business courses became part of the vocational school program that numbers of students could benefit from a varied program (one and three-year stenography, bookkeeping and accounting, clerical). The Halifax Regional Vocational School has had as many as 600 students in the business education department during any given year.¹

¹I have not attempted in this study to discuss the business education program for the nineteen years it was operating in the Halifax Regional Vocational School because it was beyond the scope of this paper. However, I feel that this period was a very important one in the development of business education for Halifax and for the Province of Nova Scotia and deserves a monograph. Many of the teachers involved with this program were the people who initiated special organizations for business teachers, drew up course outlines for the Department of Education, up-to-date courses and equipment. Nearly all the teachers involved in the program had bachelor degrees and for several years three teachers had master's degrees.

Business Education is in an enviable position due to the early interest of the Federal Government. Since 1910 aid has increased steadily through the Canadian Vocational Training programs under the direction of the Department of Labor and the Vocational Educational Act programs. The Veterans Training given at the end of World War II gave perhaps the greatest fillip to vocational business education and business education in general. Ottawa has since poured large sums of money into business and vocational education. The early Vocational Education Acts provided 40 per cent from Ottawa of the money needed for construction and the latest amendments to these acts provide 75 per cent of the needed money for equipment and construction.

Business Education covers many fields: training in the elementary level, the secondary school, private business school, vocational training high schools, academic secondary high schools, vocational training institutes, training for the unemployed, the handicapped, and the teacher training in the universities, training for business in the universities.

The return of the business courses to the high school will result in more developments in this field. For many years Business has been thought of, and the business program has been mainly centered around, the secretarial program in the high school. With the adoption of the Comprehensive Program and the larger school units now being developed, it will be found that in the near future many academic and general students will be taking business subjects for credit purposes. There should be, in the future, a tremendous expansion in the

business programs in the high school. Perhaps business subjects must be looked at in the high school. This would be good economy enabling the smaller schools to offer business programs and business subjects at reasonable cost.

The outlook for private schools is uncertain. Since they are operating for a profit, they have to charge tuition and they are limited in accommodation. Competition from public-supported institutions limits the number of persons who might venture into such an endeavor. However, there is enough business training to be done involving both public and private institutions. For example, in Halifax there is a growing demand for medical secretaries. To date, in the whole Province, only Mount Saint Vincent University and St. Francis Xavier, train medical secretaries.

In conclusion, I would like to make some personal comments on the changes presently taking place in education.

The effectiveness of the comprehensive program will depend in large measure on the provision of educational and vocational guidance services, to ensure that the courses for each student are those from which he can profit most.

Business education teachers must establish clearly their goals in order to adapt to the comprehensive school program.

In view of rapidly changing technology in the work world, the question may be, "Is business education practical?" If a person is trained exclusively in a particular set of skills he runs the risk of finding himself outmoded, perhaps

even before he has mastered these skills. The school training which emphasizes particular skills in too narrow a context is not likely to be able to meet either the wide variety of demands or the continuous change of the business world.

Equipment is now available which by electronic means can convert speech directly into the printed word. It is possible that within five years the stenographer will be completely eliminated leaving more scope for the skills and capacities of the secretary. Thus, business education is practical if it is broad enough in scope to adapt to similar realities.

In a world of rapid change, understanding of principles and the ability to apply them in new situations may be much more valuable than specific skills. In every phase of the process of earning a living it is evident that the world of the future will demand, from almost every one, more intellectual skills, a greater ability to see things whole and in perspective, a greater ability to analyze and to exercise a creative imagination.

The school system can best equip its students with the flexibility of mind and business capacity which the rapidly changing world of work seems certain to require of them. This means a good grounding in basic principles and in analytical skills. It is for this reason that businesses in their search for managerial talent, are more and more looking for men and women who have a well-rounded educational background and a good understanding of current events. This means, for example,

a knowledge of history, economics, and geography.

The second contribution of the school system would be to make the student aware of the need of communication, to convey one's thoughts and ideas effectively to others and the ability to grasp the thoughts and ideas of others. In the business world this skill is not only vital for ordinary planning purposes, it is increasingly important for interpreting the business organization and its goals to other groups in society.

The total school program should be shaped to make it possible for each individual to receive the kind of education that will serve him best as a person and enable him to make his full contribution to society. In this way the best interests of the community will be served.

No particular program should be considered superior or inferior. Each one can and must serve a creditable purpose and produce useful results. It is important, too, that the programs, particularly at the high school level, be kept flexible and open-minded. This

will mean that varying needs can be provided for, changes of direction made when necessary without undue loss, and satisfactory goals achieved in successive stages.

APPENDIX A

CERTIFICATES OF NORMAL SCHOOL STUDENTS

There were three classes of certificates granted to the graduates of Normal School, First and Second Class Certificates for Common Schools, and Certificate for Grammar Schools or Academies.

Second Class Candidates: The following are the branches of learning professed by the candidates for Second Class Common School Certificates:

1. That they be able to read with ease, intelligence and impressiveness any passage, either in prose or verse, in 1st section of 4th Book Irish National Series, and be well acquainted with the principles of pronunciation and of reading.

2. That they be able to spell correctly and with proper punctuation the words of an ordinary sentence dictated by the Examiners.

3. That they be able to write a plain, free hand, and be well acquainted with the rules of teaching writing.

4. That they do mentally any account in the simple and compound rules of Arithmetic, with correctness and expedition, and work on the slate any exercise as far as Interest, including Fractions.

5. That they be acquainted with the elements of Bookkeeping.

6. That they be able to parse any sentence in prose or poetry which may be submitted, write grammatically any passage that may be read, and be well acquainted with the structure and composition of sentences, the etymology of words, etc.

7. That they be familiar with the elements of Mathematical, Physical and Political Geography, as contained in Dr. Sullivan's Geography Generalized.

8. That they possess a fair knowledge of Natural History as set forth in 1st section of 5th Book of National Series.

9. That they possess some knowledge of School Organization and Government, and the most improved methods of teaching the various branches of a Common School education.

First Class Candidates:

In addition to the above, it is required of candidates for First Class Certificates

1. That they possess some knowledge of the elements of English Composition, and of the principles of Criticism.
2. That they understand the use of the Terrestrial Globe and be able to work the exercises of any Elementary Book thereon, and be able to draw outline maps of any country or continent.
3. That they be able to do any exercise in Mental Arithmetic as far as Simple and Compound Interest, inclusive and work on the slate the most difficult accounts in any department of Commercial Arithmetic.
4. That Female candidates be familiar with the simple rules of Algebra and be able to demonstrate any Proposition in the First Book of Euclid; that Male candidates be able to solve problems in Simple and Quadratic Equations, and to demonstrate any proposition in the first four Books of Euclid.
5. That Female candidates be acquainted with the elements of Practical Mathematics, and the Male candidates know thoroughly the work for the Mensuration of Superfices and solids, the elements of Land Surveying and of Navigation.
6. That they know well the leading outlines of Universal History.
7. That they be able to stand a thorough examination on the various branches of Natural Science and point out the utility thereof to the examiner.
8. That they possess a popular knowledge of the elements of Natural Philosophy, and especially of Astronomy.
9. That they possess a clear and definite view of the end of education, and the means to be employed for the accomplishment of that end.

