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THE RELEVANCY OF THE APOSTOLATE OF THE LAY EDUCATOR
IN CATHOLIC ELEMENTARY SCHOOLS, OF THE ARCHDIOCESE
OF NEW ORLEANS, IN THE STATE OF LOUISIANA,
IN THE LIGHT OF VATICAN COUNCIL II

A Thesis
Presented to
the Faculty of the School of Education
Xavier University of Louisiana

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

Sister Judith Dayle Coreil, M.S.C.

June 1972

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This thesis was conducted under the direction of

Sister Vera Lane as major professor

and approved by Michael J. Shick M.D.

Sister Mary Augusta

PREFACE AND ACKNOWLEDGMENTS

This study has been accomplished as a result of the inspiration of lay personnel with whom the writer was privileged to be associated from 1963-1969. These lay teachers, who were employed at Christ the King Elementary School, Gretna, Louisiana, were men and women of great sincerity. The efforts they expended for the Catholic Church and its apostolate of education will be long remembered by the parents and others of this area. It is to these tremendously dedicated teachers that this paper is dedicated--in return for their Christian spirit in really giving of themselves to better others.

Sincere acknowledgments are due to all of my Marianite Sisters of Holy Cross for their gracious assistance and interest. In particular, Mother Mary Hilary Bodin, M.S.C. and Sister Mary Charles Clement, M.S.C., provincial superiors during the progress of this study are to be thanked for permission to pursue a graduate program in education. While it is impossible to cite the many friends who were of assistance to the writer, she is nonetheless, extremely grateful to each for his or her concern and encouragement. It is necessary to list three persons whose help was indispensable. These were Sister Vera Lane, S.B.S., Xavier University, director of this thesis, for her encouragement and advice at all times; Sister Beverly Mott, M.S.C., who was of special assistance in the data processing work; and finally for the extremely efficient and dedicated typist, Sister Marjorie Hebert, M.S.C.

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CHAPTER I

INTRODUCTION

For decades the Catholics of the United States have voluntarily supported school systems. Statistics attest that in 1970, 4,367,323 pupils were being educated in the elementary and secondary schools alone.¹ In the recent past these schools were staffed and administered largely by religious personnel. However, research indicates that the layman pioneered in the nineteenth century in the organizing, financing, administering and staffing of the Catholic school.² After the 1820's for financial reasons religious personnel became dominant and the status and place of the layman seems to have become subordinate and ambiguous. This recent condition of the lay teacher in the Catholic school evoked in more recent times a series of research studies. Two present day influences are promoting the return of the layman to a leading role in Catholic education. These are the emphasis given by Vatican II to the role of the layman and the declining number of religious personnel available for the schools.³ The role of the layman in the apostolate is

¹National Catholic Educational Association, A Report on United States Catholic Schools 1970-71 (Publication of the Research Department, Washington, D.C.: National Catholic Educational Association, 1971), p.10.

²Robert T. Mulligan, "The Status and Role of the Lay Teacher in Catholic Elementary Parochial Schools in the 19th Century," (Unpublished Master's thesis, Catholic University abstract) Catholic Educational Review LXV (October, 1967), p.488; and Thomas J. Quigley, "The Lay Teacher in the American Catholic School System," (Unpublished Master's thesis, Catholic University of America, Washington, D.C., 1938), p.22.

³National Catholic Educational Association, op. cit. p.4.

emphasized in the Document of Vatican II.⁴ Aspects of these documents pertinent to the present study will be included in Chapter II. Key administrators of Catholic schools, it would seem must be concerned that their lay personnel are alerted to and educated in their new role.

Statistics at a national level indicated the rapid increase of lay personnel in the 1960's in Catholic elementary schools alone. In 1920 lay teachers comprised only 7.2 percent of the Catholic elementary school staff. In 1950 these had dropped to 7.1 percent but in 1960 it had increased to 26.9 percent.⁵ Between the years 1967-1970 the percentage of lay teachers in Catholic elementary schools grew successively as follows: 41 percent in 1967, 45 percent in 1968, 49 percent in 1969, and 53 percent in 1970.⁶

Within the elementary schools of the New Orleans Archdiocese the percentages of lay teachers have also increased in considerable proportions during the last seven years: 59 percent in 1965, 61 percent in 1966, 63 percent in 1967, 64 percent in 1968, 65 percent in 1969, 70 percent in 1970, and 73 percent in 1971.⁷

Since there is no assurance that the present trend will be reversed

⁴Walter Abbott, S.J. (ed.) The Documents of Vatican II. trans. Very Rev. Msgr. Joseph Gallagher (New York: Guild Press, 1966).

⁵"Elementary Education Notes," Catholic Educational Review LXI (May, 1963), p.344.

⁶National Catholic Education Association, op. cit. p.17.

⁷"Thirtieth-Thirty-Fifth Annual Statistical Reports, Archdiocese of New Orleans," (New Orleans, Office of Education, 1964-71), (mimeographed).

it would seem that from the viewpoint of personnel needs alone the survival of the Catholic elementary school is dependent upon adequate staffing by professionally qualified, psychologically satisfied, spiritually motivated lay teachers.

It has already been indicated that the status, place and role of the layman in the Catholic school system had been the subject of research studies. The findings of these studies could, it seems, be of benefit to all who are concerned with assessing the present role of the lay teacher in the Catholic school. The findings could be used as guides for research designed to evaluate the potential service of the lay faculty and to identify the need for improvement, if necessary, in working conditions, status, and in academic, spiritual and professional preparedness in keeping with the role of the layman as defined by Vatican II. The writer is of the opinion that the large percentage of lay faculty in the school system of the New Orleans Archdiocese would justify such a study in this area.

I. PROBLEM

Statement of the problem. Two recent events have been indicated as enhancing the leading role the Catholic lay teacher is called upon to take in the apostolate of education today. One is the emphasis Vatican II gave to the place of the laity in the Christian apostolate; the other is the increasing numbers of the lay teachers who are replacing a rapidly declining number of religious personnel in Catholic schools.

These realities affect and are of importance to the Archdiocese of New Orleans. At present lay teachers comprise 73 percent of its teaching

staff. The survival of its schools and the efficacy of their apostolate are becoming increasingly dependent upon professionally qualified, physically and psychologically healthy, spiritually motivated lay teachers. How prepared for their new responsibilities are its present lay teachers? There is at present no systematic study related to their preparedness. Such a study is needed for intelligent planning. This writer seeks through a limited but systematic study to give some answers relative to their preparedness. The findings are intended immediately to be of assistance in planning to the administrators of the Archdiocesan School System of New Orleans and also to be of help to Catholic educators in general.

The writer seeks particularly to ascertain:

- a. What is the degree of academic and professional preparation of the lay elementary teachers in the Archdiocese of New Orleans?
- b. What degree of professional security surrounds their conditions of employment?
- c. How do they view their role in the apostolate of education?

II. DEFINITIONS OF SPECIFIC TERMS USED

Status, position, standing or condition. According to Fay, it is for the teacher a combination of three things: (1) a student's respect and love, (2) confidence of colleagues and (3) cooperation and admiration of parents and community.⁸

⁸M. Fay, "A Lay Teacher Takes Inventory: Salary, Prestige and Acceptance," Catholic School Journal, LXI (March, 1961), pp.27-28.

Lay Teacher. A person employed in a Catholic educational institution who is not a member of a religious order or a member of a religious congregation.

III. LIMITATIONS OF THE STUDY

Scope. This study will focus on the lay elementary teacher in the Archdiocese of New Orleans. The Archdiocese is contained within the civil parishes of Orleans, Jefferson, St. Bernard, Terrebonne, Lafourche, St. Mary, St. Charles, St. John the Baptist, St. Tammany, Washington, and Plaquemine in the state of Louisiana. There are 125 elementary schools within the Archdiocese that employ lay teachers. A simple questionnaire that will guarantee the anonymity of the respondents will be mailed to a representative sample of the 1,783 lay teachers employed in this system.

IV. METHOD TO BE EMPLOYED

Method. This study will be based on descriptive research with data expressed in both qualitative and quantitative symbols. The school survey method will be utilized. Usage will be made of the closed questionnaire. This questionnaire will seek some answers to the questions posed in the statement of the problem. The sample investigated will be limited to five lay teachers (if there are five employed) selected by random choice from each of the 125 schools employing lay teachers. This should result in 536 teachers in 125 schools being contacted, as there are some schools that have fewer than five lay teachers.

