THESIS

on
TRENDS OF ECONOMIES IN SECONDARY EDUCATION IN OREGON AND CONSEQUENT EFFECTS ON THE VOCATIONAL SUBJECTS

Submitted to the
OREGON STATE AGRICULTURAL COLLEGE

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by
Richard T. Thacker

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APPROVED:

Redacted for privacy

Professor of Secondary Education
in Charge of Major
Redacted for privacy

Head of Department of Vocational Education
Redacted for privacy

Chairman of Committee on Graduate Study.
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TABLE OF CONTENTS

Chapter                                                                 Page

I.  Introduction ........................................ 1
    Statement of the Problem ................. 1
    Importance of the Problem .............. 2

II. Previous Studies and Observations .... 9
    Similar Studies ............................... 9
    Observations of Educators .............. 27

III. Discussion of Findings ..................... 34
    Experimental Set-Up ....................... 34
    Discussion of Results .................... 37
    Trend of Expenditures .................... 54
    Effects of Depression on Schools ...... 106

IV. Summary and Conclusions
    Summary ........................................ 110
    Conclusions ................................. 114
    Limitations .................................. 117

Bibliography

Appendix
TABLES

Table I Average Daily Attendance ........................................ 37
Table II Number of Teachers Employed .................................. 40
Table III Teacher-Pupil Ratio ............................................ 43
Table IV Number Enrolled in Vocational Agriculture ............... 46
Table V Number Enrolled in Manual Arts ............................... 48
Table VI Number Enrolled in Home Economics ....................... 51
Table VII Subjects Added and Eliminated .............................. 53
Table VIII Trend in Principals' Salaries ............................... 54
Table IX Salaries of Office Assistants ................................. 56
Table X Appropriations for Teachers' Salaries ........................ 61
Table XI Cost of Supervisors' Supplies ................................ 64
Table XII Appropriation for Textbooks .................................. 67
Table XIII Appropriations for Teachers' Supplies ................. 69
Table XIV Appropriations for Janitors' Salaries .................... 70
Table XV Appropriations for Janitors' Supplies .................... 73
Table XVI Cost of Fuel, Light, and Water ........................... 75
Table XVII Appropriations for Repairs ................................ 79
Table XVIII Appropriations for Replacement of Equipment ........ 80
Table XIX Appropriations for Librarians' Salaries .................. 82
Table XX Appropriations for Library Books ............................. 86
Table XXI Appropriations for Periodicals .............................. 87
Table XXII Library Supplies & Repairs ................................ 89
Table XXIII Appropriations for Health Service ...................... 91
Table XXIV Transportation Costs ........................................ 94
Table XXV Appropriation for Insurance ................................ 96
Table XXVI Interest Payments ............................................ 98
Table XXVII Sinking Fund & Bond Payment ............................ 100
Table XXVIII Appropriations for New Furniture ..................... 101
Table XXIX Total Appropriations ....................................... 105
Table XXX Beneficial Effects of the Depression .................... 107
Table XXXI Detrimental Effects of the Depression .................. 109
Graphs

<table>
<thead>
<tr>
<th>Graph</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Trend in Average Daily Attendance</td>
<td>39</td>
</tr>
<tr>
<td>II Trend in Number of Teachers Employed</td>
<td>41</td>
</tr>
<tr>
<td>III Trend in Teacher-Pupil Ratio</td>
<td>44</td>
</tr>
<tr>
<td>IV Average Number of Pupils Enrolled in Agriculture</td>
<td>47</td>
</tr>
<tr>
<td>V Trend of Enrolment in Manual Arts</td>
<td>49</td>
</tr>
<tr>
<td>VI Trend of Enrolment in Home Economics</td>
<td>52</td>
</tr>
<tr>
<td>VII Trend of Principals' Salaries</td>
<td>55</td>
</tr>
<tr>
<td>VIII Trend in Salaries for Office Assistants</td>
<td>57</td>
</tr>
<tr>
<td>IX Trend in Teachers' Salaries</td>
<td>60</td>
</tr>
<tr>
<td>X Trend in Appropriations for Supervisors' Supplies</td>
<td>65</td>
</tr>
<tr>
<td>XI Trend in Appropriations for Teachers' Supplies</td>
<td>68</td>
</tr>
<tr>
<td>XII Trend in Janitors' Salaries</td>
<td>71</td>
</tr>
<tr>
<td>XIII Trend of Appropriations for Janitors' Supplies</td>
<td>74</td>
</tr>
<tr>
<td>XIV Trend of Costs for Fuel, Light, &amp; Water</td>
<td>76</td>
</tr>
<tr>
<td>XV Trend of Costs for Repairs</td>
<td>78</td>
</tr>
<tr>
<td>XVI Trend of Costs for Replacement of Equipment</td>
<td>81</td>
</tr>
<tr>
<td>XVII Trend of Librarians' Salaries</td>
<td>83</td>
</tr>
<tr>
<td>XVIII Trend of Appropriations for Library Books</td>
<td>85</td>
</tr>
<tr>
<td>XIX Trend of Appropriations for Periodicals</td>
<td>87</td>
</tr>
<tr>
<td>XX Trend in Cost for Library Supplies &amp; Repairs</td>
<td>88</td>
</tr>
<tr>
<td>XXI Trend of Appropriations for Health Service</td>
<td>90</td>
</tr>
<tr>
<td>XXII Trend of Costs for Transportation</td>
<td>92</td>
</tr>
<tr>
<td>XXIII Trend of Costs for Insurance</td>
<td>95</td>
</tr>
<tr>
<td>XXIV Trend of Costs for Interest</td>
<td>97</td>
</tr>
<tr>
<td>XXV Trend of Sinking Funds &amp; Bond Payments</td>
<td>99</td>
</tr>
<tr>
<td>XXVI Trend of Appropriations for New Furniture and Equipment</td>
<td>102</td>
</tr>
<tr>
<td>XXVII Total Appropriations</td>
<td>104</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Statement of the Problem