Grammar School Candidates:

In addition to the above

1. That they be thoroughly acquainted with the highest

departments of English Grammar and Composition.

2. That they possess an accurate knowledge of Grecian and Roman History, and of English History down to the present time.

3. That they be well acquainted with Ancient Geography.

4. That they know the first six Books of Euclid and highest branches of Chambers' Algebra, or one of similar character, and also a thorough knowledge of practical Mathematics and Navigation.

5. That they stand an examination in Greek and Latin on the following authors: In Greek Testament, the whole of Luke's Gospel and Zenophon's Anabasis, Books I and II. In Latin, Caesar de bello Gallico, Books I, II and III, Livy, Book XXVI, Virgil's *Æneid*, Books I, II, III, IV, Horace Odes, Book I, and be well acquainted with the rules of Prose and Verse.

6. That the knowledge of any of the Modern Languages, whether French or Italian, or German or Spanish, will entitle the possessor to special honors.

7. That they be well acquainted with the elements of Chemistry, and specially that division of it known by the name of Organic.

APPENDIX B

REQUIREMENTS FOR LICENSES

Between 1850 and 1900 teacher education and certification by the central authority became the rule, although not all who secured a license were trained. The written examination as a test of knowledge became a chief means of selection.

The following is a list of the requirements for the five grades of license in Nova Scotia in 1867:

Grade E: geography of Nova Scotia, general geography, teaching, school management, arithmetic, English, and grammar.

Grade D: the above plus British history, algebra, English analysis, and English composition.

Grade C: the above plus bookkeeping, plane geometry, and prosody.

Grade B: the above plus outlines of universal history, natural philosophy, chemistry of common things, practical mathematics, and navigation.

Grade A: the above plus history of Greece, history of Rome, ancient geography, solid geometry, Latin, and Greek.

Knowledge of the above content was measured in Nova Scotia by a provincial board that had just been set up to conduct uniform examinations and issue certificates valid anywhere in the province. A candidate was required to earn an average of at least 50 per cent and to have no mark on any

one paper further below 25 than his average was above 50. Those who failed within limits to obtain a higher certificate were granted the next lower certificate. The results for 1868 were:

<u>Grade of Certificate</u>	<u>Candidates for</u>	<u>Certificates Granted</u>
A	1	0
B	78	31
C	210	76
D	178	107
E	<u>36</u>	<u>78</u>
	505	292

From this it would appear at first glance that there were plenty of applicants for admission to teaching and that the examiners could afford to be strict in their selection. But as we shall see later, preparatory courses for teaching were offered in high schools and forced on more candidates than would otherwise have chosen to write such examinations. In 1880, however, minimum standards were raised by dropping the grade E license.

APPENDIX C

COURSES OF STUDY

From the time of the "Free Schools" Act, 1864, the Regulations and Comments of the Council of Public Instruction, published at intervals by the Superintendent of Schools, contained (a) instructions regarding the subjects recommended to be taught in the public schools, with suggestions as to emphasis and instruction, (b) a detailed syllabus for use by county commissioners and later by the Education Office in examining for teachers' licenses of Grade A to E (in effect, a high school curriculum), and (c) a list of authorized textbooks, which were during the early years subsidized by the Education Office. These three elements constituted the essentials of a Program of Study, although, except for the syllabus for teachers' examinations, it was not articulated by Grade levels.

The first draft of a systematic course of study for Nova Scotia schools was prepared by a committee of the Provincial Education Association, at the request of Dr. D. Allison, Superintendent of Schools, in 1880. After consideration by committees of the Council of Public Instruction, numerous revisions, and inclusion of tentative high school courses, it was adopted by the Council in 1885.

In the Course of Study for Common Schools, bookkeeping (one of fifteen subjects) was introduced in the

eighth grade. The content of the course consisted of a day book, cash book and the day book in ledger form.

The Course of Study for County Academies and the High School Department of Graded Schools is given below:

FIRST YEAR	SECOND YEAR	THIRD YEAR
English Language	English Language	English Literature
Grammar	Grammar	Geography
Composition	Dalglish's Advanced	History
Geography	text in English	Arithmetic
History	composition	Geometry
Arithmetic	Geography completed	Algebra
Geometry	History	Physiology)
Algebra	Arithmetic	Geology *
Industrial Drawing	Geometry	Practical Mathe-
Physics	Algebra	matics*
Latin*	Chemistry*	Latin*
Bookkeeping*	Bookkeeping*	Greek*
French*	Industrial Drawing	French*
	Latin*	
	Greek*	
Only two of these	French	
imperatives		
	*Only three of these	*Only three of
	imperatives	these imperatives

In 1892 the syllabus for the teachers' scholarship examinations was assimilated with the high school program (See 1892 Annual Report of the Superintendent of Education for Nova Scotia, pages xvii-xx).

The full text of the prescriptions for courses of study, with revisions to those dates, can be found in the Journal of Education for April 1899, pages 119 to 134, and in the Manual of School Law, 1900, published in the Journal for April, 1901, pages 57-79.

When Dr. H. F. Munroe became Superintendent of Education in 1925 he addressed himself to a number of educational reforms, including the complete revision of the

curriculum. The development of the new program of studies can be traced in his Reports for 1926 and 1927 (Journal of Education, October, 1926, pages 198 to 216 and April, 1927, pages 126-143). Permanent curriculum committees were set up in 1930, who submitted a tentative program (see 1931 Report, page xxviii and Journal of Education, December, 1932, pages xxviii-xxx). After continued study and revision, the new curriculum, which reorganized the grade system to include the junior high school (6-3-3 instead of 8-4) became effective in the school year 1934-35.

The new program was published as the Handbook to the Course of Study, a volume of 655 pages.

From 1935 on, revisions to the courses of study were published annually in the April or May numbers of the Journal of Education. During the past 18 years the Program of Studies has been published each year as a separate booklet, which is bound in the annual bound volume of Departmental publications for each year.

APPENDIX D

JOURNAL OF EDUCATION.

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10.10 TO 11.10 A. M., FRIDAY, 6TH JULY.

DRAWING AND BOOK-KEEPING, IX.

(Only two questions in Book-keeping and three in Drawing to be answered.)