Hypotheses. The writer hypothesizes that:

- a. The academic and professional preparation of the lay teachers for their role will be adequate.
- b. The material, physical and psychological factors in their employment conditions such as remuneration, working hours, security in their position, status will need improvement.
- c. The investigation will reveal a need for the personnel to become educated in the importance of their role in the lay apostolate.

V. REVIEW OF THE LITERATURE

During the span of thirty years preceding the Second Vatican Council, the place of the layman in Catholic education became an object of various studies at every level of Catholic education. Some conflicting views as to his role could be found. An overview of the literature indicated predominantly that he had problems of status, security, and salary, and that his academic or professional qualifications were of varying degrees.⁹ The layman's acceptance in the system, it seems, was justified and accepted only as a matter of expediency by administrators, parents and students. This mentality of toleration rather than full acceptance resulted in deficiencies of status, security, salary remunerations. The literature reviewed was of great assistance in identifying areas to be investigated and thus guided the formulation of the questionnaire. Because of this relevance, and its general relevance to any knowledge of the layman's role in the recent past, the writer will present pertinent findings of previous

⁹Sister Giovanna Mapelli, O.S.B. "Accepted or Rejected: The Lay Teacher," Catholic Educator XXIV. (October, 1963), p.169.

studies in Chapter II. Included also in Chapter II will be significant statements defining the role of the layman in Vatican II. Chapter III will analyze data concerning the lay elementary teacher in the Archdiocese of New Orleans. Finally, Chapter IV will summarize the significant findings, test the hypotheses and make recommendations.

CHAPTER II

THE CHANGING ROLE OF THE LAYMAN

This chapter will briefly review the literature pertinent to the professional status of the layman as given in the studies for the thirty years preceding Vatican II. The findings of these studies, as already observed, formed the basis for constructing questions in relation to status, security, remuneration, academic, spiritual and professional preparation sent to the lay teachers sampled in this study. In addition to these findings, this chapter will also discuss significant statements of Vatican II in regard to the layman.

Nine geographical studies done in Catholic dioceses between the years 1955 and 1968 were reviewed. Connell's study in California in 1955 is worthy of special comment as it encompasses the findings of the other studies in a rather comprehensive manner.¹ This study focused upon selected factors in lay teacher turnover. Positive reasons for staying in the Catholic schools were: (1) desire to work in an apostolate of the Church, (2) working with religious, (3) a means of livelihood, (4) student behavior, and (5) freedom to teach religion. Negative reasons for leaving the Catholic schools hinged upon professional and occupational conditions as: (1) teacher workload, (2) the attitude that the lay teacher is not a full-fledged faculty member, (3) little opportunity for promotion, (4) lack of democratic principles, (5) low salaries.

¹Mother John Francis Connell, S.H.J.C., "The Relative Importance of Selected Factors in Lay Teacher Turnover," (Unpublished Master's thesis, Immaculate Heart College, Los Angeles, California, 1955), p.44.

The writer investigated additional research done by Silbermann in Maryland (1955), Meyers in Texas (1962), Dawson in Nebraska (1962), Sullins in Tennessee (1966), Kleinfehn in Iowa (1966), Burke in Oklahoma (1967), Jacobs in Louisiana (1968) and Allen in Montana (1968).

Silbermann observed three negative factors. These were: a reasonable work load but high pupil-teacher ratio; lack of security due to no uniform administrative policy governing the employment of teachers in the Catholic schools; a general lack of professional training and certification among the lay faculty. Positively she reported that the teachers studied considered it an obligation and a privilege to serve the Church.²

Myers³ in Texas, Sullins⁴ in Tennessee, Kleinfehn⁵ in Iowa and Burke⁶ in Oklahoma all found low salaries to be a major negative factor

²Eileen Ziqqit Silbermann, "The Present Status of the Lay Teacher in the Catholic Elementary Schools of Baltimore," (unpublished Master's thesis, Loyola College, Baltimore, Maryland, 1955), p.104.

³J.F. Meyers, "Present Status of the Lay Teacher in Catholic Secondary Schools of Texas," Abstract, Catholic Educational Review, LX (January, 1962), pp.49-50.

⁴Rev. James P. Sullins, "The Present Status of the Lay Teacher in the Catholic Elementary Schools of Tennessee," Abstract, Catholic Educational Review LXIV (December, 1966), p.620.

⁵Rev. Walter J. Kleinfehn, "The Present Status of the Lay Teacher in the Catholic Elementary and Secondary Schools in the Archdiocese of Dubuque," Abstract, Catholic Educational Review LXIV (November, 1966), p.557.

⁶Sister Mary Agatha Burke, "The Present Status of the Lay Teacher in Catholic Elementary and Secondary Schools of Oklahoma," Abstract, Catholic Educational Review LXIV (December, 1966), p.620.

in the lay teachers conditions of service. On the other hand Sullins and Burke considered the academic and professional training of their samples as adequate. Dawson considered the lay teacher in the Catholic school to be among the finest of the teachers in the state of Nebraska.⁷ Other positive factors observed by one or other of the researchers were: a spirit of sacrifice and devotion to the apostolate among some and an appreciation of the pleasant atmosphere created by the harmonious relations of the religious and lay faculties.

Among the more popular and/or reflective literature, the writer found a number of significant articles written by lay teachers themselves. These too seem to point significantly to the status, security and salary problems. An anonymous writer in January, 1962, in an article, "Why I Quit Teaching in Catholic Schools," writes in a manner somewhat typical of all of them:

Once he or she (lay teacher) is respected as a professional as a co-worker who also has a vocation, I believe the submarginal salaries, the insecurity, the other crudities that now affect them will be squarely encountered and probably overcome.⁸

Perlmutter, a lay professor, described the lay teacher "like a long-termed guest, like the man who just wandered in on the family one day and just stayed on."⁹ Kelly reports her personal experience of not

⁷J. Dawson, "The Present Status of the Lay Teacher in the Catholic Elementary and Secondary Schools of Nebraska," Abstract, Catholic Education Review, LX (November, 1962), pp.55-57.

⁸"Why I Quit Teaching in Catholic Schools," Sign, XLI, (January, 1962), pp.9-10.

⁹Oscar W. Perlmutter, "The Lay Professor," Commonweal, LXVIII (April 11, 1953), p.31.

being accepted by a pastor in an elementary school.¹⁰

Writers who are not teachers have contributed to the discussion. McDowell, in an editorial, considered the lack of status the most important problem of the lay teacher.¹¹ Kearns speaking of higher education cited second-class citizenship or the refusal to grant the lay professor a voice and a vote in administrative decisions as the major complaint of lay professors.¹²

A detailed study of the literature gives evidence that the lay teacher in the Catholic schools lacked status. Security was absent, salary scales were low.¹³ Yet there seemed to exist rapport between lay and religious personnel. There was, somehow, a spirit of dedication to the apostolate. Academic and professional preparation seemed to vary from evidence of poor preparation to some claims to very adequate preparation. However, status, salary, security came forth as recognized needs of the lay faculty in Catholic education.

This review of the literature gives evidence that the lay teacher in the Catholic schools lacked status. Security was absent. Salary scales were non-existent or extremely low if they did exist. There seemed to exist an excellent rapport between lay and religious personnel.

¹⁰Mary Louis Kelley, "That Necessary Evil," Catholic Educator XXXII (September, 1961), pp.75-78.

¹¹Msr. John B. McDowell, "We Have a Lay Teacher Problem," Catholic Educator, XXXII (March, 1962), pp.9-10.

¹²Francis E. Kearns, "Handkerchief Heads and Clerical Collars," Ramparts II (Winter, 1964), pp.18-24.

¹³N.C.E.A. statistics indicate \$5000-6000 yearly salary for 30 percent of the elementary staff as the highest for 1969-70.

Finally, academic and professional preparation varied from being unprepared or thoroughly prepared. In brief, status, salary, security are needed factors for continued employment of the laity in Catholic education.