The purpose of this study is to determine the trend of economies in secondary education in the state of Oregon since the beginning of the present depression, and to learn the consequent effects of these economies upon the vocational subjects. That economies are being effected is a well known fact, but the nature of these economies is a question of considerable weight. What items are being eliminated entirely? How do the reductions in salaries compare with reductions in other departments? What is the present trend of teacher-pupil ratio? Are the vocational subjects being eliminated because of the greater cost of their maintenance, or do school men consider these subjects of sufficient importance to retain them in the face of forced retrenchments? How are these economies affecting the schools, and what practices seem to result in the least evil effect on the schools? It was with the hope of finding the answer to the above and similar pertinent questions that this study was undertaken.
Importance of the Problem

The most pressing problem confronting the school administrator today is that of balancing the budget with the least loss of efficiency to the schools. Everywhere taxpayers are demanding that appropriations for social and public enterprises be reduced, and the schools are receiving a major share of their attention. This point of view is very admirably expressed by Principal W. J. Goreman, Sedell, Illinois, (13). "The weather, the traditionally universal topic for conversation, has been relegated to the scrap heap as far as school superintendents are concerned in these days of drought and depression. Salary cuts and retrenchments have come into their own as amongst the foremost subjects for casual change of ideas and information."

No one familiar with current literature can doubt the importance of this problem. It is hardly possible to pick up an educational periodical that does not contain an article dealing with the economic and financial crisis confronting the schools. The following quotations from a recent educational journal indicate the seriousness of the situation. (31). "The Denver school operating costs during the current fiscal year, according to a statement presented to the school board by
Superintendent A. L. Threlkeld, show a $600,000 saving made last December in the budget and another saving of $200,000 effected through economies and projected savings during the remainder of the school year. Mr. Threlkeld pointed out that "another tax cut may be necessary to meet the present financial conditions."

"At Lincoln, Nebraska, the school board has adopted a budget for the year 1933, which calls for expenditures of approximately $1,834,500 or a decrease of $246,375 from that of last year. In view of the present financial situation, no tax levy was made for the building fund, and the $25,000 appropriation for capital outlay will be taken out of the surplus."

"The Moline, Illinois, board of education has fixed its 1932-33 school budget at $564,000 and has ordered the tax rate to be cut from 2.63 to 2.32. Teachers' and janitors' salaries will be cut ten per cent and the current sinking fund will be reduced by $60,000."

"The board of education at Adrian, Michigan, has adopted a budget of $211,800 for the year 1932-33. This is a reduction of $26,950 on the budget of 1931-32, and will require a voted tax of $106,500 from the district. The board of education has cut the pay of teachers and other employees three per cent and has reduced other running expenses to pare the budget."
"The 1933 school budget of the board of education of Milwaukee, Wisconsin calls for an expenditure of $7,480,590, as compared with $7,753,565 for the year 1931 or a saving of $273,000 in expenditures for the year. The budget does not take into consideration the reductions in teachers salaries which has been agitated. The reduction is due to an anticipated decrease in funds due to a drop in school taxes and a lowering of real estate valuations."

"The board of education at Columbus, Ohio, has adopted a tentative budget for 1933, calling for an appropriation of $5,409,202 for the operation of the city schools. The budget represents a difference of $398,214 from the 1932 budget. A reduction of $418,962 from the 1932 appropriation for teachers' salaries will be effected through recent salary adjustments calling for a twelve per cent reduction in the salaries of all school employees..."

"A saving of approximately $2,700,000 has been effected by the board of education of Louisville, Kentucky, with the approval of new teachers' contracts calling for a fifteen per cent reduction in salaries. The board has cut $436,000 from its budget for the next school year."