1. Explain the following terms used in Book-keeping; Bills Payable, Stock, Consignment, Account Sales, Acceptance, Drawee, Protest, Ledger, Trial Balance, Indorsement.
2. What accounts would be affected and how by the following entries:—
 - (1) Sold goods to J. Smith on account \$550.
 - (2) Sold goods to S. Jones to the amount of \$700, receiving cash \$400 and his note at 4 months.
 - (3) Bought goods from F. Thompson paying \$500 cash and giving my note for \$250.
 - (4) Had S. Jones note discounted at the bank at 7 p. c.
3. Write a negotiable note of hand with interest payable from date.
4. Make a drawing of any animal or plant which you have studied most carefully in school, showing the points to be brought out in a "Nature lesson."
5. Draw a triangle ABC whose sides AB , BC , CA , are respectively 136, 102 and 68. From B let fall a perpendicular BD on AC or AC produced and measure the perpendicular BD and the angle BCD .
6. Draw from the objects the picture of a large pitcher standing on a book. The line representing the height of the pitcher to be not less than four inches long.

NOTE.—(The deputy examiner is to provide these objects and place them where they can be seen by all the candidates.)

7. Draw an outline sketch of an Indian in a canoe on a lake, a wigwam on the shore, and some spruce and poplar trees—a sketch such as might be used to illustrate some scene from Evangeline.

10.10 TO 11.10 A. M., FRIDAY, 6TH JULY.

DRAWING AND BOOK-KEEPING, X.

(Only two questions in Book-keeping and three in Drawing to be answered.)

1. Journalize:—I drew on S. Jones for \$300 at 3 mos., and had Draft discounted day drawn at 7%, exchange $\frac{1}{2}\%$;
Compromised with P. Smith who owes \$500 at 62 $\frac{1}{2}$ cents on the dollar. Received note for $\frac{2}{3}$ and the balance in cash.
2. On May 1st, 1900, sold to S. Jones on account 20 yds. of Factory Cotton at 11c.; 12 yds. Cashmere at \$1.10; 30 yds. Scotch Tweed at \$1.20; 25 lbs. sugar at 5c.; 10 lbs. Black Tea at 75c.; 9 lbs. Japan Tea at 60c.; 7 lbs. Java Coffee at 40c.
(a) Make out the bill on June 30.
(b) Receipt it in full to-day.
3. Smith and Jones are in partnership. On closing the books the partners' Capital accounts and the Loss and Gain accounts are as follows: Smith Dr \$300, Cr \$2,000; Jones, Dr \$400, Cr \$2,100; Loss and Gain, Dr \$100, Cr \$520. Required the net gain, and each partner's present net capital. Required also the present liabilities of the concern, the Dr side of the Balance account being \$16,930.
4. A man standing at a distance from a cathedral finds that the top of the spire is elevated 30' above the horizontal line on a level with the base of the cathedral; he then walks 200 ft. directly towards the cathedral on that line and finds the top of the spire to be elevated 60'; find, by plotting, the height of the spire.
5. Draw the two projections of a line 2 inches long when it makes an angle of 30' with V (the vertical plane) and whose vertical projection makes an angle of 60' with G L (junction of vertical and horizontal planes). The line slopes downward, backward, and to the left and passes through a point one inch from V and H (horizontal plane).
6. Draw from the objects the picture of a large pitcher standing on a book, the line representing the height of the pitcher to be not less than four inches long.
(NOTE.—The deputy examiner is to provide these objects and place them where they can be seen by all the candidates.)
7. "A fallen tree lay across a deep mountain torrent. Two goats wishing to cross at the same time met midway above the stream and contended for the right of way, with the result that both lost their balance and perished."
Tell this story by two outline pencil sketches, one representing the meeting and the other the catastrophe.
8. Make a drawing of any plant or animal which you have studied most carefully in school, showing in full detail the points emphasized in the appropriate "Nature Lesson."

SHORTHAND.

Shorthand will probably be added as an "optional" to the High School Course of Study next year. Possibly the Council may grant special licenses for those capable of teaching it, as it is proposed to do in the case of Manual work in wood and in the Domestic Arts. The certificates of trustworthy institutions may be accepted by the Council from year to year on the applications of Boards of Trustees, instead of those of a Provincial Examiner, in the meantime.

Now there is an endless variety of shorthand systems. It is desirable, *first*, to select the best, and *secondly*, and of greater importance, a system which even should its being the best be doubtful, gives promise of becoming universally used.

The Sir Isaac Pitman Phonography is undoubtedly, when all points are considered, the best system. Of this there are, unfortunately, two more important varieties, one an older form of Isaac Pitman's Phonography, generally known as the Benn Pitman system, largely used in the United States. The principal difference is simply the transposition of the position of the vowel sounds *ah* and *ee*. The reader of the one system can in a few minutes learn to read the other in a more or less halting fashion. But they are different; and an easy knowledge and use of the one does not imply the same with the other except after much practice, and even then there is danger of confusion.

The modern Isaac Pitman system is the predominant one in Great Britain and the Empire. It is the only form prescribed in Ontario, and it is used extensively in the United States and in the public schools of its largest cities.

To be of use for purposes of general correspondence, the system must be extensively used. The Nova Scotian system should therefore be the one which is most likely to become the universal one, when shorthand will take the place of longhand in the common school, and can be written and read as fluently, as plainly and as unconsciously as our longhand is now. What a gain there will be in the time of writing when the pen can trip as rapidly as the tongue! It must be remembered that now the reporter must use longhand for correspondence with the general public. But when the general public can read the *one* system all will write the *one* system, and rapidity will become easier to the ordinary correspondent than it is now to the occasional shorthand reporter.

There are various systems, the best of them on the Pitmanic principle, which will serve well enough for the taking of notes and their conversion into type-written or longhand copies by the stenographer. But the writer of each such system is writing in an unknown tongue for all the others. It is the Babel of modern times—the confusion of pens. There is positively *no* advantage in any of these systems over Pitman's. The most of them fall infinitely short of it. But a publisher who forms a system and secures a coterie of those who know no other system, creates a sort of self-perpetuating market for *his own* books. The inventors are numberless, sane and insane, and even the latter have their devoted followers.

It is the duty of the State to prevent as far as possible the gulling of its honest and knowledge-seeking citizens. It is also the duty of the State to foster that unity of system which will increase the utility of short-hand a thousand fold. The Isaac Pitman system, too, has a more extensive literature than all the other scores of systems combined.

It is therefore clear that the duty of the Council is to encourage the study and use of only one system; and as the Isaac Pitman system seems to have the fullest promise and potency of becoming universal, it is the system to be encouraged in the public schools of Nova Scotia.

Students can now prepare for examinations in Pitman's Phonography under regulations of the Institute in England. Third class, second class, and first class certificates can thus be secured, the latter requiring a time test. The "Teachers' Certificate" can also be acquired, by examination here under a certified teacher, the papers being sent to England for examination. When the demand for such teachers becomes greater, the Council of Public Instruction will arrange its own scheme of examination.