The position of the lay teacher in the Catholic school as evidenced in the foregoing research then tends to mirror the somewhat secondary position of the layman of pre-Vatican II in the apostolate of the Church. The research indicates that the Catholic layman's position in the United States went through phases of non-acceptance that led to a ghetto-type of existence, in which he was dependent upon the clergy and devoid of influence in American political, social, and economic life.¹⁴ While some emphasis for improving the plight of the laity came from papal influence through encyclicals and from his own participation in World Congresses of the Lay Apostolate, it is since Vatican II that effective impetus is being given to bettering his condition and prestige in the Church.

Vatican II documents seem to give the layman much status, and responsibility in the apostolate. In the "Dogmatic Constitution of the Church," which is considered the Great Charter of the Council, the theological foundations for implementing the apostolate of the laity can be recognized. Basic principles are found which define the Church as the community of all the people of God who share in a common

¹⁴Daneil Callahan, The Mind of the Catholic Layman, (New York: Charles Scribner's Sons, 1963), pp. 6-25, 72-78.

priesthood.¹⁵ These principles develop a new approach to the apostolate. This is one of co-responsibility. Often termed a horizontal or concentric approach, it is quite different from the old pyramid structure of past centuries, which places pope, bishops, priests, laity in hierarchical order. This new concept within the Church enhances the lay apostolate. Laymen and laywomen are priests but not in the same way as one who has received Holy Orders. This common priesthood of the faithful is not new; however, a better comprehension of its meaning in the contemporary Church is the key to understanding the role of the laity.¹⁶ The Constitution on the Church declares:

... For those who believe in Christ, who are reborn not from a perishable, but from an imperishable seed through the word of the living God, not from the flesh but from water and the Holy Spirit, are finally established as a 'chosen race, a royal race, a royal priesthood, a holy nation, a purchased people' ... you who in time past were not a people but are now the People of God.¹⁷

The Decree on the Laity builds upon the theological foundation set by the "Dogmatic Constitution of the Church" by emphasizing that the calling to be a Christian is of its very nature a summons to apostolic action. It also cites goals to be achieved in renewing the sacred and the secular orders which are bound together in God's providence. Varieties of areas and types of apostolic functions, the maintenance of

¹⁵ Walter M. Abbott, S.J. (ed.) The Documents of Vatican II trans. Very Rev. Msgr. Joseph Gallagher (New York: Guild Press, 1966), pp.27-31

¹⁶ Martin H. Work, "The Laity's Task after Vatican II," Columbia, 46:10 March, 1966.

¹⁷ Abbott, op. cit., p.25.

proper relations and coordination of lay activities, and proper formation are also topics treated in the decree.

Thus through these two decrees, the "Dogmatic Constitution of the Church" and the "Decree on the Laity," the layman's position is defined. Both have really been "milestones on the path of the pilgrim Church." Basically it displays confidence in the apostolic potential of her people on the part of the Church.

The layman in education must measure up to the ideals of these two decrees and also take note of the "Declaration of Christian Education" which is also included in the set of Documents. This declaration has concerned itself with a three part plan of renewal: (1) of educators, (2) of institutions and (3) of the educational task . . . It concerns itself with the beauty of the teaching profession as a vocation as well as an occupation. The Church needs to be present "through the living witness of those who teach." Teachers are "bound by charity to one another and to their students" and are "penetrated by an apostolic spirit, to give witness to Christ, the unique Teacher by their lives as well as their teachings." This apostolate is considered "extremely serviceable and necessary . . . rendering service to society."¹⁸

Change always predicts an era of uncertainty and perplexity. Thorman affirms this uncertainty in relation to the present new status of the Catholic layman. He asserts that the layman is undergoing a dual crisis of faith and of identity.¹⁹ Besides being plagued with

¹⁸ Ibid. pp. 634-651.

¹⁹ Donald J. Thorman, "Today's Layman: An Uncertain Catholic," America 116: pp. 30-41, January 14, 1967.

uncertainty, faith problems and identity crises, Primeau also declares that the layman has a natural timidity -- "not ill will, not lust for power or reluctance to relinquish it but ordinary, understandable timidity."²⁰ This will cause him to move more slowly in his changing role.

Finally in concluding this chapter, the layman's role in post-Vatican II can be summed up by quoting Martin Work, one of the lay representatives of the United States at the Second Vatican Council. He states:

To be a Christian layman is to be different, not merely for the sake of being different, or different in any sense of superiority, but different in the sense that our motivation finds its source in Jesus Christ, that we are sustained by His grace, received through His Church, and that our action is a humble effort on our part to be Christ in the midst of the world.²¹

Hence, Vatican II seems to have given a new sense of motivation to the layman to be more active in the world today.

²⁰Bishop E.J. Primeau, "The Future of Catholic Education," National Catholic Educational Association Bulletin, 64: pp.17-21, August, 1967.

²¹Martin Work, New Horizons for the Laity (Notre Dame, Indiana: Ave Maria Press, 1969), p.3.

CHAPTER III

THE LAY ELEMENTARY EDUCATOR IN THE ARCHDIOCESE OF NEW ORLEANS

In the previous chapter the writer summarized the findings of recent studies and other writings on the lay teacher in the Catholic school in relation to: his security, remuneration, status in professional life; his academic and professional preparation; his attitude toward his apostolate as a lay teacher in the Catholic school. The findings of these studies were used as guides in the investigations in this research. This chapter will describe the methods used and the findings of this investigator in seeking data on the lay teachers in New Orleans as to: the work conditions and psychological environment in their occupation; their professional qualifications: their attitude toward their position or role as lay teachers in a Catholic school.

The study seeks answers to such questions as:

- a. What degree of material, physical and professional security surrounds the lay teachers under the conditions of their employment in the elementary schools of New Orleans Archdiocese?
- b. What status is accorded them? Status as used here includes such factors as student's respect, and love, confidence of colleagues, and cooperation and admiration of parents and community.
- c. What is their attitude toward and awareness of their role in the apostolate of education?

Since the study is intended to be of service to the Archdiocese in assessing its lay faculty as to their present qualifications and their potentialities for further development, personal data relative to age, marital status, dissipation or concentration of interests were sought.

The closed questionnaire was the principal tool of investigation and is attached in the appendix. This questionnaire had three major divisions: Part I, general information, Part II, preparation and qualification of the teacher and Part III, teacher attitudes.

The questionnaire was mailed to a representative sample of lay teachers in 125 elementary schools of the Archdiocese.¹ A total of 625 questionnaires was mailed out. Responses were received from 113 schools or 90.4 percent of the 125 schools. Only 12 or 9.6 percent of the schools did not participate. The questionnaire was submitted to a maximum of five lay teachers in each school. These teachers were selected by random sampling from the total lists of faculty filed in Principals's Report #1 in the Archdiocesan school office. The anonymity of respondents was safeguarded but the schools remained identifiable by means of a coding system. As mentioned, 536 questionnaires were distributed. Responses were received from 370 or 69 percent who did respond. The findings were computerized.

¹There is a total of 126 elementary schools in the system. One does not employ lay teachers.

Some of the findings were summarized in tabular form. The more significant of these tables will be found in the body of the narrative; the less significant will be appended at the end of the study in the general appendix following Chapter IV. For accuracy in computation all data were based on 370 responses as equaling 100 percent. The analysis of the data will be done in three sections: personal data, professional data, and data on attitudes toward the apostolate.

I. PERSONAL DATA

The personal data of the 370 lay teachers within this study indicated that there were 316 or 85 percent who were females and 54 or 15 percent who were males. Religious data among the 370 participants showed that a majority, 322 or 87 percent, were Catholics while 48 or 13 percent were Protestant, non-practicing, or non-affiliates. The data on the status of the 370 teachers showed that 88 or 24 percent were single, 246 or 66 percent were married, 4 or 1 percent were separated from the spouse, 7 or 2 percent were divorced, 23 or 6 percent were widowed and 2 or 1 percent left the response blank.² The mean age for the entire group was 37 years.

II. PROFESSIONAL DATA

The professional data of the 370 lay teachers sampled within this

²These percentages are rounded to the nearest whole.

study will be subdivided into: (1) material and professional security as reflected in hiring practices, permanency of position, pensions, insurance, social security benefits, salary adequacy; (2) working conditions as class size, hours in the classroom, hours of class preparation, engagement in extra-curricular activities; (3) status as reflected in participation in faculty meetings, acceptance by principal, pastor, fellow religious teachers, children, parents, and by participation in giving religious instruction; (4) professional qualifications as degrees, certification, credits, teaching experience and other experiences.

Material and professional security. Tabulation of hiring practices among the 370 respondents in this study were as follows: 104 or 28 percent were hired by the principal; 204 or 55 percent were hired by the school board; only 3 or 1 percent were hired by the pastor alone. Various combinations of pastor and principal and school board etc. . . . were mentioned in 59 or 16 percent of the responses.

Possessing or signing a written contract is a professional act that indicates to a degree some permanency of position. In the analysis of the present study 309 or 85 percent either possessed or signed written contracts. Only 56 or 15 percent did not. Non-responses totaled 5 or 1 percent. A question on automatic renewal of the contract was also included in the questionnaire. In response to this question, 76 or 20 percent gave positive responses while 236 or 64 percent gave negative responses. There were 58 or 16 percent who gave either indefinite or non-response answers.

Another aspect affecting the permanency of the teaching position is tenure. Tenure as defined generally is the right to hold or possess something. Teachers with tenure are reasonably secure in their position. Within the New Orleans Archdiocesan School System, there are no formal laws governing tenure for lay teachers within the schools. In the post-Vatican II era, lay school boards are taking over to varying degrees the responsibility for school policies. Some are investigating tenure. At present, it is generally considered practically non-existent. Thus the investigator questions the accuracy of the response of 57 or 15 percent of the teachers who indicated there was provision for tenure.³

In other aspects of material and professional security as insurance, social security benefits, and pension, the responses were in a majority of cases positive. There were 312 or 84 percent of the responses that indicated provision for insurance; 323 or 87 percent of the responses that indicated provision for social security benefits. In regard to pension benefits only 144 or 38 percent of the lay teachers indicated "yes" to a pension plan.

Salary is also an index to material and professional security. Participants in the study were polled on this topic through two questions. Question #8 was: "To what extent do you depend upon your teaching salary as a means of livelihood?" A majority of responses indicated

³The responses to a question on the average number of hours per week spent in the classrooms indicate that probably only 258 of the 370 teachers were full time. Tenure would not be applicable usually to part time workers.

that another means of income was necessary. Question #9 was: "What is your opinion of the salary scale of your school?" It revealed that 103 or 27 percent of the responding teachers considered the salary inadequate; 97 or 26 percent were not satisfied but felt that the parish could not pay more. Table I summarizes the findings.

TABLE I
OPINION OF SALARY SCALES AT LOCAL SCHOOLS
SELECTED LAY TEACHERS ARCHDIOCESE OF NEW ORLEANS
NEW ORLEANS, LOUISIANA

OPINION	TOTAL NO. OF RESPONSES TO EACH QUESTION	PERCENTAGE
A. Adequate	86	23.18
B. Satisfied but feel parish could pay more	44	11.86
C. Not satisfied but feel parish could not pay more	97	26.15
D. Underpaid	103	27.76
E. "C" and "D"	10	2.70
F. Blank	30	8.35
Total	370	Total 100.00

In summarizing the first section of professional data concerning the material and professional security of the 370 selected lay teachers in this study the following facts emerge.

- a. Most lay teachers are hired by a local school board.
- b. Most lay teachers do possess or sign a written contract.
- c. Most lay teachers do not have an automatic renewal clause to their existing contract.
- d. Tenure data is ambiguous.
- e. Insurance and social security benefits are provided for over 80 percent.
- f. Pension benefits are currently unavailable to ^{more} (less) than 60 percent
- g. Salaries are inadequate in a majority of cases.

Tables II and III in the appendix summarize these findings.

Working conditions. A second category of professional data to be analyzed is working conditions. Working conditions include here the factors of class size, hours spent in the classroom, average hours of class preparation per week, extra-curricular responsibilities. Thirty-four percent had pupil-teacher ratio of 31 to 36 students per teacher. This ratio satisfies the regulations for state approval in Louisiana. Twenty-three percent had 25 to 30 students. Twenty-one percent had 37 to 40+ students as the class size. This last group would be considered an overload by the State.

A question on the hours spent in the classroom on a per week basis showed that 258 or 70 percent of the teachers spent 16 to 20+ hours. This was the maximum. The minimum was 5 to 10 hours which was spent by

83 or 22 percent of the teachers in the study.

The responses on the number of class preparation hours on a weekly basis indicated that 6 to 9 hours was the first ranking among the categories of hours. One hundred fifty-two teachers gave this as a response to preparation. The maximum was 1 to 5 hours by 111 teachers.

Responsibilities of teachers in extra-curricular activities were also investigated. There were 330 teachers or approximately 89 percent who indicated they were responsible for these activities. Among the most frequently mentioned were: (1) playground duties, (2) cafeteria duties, (3) bus duties, (4) field trip supervision, (5) athletic teams, (6) student clubs or organizations, (7) library duties, (8) clerical work, (9) choir work. A related extra-curricular activity was attendance at parent organization meetings. The following statistics were tabulated: 23 or 62 percent of the teachers indicated a required attendance at the parent meeting while 125 or 34 percent indicated there was no such requirement.

As observed, the class size meets the requirements of the state of Louisiana. Seventy percent of the teachers are in the classroom 16 to 20+ hours. The hours spent in class preparation by the majority seem minimal. The majority of the teachers, 89 percent are responsible for some extra-curricular activity.

Tables IV, V, VI in the appendix assist in summarization of these facts.

Status. Three areas were investigated as to status. Status was defined as a combination of three things: (1) a student's respect and love, (2) confidence of colleagues and (3) cooperation and admiration of

parents and community. These, the writer thinks, would be reflected in: (1) participation in faculty meetings; (2) acceptance by principal, pastor, fellow religious teachers, children and parents; (3) participation in giving religious instruction.

Participation in faculty meetings was investigated by means of three questions. These sought to discover whether or not there were joint lay-religious faculty meetings and if so whether or not the lay teacher felt their views and opinions were given due consideration at these meetings. Over 90 percent responded positively to these questions. Some gave no responses. Ninety-six percent said their schools have joint lay-religious faculty meetings; 98 percent responded affirmatively to "Are you invited to attend faculty meetings?" This seems to indicate that a minority of the lay faculty may be invited but not required to attend and their nonacceptance of the invitation is responsible for some schools not having joint faculty meetings. However, 91 percent felt their views and opinions were given due consideration at the faculty meetings. Tabulations will be found in Table VII of the appendix.

Questions E through K of Part III of the questionnaire sought to find out the attitude of the pastor, principal, religious, fellow teachers, parents, children toward the lay teacher. Ninety percent felt the principal treated the lay teacher and the religious teacher as professional peers, 83 percent felt the pastor also did. A related question testing the pastors attitude further asked if there was any indication that he disliked or resented having a lay teacher in his school. Ninety-three percent replied that the pastor gave no evidence of dislike or

resentment to their being in the school. To similar questions involving the attitudes of parents and children toward having a lay teacher, 97 percent of the teachers found no indication of dislike or resentment to having a lay teacher on the part of the children, and 92 percent found no such indication on the part of the parents. To a question as to the attitude of the religious teachers toward their lay fellow teachers, 91 percent considered it friendly and four percent found it patronizing. To a question if they would object to being the only lay teacher in the school, 83 percent replied that they had no objection. That the lay teacher in New Orleans is largely accepted by pastors, principals, religious, parents and children seems evidenced by this study.

The teaching of religion seems sometimes to be considered the prerogative and duty of the religious teachers. In this study, 70 percent of the lay faculty taught religion. This indicates an attitude harmonizing with the status given by Vatican II to the place of the lay person in the apostolate.

Briefly summarizing the third area of professional data concerning the status of the lay teacher as reflected in participation in faculty meetings, acceptance by administrators, peers, pupils and parents, engagements in teaching religion, the evidence indicates that:

- a. The majority of lay teachers are allowed to participate in faculty meetings.
- b. Lay teachers are accepted by the principal, pastor, religious fellow teachers, parents and children.
- c. Lay teachers are permitted to teach religion.