Business Educators' Association of Canada.

SHORTHAND AND TYPEWRITING DIPLOMA EXAMINATION.

Shorthand Paper A.

Maximum, 50 Marks ; Minimum, 20 Marks.

The examiner will read the following selection at the rate of 100 words per minute, and the candidate will transcribe same with pen and ink in 50 minutes :

The natural premium plan of life insurance is that plan by which the members pay from year to year the sums required to meet the claims. Two distinct applications of this plan have been put into practice.

The first of these is that in which the member is required to pay on entrance, such an amount as will cover the death rate corresponding with his age on that year. Next year, or when he is one year older, he is called upon to pay a slightly increased amount, or such a sum as will meet the death rate at his age one year after entry. On say the tenth year after entry, he is charged such a sum as will just meet the death rate at the age he has now attained, or ten years greater than when he entered. This constant advance is maintained in the payments he is required to make until he attains the oldest ages when the annual payments due by him to the society become the heaviest.

A glance at the above will show that this is not likely to be a popular form of insurance. For, though a person is not called upon to make heavy payments until he attains the age of about 50 years, after this the payment rapidly becomes heavy, and about the age of 65 begin to weigh very severely on the resources of the member. This is the wrong idea of conducting financial obligations. The true policy is to have the heavier payments come during the earlier half of life. In the natural premium plan the opposite of this is the case. The heavy payments are called for at the older ages.

The difficulty is usually overcome by the level premium plan which was examined in my first letter. By the natural premium plan, a man pays from year to year only what is required for each year. No accumulations are made. Though the amount paid by the member is only what is really required, the largest payments come at the late end of life. It is considered by the best observers that it is a wiser method to charge an extra during a certain number of years after becoming a member. These extra payments, with the interest on them, form a reserve, that enables the risk to be carried, when the member becomes old, at the rate he was paying when he entered many years before.

There is nothing dishonest about this plan of insurance. So long as the member understands that the amount he shall be required to pay must increase from year to year, it cannot be said that he has been in the least deceived by the company. He goes into the society, knowing that as he grows older his payments to it will become heavier, until in the case of the oldest member, they will equal his insurance. All the forms of cheap term insurance are based upon the natural premium plan.

Business Educators' Association of Canada.

SHORTHAND AND TYPEWRITER DIPLOMA EXAMINATION.

Shorthand—Paper B.

Maximum, 100 Marks. Minimum, 75 Marks.

The Examiner will read the following letters at the rate of 100 words per minute, allowing a quarter of a minute between letters. Candidates will be allowed forty minutes in which to transcribe them accurately on typewriter, double spacing and using letter-sized paper. Each letter must be transcribed on a separate sheet, and for the sake of uniformity must be dated from Montreal (taking date of examination), and addressed to "J. Mills," or "J. Mills & Co.," as the case may be, Cornwall, Ont. (No Envelopes required.) Candidates are required to insert their letters in the large envelope provided by the Association and seal the same before leaving the typewriter.

1

To Whom it may Concern :

This certifies that the bearer, James Thompson, is well known to me, he having been in my employ for nearly four years as accountant and financial manager.

During that period I found him a young man much to be esteemed as a personal friend, competent in his business and faithful to the confidence reposed in him.

He resigned his position in my office much to my regret to accept a more lucrative one in the office of the City Gas Company as office manager.

I most cordially give this testimonial to his excellence and worth.

2

Gentlemen :

We are in receipt of your letter under date of the 24th inst. Replying thereto we beg to state that we have noted with satisfaction the remarks you make regarding your scales. We have decided to purchase from your firm and, therefore, would have you forward at once to our address one pair of heavy platform scales, No. 24, as per catalogue.

You may draw on us at three days' sight with bill of lading attached to draft, and we will honor the same on presentation.

Trusting that the order may be filled in due course, we are,

Faithfully yours,

3

Dear Sir :

Enclosed find copy of lease and receipt for \$25. We regret that we cannot comply with your request. We made the trade in good faith and do not consider it our fault that you cannot get the rooms you desire. It seems to us that if not being able to get rooms is all that stands in the way, it will not be long before you can get rooms, at which time we will ship the furniture and date your payments from that time. Therefore, under the circumstances, we cannot refund any of the money.

Yours truly,

4

Gentlemen :

I enclose advertisement for to-morrow for fifty lines additional space, which I trust you will take care of in your usual satisfactory way.

It gives me great pleasure to say I have increased my business since the 1st of January fully one-third by putting all my eggs in one basket that is, instead of distributing my advertising over the entire field among all the Montreal newspapers I decided to expend my entire appropriation in the Morning Reporter. I am more than gratified at the results obtained. I believe that I have found the best advertising medium in Canada.

Yours truly,

5

Dear Sir :

Your letter, requesting estimate on binding, was delayed and did not come to hand until this morning. I feel perfectly confident that I can meet you in regard to both price and quality of work. I will bind 1,000 thirty-six page pamphlets, wire stitched, for \$3.50. This price is on a single thousand, but on a fifteen or twenty thousand lot I could quote you much more advantageous figures. In regard to the time required, if sheets were delivered early Monday morning, I could return books in the afternoon, probably by four o'clock.

Yours truly,

Business Educators' Association of Canada

Shorthand and Typewriting Diploma Examination.

Shorthand Paper C.

Maximum, 50 Marks

NOTE.—The Examiner will read the following three passages at a rate of 100 words per minute, allowing a quarter of a minute between them. Candidates will be allowed fifty minutes to transcribe them neatly with pen and ink on legal cap paper.

1

EMPLOYMENT CONTRACT.

This agreement made and entered into at Berlin, Ont., this tenth day of June, 1899, by and between James Smith, farmer, and Charles Edwards, laborer, both of Berlin, provides as follows:—

1) That said Edwards shall work as a farm hand on the premises of said Smith, and as directed, in the usual manner, and for the usual hours accustomed in farm business, for the period of one year from the date hereof.

2) For the said services said Smith agrees that during said year Edwards may become as one of his family, boarding and lodging therewith, and having all the usual privileges of farm laborers, and at the completion of the year's labor Smith shall pay to Edwards the sum of Two Hundred and Forty (\$240) Dollars in full for his services.

3) Neither party shall have a right to terminate this contract before the expiration of the time, except for cause.

Witness, A. WRIGHT.

JAMES SMITH.
CHARLES EDWARDS.

2

APPRENTICESHIP AGREEMENT.

This agreement witnesseth that John Anderson, now fifteen years of age, and with the consent of his father, James Anderson, does by these presents apprentice himself to George Martin, engraver, all parties of Guelph, Ont., to learn the art of engraving from the date hereof unto the fifteenth day of June, 1903.

That he will perform all the duties required by law of him, and otherwise conduct and demean himself as a faithful and industrious apprentice ought.