Professional qualifications. A final section on professional data is concerned with degrees, certification, teaching experience and other experience of the selected lay teachers in this study. While degrees are awarded upon the completion of a program of studies in a college or university, certification is a process required by the state department of education to safeguard the educational programs within the schools. The following chart will provide a clarification of this data:

Data Concerning Degree Status

A. Master's degree	6 or 2%
B. Bachelor's degree	122 or 33%
C. Non-degree	215 or 57%
D. Non-responses	27 or 8%

Data Concerning Louisiana State Certification

A. Permanent degreed, state certification	65 or 18%
B. Permanent normal certification	19 or 5%
C. Temporary state certification	132 or 36%
D. No certification	132 or 36%
E. Non-responses	22 or 5%

Further inquiry into the professional background of the teachers within this study revealed the following information. Over 350 teachers had college credits in education: education psychology, methodology, observation and practice teaching. In addition to these professional courses, other courses taken were theology, art biology, English,

mathematics, music, health, physical education, history.

The actual numbers of teachers employed for the years 1963-1969 were investigated. Table VIII in the appendix shows that: there was much teacher turnover and an increase in employment of lay teachers; the number of lay teachers employed went from 40 percent to 88 percent during this period; there were 179 teachers newly employed during the six year period 1963-1969.

Other work experiences cited most frequently by the teachers were: clerical work and sales work.

From the analysis of the qualifications of the lay teachers, the principal findings are as follows:

- a. Approximately 33 percent are degreed teachers while 57 percent are not degreed teachers. Ten percent did not reply to this question.
- b. Fifty-nine percent of the teachers hold some type of Louisiana certification while approximately 36 percent are uncertified. Five percent did not reply to this question.

III. ATTITUDE TOWARD THE APOSTOLATE

In this final analysis of data the writer sought to ascertain attitudes toward the apostolate. Motivation, intention to remain or withdraw, satisfaction found in their work, attitude toward their contribution to Catholic education were factors considered.

In treating of motivation, six alternatives for selecting an elementary position in a Catholic school were listed in the questionnaire

as well as a section for charting other reasons. The alternatives were: (1) first opening in the teaching field, (2) only available job, (3) to gain experience, (4) help relieve teacher shortage, (5) desire to teach in Catholic schools, (6) spiritual advancement. Ranking first among these alternatives was number 5, the desire to teach in a Catholic school. A complete tabulation of these responses is in Table IX on the following page.

A secondary inquiry sought to discover the teachers' intentions and attitudes about remaining in the Catholic school. The responses, we thought, would give an indication of the teachers' attitude toward the apostolate. A first question, "Do you intend to remain in the Catholic school system?" revealed 293 or 79 percent replying affirmatively while 45 or 12 percent replied negatively. Thirty-two or nine percent gave either "uncertain" or left the question unanswered. A second question was, "Would you transfer to a non-Catholic school system?" There were 210 or 56 percent "no" responses and 107 or 29 percent "yes" responses. Other responses, 52 or 15 percent were indefinite or did not answer.

TABLE IX
 RESPONSES CONCERNING MOTIVATION IN ACCEPTANCE
 OF AN ELEMENTARY SCHOOL TEACHING POSITION OF 370 LAY TEACHERS
 ARCHDIOCESE OF NEW ORLEANS, NEW ORLEANS, LOUISIANA

ALTERNATIVES ¹	NUMBER OF RESPONSES		AND PERCENTAGE		IMPL NO	%	BLANK	%	INDEF ANS	%
	YES	NO	NO	%						
1. First opening in the teaching field	27	342	92.18	0	0	.00	0	.00	2	.54
2. Only available job	3	368	99.19	0	0	.00	0	.00	0	.00
3. To gain experience	72	298	80.32	0	0	.00	1	.27	0	.00
4. Help relieve teacher shortage	109	261	70.35	0	0	.00	1	.27	0	.00
5. Desire to teach in Catholic schools	203	165	44.47	0	0	.00	1	.27	1	.27
6. Spiritual advancement	44	325	87.60	0	0	.00	1	.27	0	.00

¹Some teachers indicated more than one alternative, hence there are more than 370 responses.

Some data in the non-financial compensations of teaching in a Catholic school were sought. Listed in the order of preference are these: better disciplined students, Catholic atmosphere, friendly atmosphere, helping in the Catholic apostolate, contact with religious and unity of purpose of Catholic education. Table X on the following page gives the statistics.

In a final section lay teachers participating within the study were questioned as to their status and knowledge of their position as of Vatican II. To a question concerning the unique contribution of the lay person, 267 or 72 percent replied affirmatively. A total of 76 or 20 percent said "No" and 27 or 8 percent left blank answers to this question.

Among the media listed as means of discovering or learning the layman's role in the apostolate as of Vatican II were: discussions, workshops, lectures, in-service courses and seminars. Discussions and workshops seemed to be the most helpful.

Summarizing the attitudes toward the apostolate of the teachers of this study, the following remarks may be made:

- a. The desire to teach in a Catholic school was the most popular alternative for selecting a position within the Catholic system.
- b. A built-in check revealed that some lay teacher's intentions of remaining or leaving the Catholic system is in question.
- c. Non-financial compensation appeals to lay teachers.
- d. Seventy-two percent of the teachers felt that they had a unique contribution to make to the Catholic school.
- e. Discussion groups and workshops were the most helpful media in informing the faculty of the layman's position as of Vatican II.

SATISFACTORY --NON-FINANCIAL COMPENSATIONS
AFFORDED IN CATHOLIC ELEMENTARY SCHOOLS
AS LISTED BY 370 LAY ELEMENTARY EDUCATORS
ARCHDIOCESE OF NEW ORLEANS
NEW ORLEANS, LOUISIANA

COMPENSATIONS ¹	NUMBER		OF		RESPONSES		AND		PERCENTAGES			
	YES	%	NO	%	IMP YES	%	IMP NO	%	BLANK	%	IND	%
1. Better disciplined students	311	83.83	34	9.16	0	.00	0	.00	20	5.39	7	1.89
2. Catholic Atmosphere	230	61.99	122	32.83	0	.00	0	.00	1	.27	1	.27
3. Friendly Atmosphere	225	60.65	126	33.96	0	.00	0	.00	1	.27	2	.54
4. Helping in Catholic Apostolate	170	45.82	182	49.06	0	.00	0	.00	1	.27	1	.27
5. Contact with Religious	180	48.52	172	46.36	0	.00	0	.00	1	.27	1	.27
6. Unity in purpose of Catholic Education	149	40.16	203	54.72	0	.00	0	.00	1	.27	1	.27

Some of the other compensations listed were: academic freedom, bringing knowledge to God's youth, enjoy working with sisters, cleaner buildings, cooperation at home gives feeling of dedication, individualization of students, more unity among teachers, own spiritual good, unified socio-economic group.

¹Some teachers listed more than one compensation, hence there are more than 370 responses.

In conclusion the writer attempted in this chapter to discover the status of the layman in the New Orleans Archdiocese as regards to personal data, professional data and teacher attitude toward the apostolate of education in the Church. Based on the findings, the writer made the following observations: while lay personnel seem to enjoy privileges of status and acceptance by the administration, school personnel, and community, conditions of service in regard to pension and tenure policies should be investigated; additional provisions concerning job security should be reached by a higher percentage signing contracts and following procedures for renewal of it; preparation and certification of teachers is a serious problem; more male teachers are needed; salaries are inadequate; additional updating is also needed if the teacher is to achieve the fully renewed status designated by Vatican II.

The writer feels that the motivation, dedication and interest of the lay personnel within this study are most laudable and perhaps one of the greatest untapped resources for providing a better Catholic elementary education in the Archdiocese of New Orleans.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The leadership role of the lay teacher in the Catholic school is becoming increasingly important because of the place accorded to the layman in the Christian apostolate by Vatican II, and because in an era of dwindling religious personnel the lay faculty is beginning to outnumber the religious personnel in the Catholic school. At present lay teachers comprise 73 percent of the school faculty of the Archdiocese of New Orleans. It is important for planning that the administrators ascertain how qualified professionally, psychologically and spiritually these teachers are for their role. There are no existent studies to supply answers. This study is intended to furnish some limited data pertinent to this problem. More particularly the study sought through descriptive research methods to ascertain: (1) the degree of academic and professional preparation of the lay elementary teacher in the Archdiocese of New Orleans, (2) the degree of professional security and status which surrounds their conditions of employment, (3) the view these lay persons hold of their role in the apostolate of education.

The findings revealed or indicated that the professional preparation of the teachers needs improvement; that some aspects of their professional environs are conducive to physical and psychological well-being, but that others need improvement; that many teachers share in and indicate an appreciation of their role in the apostolate.

Since the findings are intended to guide the planning of the Archdiocesan school administrators we shall include more detail in the following

sections.

The purpose of the remainder of this chapter is three fold: it will test the hypotheses as described in Chapter I; it will cite the significant findings of this study; in view of the findings it will make recommendations.

The hypotheses were:

- a. The academic and professional preparation of the lay teachers for their role will be adequate.
- b. The material, physical and psychological factors in the lay teachers employment conditions such as remuneration, working hours, security in the position will need improvement.
- c. The investigation will reveal a need for the lay personnel to become educated in the importance of their role in the lay apostolate.

The evidence did not support the first hypothesis. The data showed that 57 percent of the 370 participants do not possess a degree, while 36 percent do not hold Louisiana state certification.

According to these statistics the academic and professional preparation of the lay teachers cannot be judged as adequate.

The second hypothesis regarding employment conditions is partially valid. Remuneration for services is greatly in need of improvement but working hours, security, and status as revealed in Chapter III seem to be reasonably adequate.

The writer judges that the questionnaire did not adequately provide for evidence that would affirm or negate the third hypothesis. However,

she did ascertain that 72 percent of the teachers feel that they have a unique contribution to make to Catholic education. A set of questions on the non-financial compensations of their job in the Catholic school revealed that most of the teachers, approximately 86 percent, consider better disciplined students a leading one. But other compensations as "Catholic atmosphere" and "helping in the Catholic apostolate" are also among the choices of approximately 62 percent and 61 percent respectively. Means that the lay personnel found most helpful in informing them as to the role given them in Vatican II are discussion groups and workshops.

Specific findings of this study can be categorized in three areas:

a. Personal data

This study revealed that the majority of the participants are Catholic married women. Only 15 percent were males. The mean age of all teachers is 37 years.

b. Professional data

For the sake of clarity this section will be subdivided into (1) material and professional security as reflected in hiring practices, permanency of position, pensions, insurance, social security benefits, salary adequacy; (2) working conditions as class size, hours in the classroom, hours of class preparations, engagement in extra-curricular activities; (3) status as reflected in participation in faculty meetings, acceptance by principal, pastor, fellow religious teachers, students, parents and by participation in giving religious instruction; (4) professional qualifications as degrees, certification, credits, teaching

experience and other experiences.

Material and professional security. Findings in this section indicated that: most lay teachers are hired by a local school board; they do possess a written contract, although automatic renewal clauses do not exist in most of the cases. Data on tenure is ambiguous. Insurance and social security benefits are received by 84 and 87 percent of the teachers respectively. Only 38 percent of the lay teachers indicate "yes" to a pension plan. Salaries are considered inadequate by the teachers in a majority of cases.

Working conditions. The class size for the most part satisfies Louisiana requirements. Approximately 36 percent is under thirty-one and 34 percent between thirty-one to thirty-six. Seventy percent of the teachers are in the classroom 16 to 20 or more hours. The hours spent in class preparation seem minimal. A majority of teachers are responsible for some extra-curricular activity.

Status. Lay teachers of the New Orleans Archdiocese included in this study seem to enjoy a high degree of status. They are allowed to participate in faculty meetings. They are accepted by administrators, peers, pupils, parents. They are permitted to teach religion.

Professional qualifications. Approximately 35 percent of the teachers in the study are degreed while 57 percent are not degreed. About 8 percent of the teachers did not answer this section on the questionnaire. Fifty-nine percent of the lay teachers hold some type of Louisiana certification (permanent, temporary or normal certificate) while approximately 36 percent do not hold certification. Five percent

did not answer this statement.

Attitude toward the apostolate. Desire to teach in a Catholic school is the reason most frequently selected by the teachers for choosing their present position. Factors that influence teachers to remain in the Catholic system are such non-financial compensations as: better disciplined students; Catholic atmosphere; friendly atmosphere; opportunity to help with the Catholic apostolate; contact with religious; unity of purpose in Catholic education. Some teachers are uncertain as to whether they will continue in the Catholic school. Seventy-two percent of the teachers judge they have a unique contribution to make to Catholic education. Workshops and discussion groups were identified as the means they find most helpful in acquiring a knowledge of this role as given in Vatican II.

Specific recommendations in the light of these findings are:

- a. Improve where necessary the professional qualifications of the present teachers.
- b. Endeavor to raise the salaries of the lay teachers to the Louisiana State minimal scale.
- c. Recruit more male teachers. A better balance of the sexes would enhance the educational experience.
- d. Establish tenure and pension plans. This would increase material and psychological security.
- e. Incorporate in the teacher training program courses in the lay theology as cited in the Vatican II documents. This would help maintain a Christian philosophy of education.
- f. Promote at the Archdiocesan level the development of faith

communities among staff members in the schools.

g. Encourage religious to believe in the resources of the laity.

"To do something oneself is good; to get other people to do it and thus multiply the activity is better still."¹

In conclusion, the success of the lay apostolate's involvement in education will depend upon the spiritual formation and professional qualifications of each teacher. Where each Catholic lay teacher sees his/her role as "different" in the sense that his motivation finds its source in Jesus Christ then can Catholic education give to its recipients the values and meaning that make it so worthwhile. The Christian lay educator can then have a very relevant role in the apostolate of the Church.

¹Joseph Cardinal Suenens, The Nun in the World, Westminster: The Newman Press, 1963, pp.92-93.

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Our Lady of Holy Cross
Marianne Provincial House
4123 Woodland Drive
New Orleans, Louisiana 70114
March 5, 1969

To All Principals and Selected Lay Teachers from Catholic
Elementary Schools of the Archdiocese of New Orleans:

Dear Colleagues:

As a requirement for receiving a Master's degree in Education from Xavier University, New Orleans, Louisiana, I have elected to write a thesis on the study of the lay apostolate in the field of elementary education. Because of the large numbers of lay personnel teaching in the Archdiocese and of the increasing importance of the position of the layman in the Church since Vatican II, I feel the study will be a beneficial one. As in all cases, one person alone cannot accomplish much. I need your help. The results of this cooperative venture will be shared with you in the near future.

Briefly or more specifically, I shall be very grateful if you would distribute the enclosed five questionnaire packets to the lay faculty members listed below. These names are listed only on the principal's copy. They have been selected at random from the Office of Education files and identity of the teacher making the response will be anonymous as it is not a signed questionnaire. Arrangements have been made to ascertain the number of responses returned from each school only. Names are withheld. A copy of the questionnaire, which need not be returned, is also enclosed for personal viewing of the principal.

Prompt replies will be deeply and greatly appreciated. I need all questionnaires back by March 17 so as to process them. Each teacher has a self-addressed, stamped envelope in which to return the questionnaire.

Together there is much we can do for our Catholic schools. Please help me in this endeavor.

Count on my prayers for you during these last three months of school!

In Christ always,

Sister Judith Coreil, M.S.C.

Sister Judith Coreil, M.S.C.

School _____

Selected Teachers:

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____

N.B. If any of these teachers are no longer employed at your school, please give the questionnaire to any other lay teacher.

QUESTIONNAIRE ON THE APOSTOLATE OF THE LAY ELEMENTARY EDUCATOR

Please complete or check the answer chosen unless otherwise directed.

PART I GENERAL INFORMATION

A. STATISTICAL DATA

1. Personal Information;

Number of your own children;

Age _____

Ages 1-16 _____, Ages 16+ _____

Sex M _____ F _____

2. Staff Information;

Religion _____

Number of religious _____

Marital Status;

Number of laymen _____

Single _____

Number of laywomen _____

Married _____

Total of staff _____

Separated _____

Principal: religious _____ lay _____

Divorced _____

Lay assistant to the principal?

Number of your own children:

Yes _____, No _____

Boys _____

Number of non-Catholics on the faculty?