That in consideration thereof, said Martin does hereby covenant, promise and agree to use the utmost of his endeavors to have said apprentice taught the art of engraving aforesaid, and to have in the public schools six months' instruction in the common branches per year, and in the meantime provide him with all necessaries, including food, lodging, clothing, laundry and medical attendance, and at the expiration of said term to give him Two Hundred (\$200) Dollars in cash.

In Witness Whereof, said parties have hereunto subscribed their names this fifteenth day of June, 1899.

Signed,

JOHN ANDERSON.
JAMES ANDERSON.
GEORGE MARTIN.

3

APPRENTICESHIP RELEASE.

Know all men by these presents that John Anderson, son of James Anderson, did by his agreement bearing date June 15th, 1899, bind himself as an apprentice unto George Martin, of Guelph, Ont., for a term of four years from date thereof, as by said agreement more fully appears.

That the said John Anderson has since become partially blind, and thus is unable to accomplish the object of his agreement.

That by reason thereof, said George Martin does hereby release and forever discharge said John Anderson, and his father, James Anderson of and from said agreement, and all service and all other agreements, covenants, matters and things therein contained, on their or either of their parts to be observed and performed, whatsoever, to date hereof.

In Witness Whereof I have hereunto set my hand this fifteenth day of June, 1899.

GEORGE MARTIN.

APPENDIX G

OPTIONAL COURSES

The following was the optional course approved for the Halifax County Academy:

COMMERCIAL COURSE	PERIODS (40 minutes)
First Year--	
Literature, Composition	5
French--Grammar and Reader	3
History and Geography	3
Science	3
Drawing and Bookkeeping	3
Arithmetic--Academic	4
Penmanship	2
Stenography--Pitman's	2
Second Year--	
Literature, Composition	5
History and Geography	2
French--conversational	4
Science, chemistry	2
Drawing and Bookkeeping	4
Arithmetic completed	3
Stenography	3
Typing	2
Third Year--	
English	3
Science	2
Bookkeeping	4
Stenography (100 words per minute)	3
Typing	2
Commercial Law	2
Civics	3
Economics	3

APPENDIX H

The tabulation below shows the number of students in the Halifax City Schools involved in business subjects for three years: 1901, 1904, and 1905.

Year Ended	Grade	City	Total No. of H. S. Pupils	Bk.	Shorthand	Typing
July, 1901	Gr. IX (D)	Hfx.	176	165	---	---
	Gr. X (C)		135	131	---	---
	Gr. XI (B)		107	---	---	---
No grade twelve at this time in Halifax						
July, 1904	Common Schools			---	1	17
	Gr. IX		221	203	14	5
	Gr. X		145	128	7	7
	Gr. XI		82	---	13	12
No grade twelve at this time in Halifax						
July, 1905	Common Schools			---	17	---
	Grade IX		240	236	3	---
	Grade X		154	132	13	---
	Grade XI		99	---	14	---
No grade twelve at this time in Halifax						

Please Note: Some of the City schools had some departments engaged in high school work. For example, in 1901 students in St. Patrick's Boys School and Alexander St. School were taking high school subjects.

APPENDIX I

HISTORY OF BOOKKEEPING

The following table will indicate the history of bookkeeping in the county academies and high schools:

	<u>1891</u>	<u>1905</u>	<u>1918</u>
Grade IX Bookkeeping compulsory	Bookkeeping compulsory	Bookkeeping compulsory	Bookkeeping not
X Bookkeeping compulsory or First year French	Bookkeeping compulsory for teachers' pass but optional for a high school pass	Bookkeeping not included but commercial arith- metic optional	
XI Bookkeeping compulsory Practical Math compulsory	Not included Practical math optional for high school pass but not necessary for teachers' pass	Not included	

APPENDIX J

SYLLABUS FOR COMMERCIAL SUBJECTS (1942)

1. Shorthand First Year - Theory completed with 90% accuracy, the test to be given according to the system of shorthand used.

Gregg System: 100 words dictated to be written in shorthand and transcribed back in longhand.

Pitman System: 100 words to be written in shorthand with one mark deducted for wrong outline, and one-half for error in vowel or position. For suggested texts, see Shorthand, Second Year.

2. Shorthand Second Year - 500 words to be dictated at 100 words a minute, and transcribed in 45 minutes with 95% accuracy, according to the tests given by either system.

Suggested Texts

Canadian New Era Edition (with Key) - Pitman

Canadian Centennial Edition) Pitman
Review and Dictation Course)

Manual - Anniversary Edition)
Speed Studies) Gregg
Speed Building)

Functional Shorthand, Parts I and II

Gregg Writer

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(Plus all the reading material from any source for which the pupil is ready and has the time.)

Reference Books

New Standard Dictation Course

The Canadian Secretary, H. J. Russell

In Between Speeds - Gregg

Secretarial Dictation - Sorelle & Gregg

Rational Dictation - McNamara

Business Letters for Dictation - Pitman

Gregg News Letter

3. Typewriting, First Year - The Touch System is insisted upon. A wall chart or desk chart of the keyboard should be provided for the students. The keys of the typewriter may or may not be covered as the teacher desires.

Content

Part I: - Devoted to learning to operate the Typewriter, training of the fingers, Drills, Capitals, Tabulator, Punctuation, etc.

Part II: - Speed building. A minimum speed of 30 words a minute on a ten-minute test with not more than five errors is required.

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Part III: Learning the Practical Applications of Typewriting; Introduction to Letter Forms; Telegrams; Manuscripts; Reports; Tabulations; Legal and Business Documents. For suggested texts, see Typewriting, Second Year.

4. Typewriting, Second Year - Continuation of skill-building, through keyboard review drills, timed tests.

Business letters

Manuscripts, Reports and other Literary Matter

Tables and other Statistical Matter

Billing and Business Instruments

Legal and Business Documents

Related Typing Projects

A minimum speed of 45 words a minute for ten minutes with not more than five errors is required for the second year. This would merit the pass mark of 75%.

Tabular Typing Examination - At least five business forms (including an invoice); one exercise on tabulation; one long letter to arrange, paragraph, capitalize and punctuate. Pass mark 75%.

Suggested Texts

Typewriting Technique by Smith, Jarrett and Wright
- Gregg

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High School Typewriting by Roszell and Hewitt, Part I, II and III

Gregg Typing, Second Edition, by SoRelle, Smith and Foster, Book I and II, and Workbook

Rational Typewriting - SoRelle

Practical Course in Touch Typewriting by Chas. E. Smith - Pitman

Office Practice for Stenographers by Arthur E. Spratt - Pitman

Typing Speed Studies - Adelaide S. Hakes

Secretarial Intensive Course by SoRelle - Gregg

5. Business Arithmetic, Elementary Bookkeeping and Business Forms

a. Business Arithmetic

Cardinal Aims: Accuracy, Speed and Neatness.