Girls _____

Total _____

B. WORK LOAD

1. How many pupils in your class? _____

2. How many grades in your class? _____

3. Are you responsible for extracurricular activities? Yes _____ No _____

If yes, indicate which ones?

clubs _____

field trips _____

office work _____

cafeteria duties _____

library duties _____

athletics _____

choir _____

after-school bus duties _____

playground duties _____

any other (list) _____

4. How many hours do you give to these activities on a weekly basis?

equivalents) meetings? Yes _____ No _____

6. How much time do you spend per week in the classroom? _____ hours

7. How much time do you spend per week in class preparation? _____ hours

C. CONDITIONS OF SERVICE

1. By whom were you hired?

a) Pastor _____

b) Principal _____

c) School Board _____

2. Have you a written contract?

a) Yes _____

b) No _____

If yes, how many years does it cover? _____

Is there any provision for the automatic renewal of your contract?

Yes _____ No _____

3. Does your school make provision for:

a) pension: Yes _____ No _____

b) tenure: Yes _____ No _____

c) insurance: Yes _____ No _____

4. Are you covered by social security? Yes _____ No _____

5. Has your school any provision for substitute teachers in legitimate

absences? Yes _____ No _____

If yes, indicate the type of provision made:

a) Substitute teacher _____

b) Principal takes class _____

c) Older child takes class _____

d) Other provision _____

6. Does your school have joint (religious-lay) faculty meetings?

Yes _____ No _____

- b) Do you feel that your views and opinions at faculty meetings are given due consideration? Yes _____ No _____
- c) Have you any other comments? _____

7. Is there a room in your school set aside for the personal use of the lay teachers? Yes _____ No _____
8. To what extent do you depend upon your teaching salary as a means of livelihood:
- a) Have no obligations at home _____
- b) Support myself completely _____
- c) Have no dependents _____
- d) Have two or more dependents _____
- e) Have other means of income _____
9. What is your opinion of the salary scale at your school?
- a) Adequate _____
- b) Satisfied but feel parish could pay more _____
- c) Not satisfied, but feel the parish cannot pay more _____
- d) Underpaid _____
- e) Have you any comments? _____

D. WORK EXPERIENCE (OTHER THAN TEACHING)

1. Do you have employment during the school year other than your present teaching assignment? Yes _____ No _____
- a) If yes, how many hours do you work per week? _____
2. Do you work during the summer months? Yes _____ No _____
3. Have you held an administrative position in the school? Yes _____ No _____

hold?

Position

Time Spent in Position

Salary

PART II PREPARATION AND QUALIFICATION OF TEACHERS

A. Your highest level of training:

1. High school incomplete _____
2. High school graduate _____
3. Less than one year college _____
4. One year college _____
5. Two years college _____
6. Three years college _____
7. Four years college _____
8. Graduate work _____

B. Your type of training:

Type of institution attended; Catholic _____ Private _____ Public _____

If Catholic, indicate what levels;

- a) Elementary (number of years) _____
- b) High School (number of years) _____
- c) College (number of years) _____

C. Degrees Held:

- | | |
|---------------------|-------------------|
| 1. None _____ | 3. Master's _____ |
| 2. Bachelor's _____ | 4. Doctor's _____ |

D. Certification:

1. None _____
2. Normal school certificate _____
3. State temporary certificate _____
4. State permanent certificate _____

1. Catholic institution Yes _____ No _____

2. Secular institution Yes _____ No _____

F. Source of earned graduate degree;

1. Catholic institution Yes _____ No _____

2. Secular institution Yes _____ No _____

G. Semester hours of undergraduate and graduate work;

1. Credits in education _____

2. Credits in educational psychology _____

3. Credits in History of Education _____

4. Credits in History of Philosophy of Education _____

5. Credits in Methodology _____

6. Observation and Practice teaching _____

7. Credits in Theology _____

8. Other courses (please list) _____

H. Total numbers of years teaching _____

I. Teaching Experience. List the teaching experience you have had between the following dates.

Date	Grade Levels or Subject Field	Average Salary
1963-64	_____	_____
1964-65	_____	_____
1965-66	_____	_____
1966-67	_____	_____
1967-68	_____	_____
1968-69	_____	_____

PART III TEACHER ATTITUDES

A. What motivated you to accept your position?

1. First opening in teaching field _____

3. To gain experience _____
4. Help relieve the teacher shortage _____
5. Desire to teach in the Catholic schools _____
6. For spiritual advancement _____
7. Any other reason _____

B. Do you intend to remain in the Catholic School System? Yes _____ No _____

C. Would you transfer to a non-Catholic School System? Yes _____ No _____

D. Do you feel that teaching in a Catholic school affords satisfactory non-financial compensation? Yes _____ No _____

If yes, check compensations that appeal to you:

1. Better disciplined students _____
 2. Catholic atmosphere _____
 3. Friendly atmosphere _____
 4. Helping in Catholic apostolate _____
 5. Contact with religious _____
 6. Unity in ultimate purpose of Catholic education _____
 7. Other compensations; _____
-

E. Does the principal of your school treat lay teachers and religious teachers as professional peers? Yes _____ No _____

Does the pastor of your school treat lay teachers and religious teachers as professional peers? Yes _____ No _____

F. Is the attitude of the religious teachers toward the lay teachers in your school;

1. Friendly _____
 2. Unfriendly _____
 3. Patronizing _____
 4. Other _____
 5. Have you any comments? _____
-

G. Would you have an objection to being the only lay teacher in a school?

Yes _____ No _____

H. Do you teach religion in your class? Yes _____ No _____

If not, Why? _____

I. Have you had any indication from the children that they dislike or resent having a lay teacher? Yes _____ No _____

J. Have you had any indication from the parents that they dislike or resent having a lay teacher? Yes _____ No _____

K. Have you any indication from the pastor that they dislike or resent having a lay teacher? Yes _____ No _____

L. Are you aware that some dioceses have organizations for the spiritual and professional advancement of their lay teachers? Yes _____ No _____

M. Check if you have read or absorbed through any of the following media what your position is as of Vatican II.

1. Lectures _____

2. Discussions _____

3. In-service courses _____

4. Workshops _____

5. Seminars _____

N. List the most helpful or inspiring: _____

O. Do you think that the lay teacher has a unique contribution in Catholic School systems in contrast to the religious teacher? Comment _____

P. Have you any comments favorable and/or unfavorable to make on your position as a lay teacher in a Catholic school in addition to those above