Timed drills on the fundamental arithmetical computations, payrolls, percentage, trade and cash discounts, profit and loss, marked price, commission and brokerage, interest (banker's, accurate and compound), bank discount, taxes, fire insurance, stocks, bonds, depreciation, Sterling, Civil Service Examination papers. Pass mark 75%.

Suggested Texts

Applied Business Calculation by Birch and Mitchell

Practical Drills in Rapid Calculation by Henry and Keast

-5-

Reference BooksRational Arithmetic by Lord, White and BrownCanadian Business Arithmetic by KeastEssentials of Business Mathematics, Third Edition, by Rosenbergb. Elementary Bookkeeping and Business Forms

1. The nature and origin of business transactions
2. The necessity for keeping books
3. Principles of debit and credit
4. Use of the following books of original entry:
 - (a) Journal
 - (b) Sales Book
 - (c) Purchase Book
 - (d) Bills Receivable Book
 - (e) Bills Payable Book
 - (f) Cash book of, at least, three columns
5. Posting to the Ledger
6. Making trial balance:
 - (a) Using totals
 - (b) Using balances
7. Making statements:
 - (a) Profit and Loss
 - (b) Assets and Liabilities
8. Closing the Ledger
9. Business Forms: Invoice, bills of lading, receipt, cheque, promissory note, order sheet, monthly statement, bank draft, commercial draft,

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deposit slip, credit note, discount slip,
Account Purchase, Account Sales.

(If the business form is made out in conjunction with the recording of the transaction, the transaction assumes an air of reality.)

For suggested texts, see Advanced Bookkeeping

6. Advanced Bookkeeping

1. A complete series of transactions testing the ability to apply the principles taught through the medium of the drill exercises of Bookkeeping I.
2. Business practice using the business forms already taught - both incoming and outgoing.
3. The use of special columns, particularly in the Journal, the Cash Book, and the Bill Books.
4. The use of three or more ledgers, as the Accounts Receivable Ledger, the Accounts Payable Ledger, and the General Ledger.
5. Making financial statements:
 - (a) Trading Account
 - (b) Profit and Loss
 - (c) Assets and Liabilities
6. Closing the Ledgers

(Accounting would include Elementary and Advanced Book-

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keeping and the following:)

- A. Partnership ownership taught through text material and exercises.
- B. Corporation ownership taught through text material and exercises. Pass mark 75%.

Suggested Texts

Maritime Double Entry Bookkeeping by Kaulbach

Canadian Modern Accounting by Sprott and Short

Accounting Principles and Bookkeeping Procedure by Walkin

Accounting Theory and Practice by Kester

Twentieth Century Bookkeeping and Accounting by Bakin, Prickett and Carlson

Bookkeeping and Accounting by McIntosh and Warner

7. Business English and Correspondence

The course aims to develop accuracy, correctness and conciseness in the use of English. It progresses systematically from an understanding of the principles of good usage to the application of those principles in business practice. It provides a thorough review of Grammar.

The course consists of the rules of punctuation, capitalization and hyphenation, Spelling, Business Terms and

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Business Abbreviations, Vocabulary Building, and Business Correspondence. The Business Correspondence includes:

- (a) The part business letters play in modern business
- (b) Titles of courtesy
- (c) Composition of the letter
- (d) Qualities that make letters effective
- (e) Letter problems and solutions
- (f) Study of the various types of business letters

The Spelling Examination should consist of 100 words taken largely from transcription English, with five marks deducted for each error and the pass mark to be 75%.

The pass standard shall be 75% in each of Spelling and Business English and Correspondence. The two marks shall be averaged for one credit.

Suggested Texts

The English of Business by Hagar and Wilson, complete, with workbook - Gregg

Business Letters, Functions, Principles and Composition by Johns, with workbook - Gregg

Applied Business English by Hagar and Applied Business Correspondence by SoRelle with workbook - Gregg

Canadian Standard Business English and Exercises by Watson & Rowe - Pitman

Canadian Commercial Correspondence by Russell - Macmillan Co.

Business English by Ross - South-Western Publishing Co.

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Cumulative Speller by Charles E. Smith - Commercial Text Book Co.

Business Letter Writing, Applied English, and Filing by E. Warner - Commercial Text Book Co.

One-Year Course

Certain large high schools may wish to offer a one-year course in commercial subjects, with a Grade XI or Grade XII certificate as a prerequisite. Such a course may be offered, but no provincial high school certificate will be awarded to those completing it. Students enrolled in the course may be listed as Grade XII students for purposes of school statistics. The subjects recommended by the committee for the one-year course are as follows:

Syllabus for Stenographic Course

Shorthand and Transcription as in (1) and (2).

Typing - Technique, Tabulations and Speed, including Secretarial Training as in (3) and (4).

Business English and Correspondence as in (7).

Business Arithmetic, including Rapid Calculation as in (5).

Bookkeeping and Business Forms as in (5).

Penmanship.

Syllabus for Accounting

Bookkeeping and Accounting

Business Forms

Rapid Calculation

Business Arithmetic

Business English and Correspondence

Penmanship

Commercial Law

Typing - Technique and Speed

APPENDIX K

IMPERATIVES AND ELECTIVES

The following is the pattern of imperatives and electives provided by the high schools (1957-1958). Although the content had been revised, the arrangement of subject-designations had not been altered in twenty-five years.

- Grade XI: English, Social Studies, Science, Health and Physical Education and two of: Math, Music, Art, Industrial Arts, Household Science, French, Latin.
- Grade X: English, History and not fewer than three of: Commercial Geography, Biology, Math (Algebra, Geometry), Latin, French, German, Greek, Music, Handicrafts, Art, Commercial, Agriculture, Household Science, Industrial Arts.
- Grade XI: English, History and not fewer than three of: Economics, Math, (Algebra, Geometry), Science (Physics-Chemistry), Latin, French, German, Music, Art, Crafts, Commercial, Agriculture, Industrial Arts, Household Science.
- Grade XII: English, Social Problems and not fewer than three of: History, Physics, Chemistry, Geology, Math, (Algebra, Geometry), Latin, Greek, French, German, Music, Art, Crafts, Commercial Course, Agriculture.

APPENDIX L

EATON'S COMMERCIAL COLLEGE

A short time (two or three weeks) was spent in learning the theory of Debit and Credit and the manner of posting and closing accounts. The student copied a day book containing the history of business transactions by one individual. He was next instructed in journalizing and taught the rules by which the debtors and creditors were determined. Next came the posting and trial balance. When this had been correctly obtained, the student was taught to distinguish those accounts that gave results of gain or loss from those whose balances were assets or liabilities and instructed in the correct disposition of his inventories, preparatory to a final adjustment of the ledger. The net gain and the net capital were then ascertained; and a balance account, containing a complete account of assets and liabilities was made out in the ledger.

When this was correctly finished, the student copied, journalized, posted and closed the Second Set, which was somewhat similar to the first but resulted in a loss to the proprietor. In this set a shipment was introduced and an account sales received. Extensive transactions in real estate were engaged in, and several acceptances and other forms of negotiable paper were negotiated. The Third Set introduced the student to commission work. He received several consignments,

sold and rendered account sales, and accepted his consignors' bills for the net proceeds. Accommodation notes and discounting were also introduced; and, a part of the capital being invested in a ship, the proper entries were made for the disbursements and receipts on her account, and also for the sale of a half interest in her, which took place during the period covered by the business of the set.

When this set had been properly posted and closed, the student undertook the Fourth Set--the history of a business carried on by two persons with equal capital. The firm was made executor of an estate which was to be settled and divided among the heirs. They dealt largely in drafts, notes, and acceptances, and speculated in bank and railroad shares, on which dividends were declared. Shipments and consignments on joint account of shippers and consignees were also introduced, and the student was instructed in equating sales and finding the time at which the net proceeds should be paid.

If the student had attained satisfactory proficiency up to this stage, he was furnished with a capital of about \$2,000, consisting of neatly engraved notes of the collegebank, and "merchandise", that is, various kinds of goods represented on cards, and began business on his own account. He made a deposit in the bank, where he received a pass book in which he was credited for the amount. He bought and sold, giving and receiving cash, notes, acceptances, cheques, on credit. He raised money by discounting his notes at the bank, and laid out his spare capital in purchasing bank, railroad, and other stocks.

He received consignments from his students, sold on commission, and rendered account of the same; he also sent consignments to others and received similar accounts. All his transactions were entered regularly in his day book, as they occurred. He had to enter all cash received and paid out in his cash book, and at the close of the day saw that the balance of the cash book agreed accurately with the amount on hand. If it did not, the day's work had to be reviewed and the error found and corrected. His notes were all properly registered in the bill book. Thus he went on from day to day, under the supervision of careful teachers, until a sufficient amount of business had been done. He was then directed to close the books, take stock, and ascertain the standing of his affairs. The cash book, if balanced, was ruled off and the balance brought forward. The day book was then journalized and the journal posted, when it had to be seen that the cash account agreed with the cash book and that the balances of the bills receivable and bills payable accounts were correct--the former agreeing with the notes on hand and the latter with the notes outstanding against him. His college bank account was also checked with the pass book kept by the bank. Now a trial balance was taken; and if found correct, the accounts were closed and a balance sheet made out, exhibiting the standing of all the accounts, his gains or losses and their sources, the net gain or loss, the assets and liabilities, and the net capital; after which he rendered each person with whom he had been dealing a current account.

When these things were done satisfactorily, a partner was admitted, with a cash capital of from \$500 to a \$1,000 dollars, with the understanding that the gain or loss was to be shared equally. The business was then carried on as before, except that merchandise and shipment companies were introduced to make the work more challenging. Difficulties were thrown in the way of his "making both ends meet," so as to test his abilities and bring out his best. When he had continued the business as long as thought necessary, he was again directed to close up and see how he stood. The gain or loss was divided according to agreement and the interest of each partner ascertained. A complete balance sheet was again made out and accounts with the other students were handed in and adjusted. This exchanging of account was a very important matter. By it, every student's books were tested; and, in arranging the differences which sometimes arose, a great deal of research was necessary; and all the ability and financial acumen of the student were brought into being.

After this set was satisfactorily disposed of, a third partner was admitted and the books kept on the most approved and complete system known. Journalization was entirely dispensed with; and the day book, invoice, sales, and cash books were posted directly to the ledger. This set gave rise to new principles and afforded ample scope for the exercise of all the student's forethought and ingenuity. The senior member of the firm conducted the business at a fixed salary, and the gains or losses were divided in proportion to

the capital invested. In closing this set, a complete balance sheet was required as in former cases. The balance sheet was never allowed to pass if any mistake or blemish appeared on the face of it. Thus, the student was trained to habits of neatness and accuracy.

After this set had been closed and accounts rendered, another partner was admitted; and the business continued under the management of the same member of the firm, at a salary as before. In this set the partners shared the gains or losses equally, after an allowance to each of interest at 7 per cent on the capital invested. The business, which had been continually widening in extent, now assumed still greater proportions and called into active operation all the student's financial ability, which, in some instances, was not sufficient to save him from insolvency, but which in others carried him through all difficulties with increased assets.

If the student was able to close this set without assistance and get out a correct and neat balance sheet, the partnership was dissolved, the senior member of the firm assumed the assets and liabilities, and continued the business for a short time, then took stock, closed the double-entry books, and opened in single entry and for a time recorded his business by the single-entry system. It was very important to understand well how to change books from double to single entry and vice versa. To the scientific accountant it was a matter of very easy performance; hundreds who had been keeping books for years would in attempting it, put their accounts into

inextricable confusion.

After becoming thoroughly acquainted with single-entry bookkeeping, closing his books, and exhibiting his single entry balance sheet in a satisfactory manner, the student restored the balance of his ledger and resumed double entry, keeping his account by the six-column journal system, in which the day book and journal were combined.

This was a very interesting set, and exercised the student in economizing space in the ledger by the use of different columns in the original books.

After closing the books as kept by the six-column journal style, a regular commission business was opened, and the books were such as were specially adapted to it. The business consisted chiefly in the management of commission sales, the goods being assigned to him by his fellow students and sold by him partly for the accounts of the shippers and partly on joint account. This was one of the most difficult and instructive portions of the course. The student was required to make out, in good style, correct accounts of all the sales he made, which accounts showed the sales, charges, and net proceeds, together with an equation of the sales, and the average time of settlement with the consignor. Particular attention was paid to the correspondence which this business gave rise to; the letters were critically examined by the teachers, and all errors, whether of spelling, syntax, or style, pointed out and corrected. Before closing this set, the student was directed to collect all the debts due him and

pay off all liabilities, convert his stock into money, and deposit in the bank. This closed his course of actual business for the time being.

The next set consisted of adjusting the transactions of a firm engaged in a manufacturing business, with machine shop, smith, foundry, and store, for each of which a separate account was kept, in order to ascertain exactly what each department yielded. A large number of hands were employed, with whom running accounts were kept. This was a most interesting and difficult set and called for the highest order of executive skill. Here the student's latent energies were brought out, and the knowledge acquired in the previous part of the course was thoroughly tested. He was thrown upon his own resources. If he succeeded in mastering this set thoroughly, he would have little difficulty in keeping any set of books.