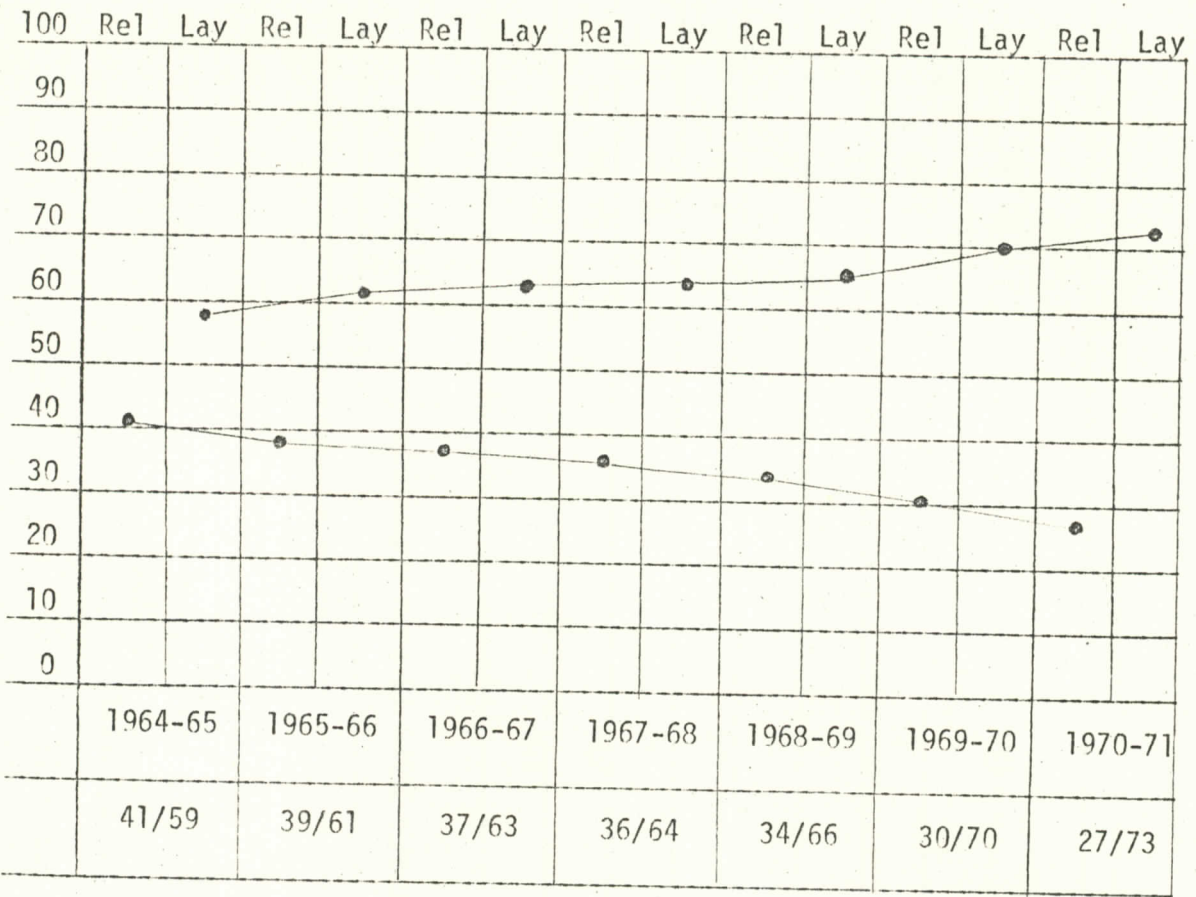


FIGURE II
 PERCENTAGES OF RELIGIOUS AND
 LAY TEACHERS WITHIN CATHOLIC
 ELEMENTARY SCHOOLS OF THE
 ARCHDIOCESE OF NEW ORLEANS
 1964-1970

TABLE II

HIRING PRACTICES
FOR 370 SELECTED LAY TEACHERS
ARCHDIOCESE OF NEW ORLEANS
NEW ORLEANS, LOUISIANA

HIRED BY	NUMBER OF RESPONSES TO EACH QUESTION	PERCENTAGE
1. Pastor	3	.81
2. Principal	104	28.03
3. School Board (local)	204	54.99
4. One and Two	22	5.93
5. Two and Three	26	7.01
6. One and Three	2	.54
7. One, Two, and Three	3	.81
8. Blank or no definite answer	6	1.88
TOTAL	370	100.00

TABLE III
 CONDITIONS OF SERVICE OF 370 SELECTED LAY TEACHERS
 ARCHDIOCESE OF NEW ORLEANS, NEW ORLEANS, LOUISIANA

ITEM	NUMBER AND PERCENTAGES OF RESPONSES													
	Yes	%	No	%	Imp	Yes	%	Imp	No	%	Blank	%	Indef	%
1. Possessed or signed a written contract	309	85	56	15	3	.81	0	.00	2	.54	0	.00		
2. Provision for automatic renewal contract	76	20	236	64	0	.00	0	.00	53	14.0	5	1.61		
3. Provision for pension	144	38	137	37	1	.27	0	.00	83	22.0	5	1.61		
4. Provision for tenure	57	15	175	47	0	.00	0	.00	132	35.6	6	1.89		
5. Provision for insurance	312	84	40	11	1	.27	0	.00	17	4.85	0	.00		
6. Provision for social security	323	87	34	9	1	.27	0	.00	12	3.24	1	.27		

TABLE IV
 WORK LOAD . . . CLASS SIZE
 OF SELECTED LAY ELEMENTARY TEACHERS,
 ARCHDIOCESE OF NEW ORLEANS,
 NEW ORLEANS, LOUISIANA

Number of Students	Number of Teachers Responding	Percentage Responding
1. 37 - 40+	78	21.0
2. 31 - 36	127	34.3
3. 25 - 30	87	23.5
4. 20 - 25	37	10.0
5. 1 - 19	10	2.7
6. Blank	2	.6
7. Uncertain answer	29	7.9
Total	370	100.0

TABLE V
NUMBER OF HOURS SPENT IN THE CLASSROOM
ON A WEEKLY BASIS
BY SELECTED LAY TEACHERS
ARCHDIOCESE OF NEW ORLEANS,
NEW ORLEANS, LOUISIANA

Number of Hours	Number of Responses	Percentage of Responses
16 - 20+	258	69.7
11 - 15	7	2.0
5 - 10	83	22.4
Blank	22	5.9
Total	370	100.0

TABLE VI
NUMBER OF HOURS SPENT IN CLASS PREPARATION
ON A WEEKLY BASIS
BY SELECTED LAY TEACHERS
ARCHDIOCESE OF NEW ORLEANS,
NEW ORLEANS, LOUISIANA

Number of Hours	Number of Responses	Percentage of Responses
10+	76	20.0
6 - 9	152	41.0
1 - 5	111	30.0
Blank	24	6.0
Indefinite answer	7	3.0
Total	370	100.0

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TABLE VII

RESPONSES CONCERNING PARTICIPATION
IN FACULTY MEETINGS, SELECTED LAY TEACHERS
ARCHDIOCESE OF NEW ORLEANS
NEW ORLEANS, LOUISIANA

Question	Yes	%	No	%	Blank	%	Ind	%
1. Does your school have joint (religious-lay) faculty meetings?	357	96	8	2.16	5	1.4	0	.00
2. Are you invited to attend faculty meetings?	362	98	0	.00	7	1.9	1	.27
3. Do you feel that your views and opinions at faculty meetings are given due consideration?	339	91	15	4.04	13	3.5	3	.81

TABLE VIII

TEACHING EXPERIENCE AT GRADE LEVEL
OF 370 SELECTED LAY TEACHERS
DURING THE 1963-69 SCHOLASTIC PERIODS
ARCHDIOCESE OF NEW ORLEANS
NEW ORLEANS, LOUISIANA

Grade Levels	Number of Teachers Employed						
	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	
Grade K	16	19	22	23	19	21	
1	17	23	27	30	29	33	
2	28	37	40	42	47	53	
3	22	20	26	34	36	53	
4	22	21	29	28	32	37	
5	19	24	26	35	38	40	
6	16	16	18	23	36	48	
7	13	13	16	18	21	27	
8	4	7	10	15	16	25	
Total Number Employed	147	180	214	298	274	326	
Percentage of Teachers	39.7	48.6	84.8	80.5	74.0	88.1	

TABLE XI
 NUMBERS AND PERCENTAGES OF PARTICIPATING AND
 NON-PARTICIPATING SCHOOLS WITHIN THIS STUDY
 IN THE ARCHDIOCESE OF NEW ORLEANS,
 NEW ORLEANS, LOUISIANA

Parishes*	Number of elementary schools replying	Percentage participating	Number of elementary schools not replying	Percentage not participating
Orleans	59	47.3	6	4.8
Jefferson	25	20.0	2	1.6
Other	29	23.2	4	3.1
Total	113**	90.5	12	9.5

*Additional research is possible because of these groupings.

**There were 113 schools out of a possible 125 schools participating in this study.

TABLE XII
NUMBERS AND PERCENTAGES OF PARTICIPATING AND
NON-PARTICIPATING TEACHERS

	Number	Percentage
Number of questionnaires distributed	536*	
Number of teachers responding	370	69.02
Number of teachers not responding	166	30.98

*Some of the participating schools did not have five lay
lay teachers on their staffs.

TABLE XIII

PERSONAL INFORMATION: 370 LAY ELEMENTARY TEACHERS
 WITHIN THIS STUDY, ARCHDIOCESE OF NEW ORLEANS,
 NEW ORLEANS, LOUISIANA

	No.	%	Religious Status	No.	%	Marital Status	%
Male	54	14.5	Catholic	322	86.79	Single	23.72
Female	316	85.5	Protestant	30	8.09	Married	66.44
	370	100.0	Jewish	0	.00	Separated	1.08
			Non-practicing	2	.54	Divorced	2.02
			None (no affiliation)	12	3.50	Widower	6.20
			Blank (no answer)	4	1.08	Blank	.54