The foreign exchange set was chiefly valuable because of the knowledge it afforded of doing business and keeping accounts with persons in foreign countries. Each person's account was kept in his own currency, which was reduced to the currency of the Dominion at the current rates of exchange. In closing this set, the gains and losses by exchange were all thrown into one account, the balance of which showed the net gain or loss from that source. This part of the course brought the student's knowledge of exchange, which he had previously practised by means of arithmetical exercises, to a severe and practical test and fixed the whole subject indelibly in his mind.

The application of double-entry bookkeeping to steamboating and railroading was next taken up, after which the student took his seat at the merchants' emporium.

This was the wholesale department of the establishment, the business of which had to be carried on for a time and the books kept in a satisfactory manner by each student before his final examination. It was furnished with a great variety and quantity of "merchandise" and sold at wholesale to all the "houses" doing business in the college. No expense had been spared in making this one of the most attractive, useful, and complete arrangements for the successful prosecution of actual business in any commercial college on the continent.

After each student had successfully carried on the business of this department for several days, he was directed to post his books, without a journal, take stock, and get out a complete balance sheet.

He next passed into the bank, which was furnished with a complete set of banker's books, which he proceeded to learn to keep properly and neatly. The bank had a capital of about \$800,000, consisting of beautifully engraved bank bills and specie sufficient for all the various "houses" in operation, and was used as a bank of deposit and discount by all the students. Their notes were freely discounted, and the students learned to look at the banking business from both sides--the banker's and the merchant's.

The operations in actual business, together with the fact that the students of the different branches of the college,

Halifax, Saint John, and Charlottetown, traded between the different places, afforded peculiar facilities for acquiring tact and tastes in business correspondence.

The letters growing out of the business operations were carefully examined by the teachers, who corrected and advised in regard to spelling, grammatical construction, neatness, arrangement, etc.

Business Penmanship. Penmanship formed an important part of the course. A plain, neat, and rapid business hand was an accomplishment that comparatively few possessed, simply because men too frequently imagined that it was a natural gift and could only be attained by those to whom easy movements were natural, while the truth was every person possessing common intelligence could become a good business writer, some with greater facility than others, and there would be degrees of excellence, as in all human pursuits.

The superiority of the system, as a method of instruction, consisted of making writing an intellectual as well as an imitative exercise, each letter being analyzed into its elementary marks, principles defined, spacing, the relations and proportions of different letters, and the different parts of the same letter, carefully explained and illustrated on the blackboard.

Arithmetic. This was a very important branch of the course; and the method of teaching, which was the inductive method, discarding rules almost entirely and having all the exercises performed in classes, under the immediate

supervision of the principals or competent assistants, met with unvarying success. A portion of each day was devoted to special exercises; while the problems arising out of the bookkeeping and business operations, presented the subject in so interesting and practical an aspect that the dullest student made rapid progress.

Particular attention was given to those divisions of arithmetic that involved business transactions--including interest, discount, percentage, averaging accounts current, simple and compound equations, exchange, reduction of currencies, premium and discount compounded with commission and brokerage, partnership settlements, bankrupt dividends, adjustment and rectification of deranged books, general averages, division of gains and losses, computation of freight, storage, closing, settling, and equating consignments, joint accounts, etc. Computation of interest on notes and mortgages, where partial payments had been made, was much practised and carefully explained.

Laws of Commerce. A competent barrister was employed to lecture before each college on the laws of commerce: such as laws relating to shipping, interest, promissory notes, bills of exchange, contracts, partnerships, agencies, bankruptcy, etc.

The time necessary to accomplish the course was from four to six months. Progress was not marked by the lapse of time, but by proficiency in the prescribed studies.

The college rules and regulation consisted of the

following: punctual attendance at the hours of opening was required of all students; in case of absence a satisfactory explanation was expected; quietness, order and diligence during the hours of business were strictly enjoined; students after entering were expected to remain in the room the full session hours and could not leave without obtaining permission; no laughing, talking, or unnecessary noise, lounging, sitting in windows, or collecting in groups was permitted; no student was allowed to touch the books or other property of another; no one was allowed to check or otherwise interfere with the books of another, except by authority of some one of the teachers; when any class was called, the members of it were expected to take their places promptly; (no smoking or chewing tobacco, or spitting on the floor, was allowed within the precincts of the college); students were not permitted to take from the rooms any manuscript or other article belonging to the college; any student who wilfully defaced a manuscript would be subject to a fine of five dollars; students were not allowed to give or receive legacies of college currency or merchandise, except by permission of the principal; (students leaving the college would take their books with them). Any violation of the above rules and regulations meant immediate expulsion, with forfeiture of fees, at the discretion of the principal. It was expected of all students attending the college that they would behave like gentlemen in the school, in the street, and at their boarding houses, and wherever they would be, for their conduct gave character to the college.

APPENDIX M

ST. MARY'S COLLEGE

Toward the end of the Eighties another and smaller bequest was made by a Catholic of Halifax for the endowment of a college, but its generosity was also limited by a clause specifying that the college should belong to some religious order.

The Jesuits were approached a second and third time in England, New York and elsewhere, but with no success; and a second invitation to the Benedictines was also futile. The Christian Brothers of New York were willing to send men to conduct a college, however, there was no money available to make a foundation for the school. Archbishop O'Brien endeavoured to secure assistance in the form of interest on the rapidly-growing bequest, but some of those controlling it, stated that they could not legally release the money for the maintenance of any college but one managed by the order of teachers originally specified.

It was decided that the affair should be settled by the decision of a civil court. Meanwhile the Archbishop managed to collect enough funds from Catholics, including his own entire bank account of \$5,000, to open a new collegiate school in 1903. It contained two classes, of 24 pupils in all, taught by two lay professors, graduates of English universities.

In the meantime the will case had been argued in detail in the court and a decision given that the bequest was legally available for the Archbishop's purpose. The decision was not satisfactory to all of the executors, and the case was appealed to the highest court in the province. It was again decided in the Archbishop's favour.

But the executors were not all yet satisfied, and two of them carried the case into the Supreme Court of Canada. There, on June 9, 1903, a few months before the collegiate school was opened, the two former judgments were reversed. The case was decided against the Archbishop.

The Archbishop appealed to his people again for financial support which elicited some subscriptions, but no more general evidence of interest than had previously been displayed.

In 1903 the Archbishop was able to open a collegiate School. The roll-call of the school in its second year showed a small increase. Toward the beginning of the third year, November 1905, the Archbishop was given the opportunity to purchase a large private residence adjoining the college grounds. He had the building altered to meet the requirements of a small boarding school. At the opening of the January term three students were in residence there, with accommodation for about twenty. Several months later, after the Archbishop passed away, the opening of the fall term saw forty boys in attendance at the college, with fourteen in residence.

Professor Gavin was professor of mathematics and science and instructor in bookkeeping, banking and commercial law; Reverend C. E. MacManus was professor of philosophy, Latin, English, grammar and history and instructor in typing and shorthand.

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