"The board of education of Syracuse, New York has proposed the withholding of tenure of office in the case of 43 teachers eligible for permanent appointment, as a
means of keeping down mandatory commitments and as an aid to reductions in the school budget. A number of leaves of absence and resignations are expected which will aid in keeping the list at a minimum."

"The school board at Columbus, Ohio has adopted a new policy, which calls for the dismissal of either a husband or wife, in cases where both are employed in the school. The rule effects eighteen married women and their husbands who are employed by the school board."

If space allowed we might continue indefinitely with similar quotations from other cities, but the number cited is sufficient to substantiate the writer's contention of the importance of the problem.

It can be readily seen from the above quotations that retrenchments are being made in every section of the country. What are the schools in our own state doing to meet the problem? Where can retrenchments best be made? The importance of formulating a sensible constructive program of retrenchment is well expressed by W. C. McGinnis, Superintendent of Schools at Port Amboy, New Jersey: (12) "There is always some financial waste in every school system as there is in every business and industry. The problem of reducing and eliminating waste is a continuous problem. If the problem is properly studied the business depression presents no greater
opportunity for retrenchment without adversely effecting the educational program than previous years have afforded. There is a greater incentive now, but one of two things is certain. Either many school executives are fooling themselves and the public in the matter of special retrenchments or else public school administration has failed in its job of always keeping costs at a minimum commensurate with the need of a carefully planned educational program. Prosperity doesn't justify financial waste. Depression doesn't justify educational waste."

The principle of efficiency demands among other things a fair teachers' wage and an equitable allotment of pupils per teacher. Any practice that increases the teacher load and reduces the teaching personnel or any practice that lowers the teachers' income and standard of living results in the lowering of the morale of the teaching force and the consequent lowering of the standard of the school system. Have some of our schools been able to "weather" the depression without resorting to these questionable practices? It is the writer's hope that this study will prove that some needless and wasteful expenditures and practices may be eliminated without apparent harm to the schools, and at the same time bring to light faulty and unscientific practices that are being resorted to by some school districts in the mad rush to cut
expenditures. No less an authority than Dr. Glenn Frank, President of the University of Wisconsin, in speaking of the depression and the schools, very forcefully expresses the danger of an irrational curtailment of school and other social services. He says: (11) "The sword that hangs over education and the social enterprises of government is the sword of imperative retrenchment forged in the fires of an irrational depression. The peril lies not so much in the existence of the sword as in the way we wield it....throughout the nation, we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency. We slash scientific bureaus. We drastically shrink our support of social service. We hamstring our regulatory agencies. We fire visiting nurses. We starve libraries. We reduce hospital staffs. We squeeze education. And we call this economy. And actually think we are intelligent in calling it that. How the gods must laugh at us! And how our grandchildren will damn us!....the real results of a bogus economy will not show up in 1933. But if now we high-jack the fundamental scientific, social, and educational services of the government, it will be a generation or more before we shall be able to climb back even to the efficiency these services now display.....We can not put educational
opportunity in cold storage for the duration of the depression and catch up on it later on."

A further justification for making this study is the belief of the writer that the collection and evaluation of methods of economies that have and are being used by school men throughout the country will be of considerable value as a basis for future practices. There has been developing in the past few years, in the minds of the lay public, the belief that the schools are indulging in unnecessary expenditures and extravagances. One often hears the statement that "there are too many fads and frills in the schools today." It is of extreme importance, especially in times of depression, that our expenditures be justified upon a scientific basis. It is the writer's contention that there has been no rhyme or reason to the methods being used by districts throughout the state in curtailing expenditures. If in this disorganized state of affairs certain practices have proved to be more effective and certain subjects are being retained in a majority of the schools, then an administrator should be able, other things being equal, to justify similar practices and the retention of similar activities in his own school.
Similar Studies

In order to develop a background for this study that would enable the writer to classify and evaluate his data, a review of all available similar studies was made. A summary of these studies is presented in this section.

A very comprehensive questionnaire study was made by T. V. Goodrich, Lincoln, Nebraska (12) in which superintendents were asked to give illustrations of school economies that did not sacrifice educational values. Two hundred and fifty illustrations of reductions were submitted by one-hundred and thirty-five superintendents. Of the items contributed many are represented as clearly meeting the criteria of economy without sacrifice of educational value. Referring to some of these retrenchments Mr. Goodrich says: "The educational implication puts them in the doubtful class, the superintendents reporting them 'believing or hoping that there will be no detrimental effects'; some are retrenchments which admittedly sacrifice educational value." Among these economies reported deserving mention as worthy of consideration are: (1) reorganization and elimination of
small schools by consolidation and transportation of students. In many schools the savings effected by these consolidations made it possible to maintain the regular salary schedule in spite of reductions of more than ten per cent in the assessed valuation; (2) economies in buying were effected through cooperative buying, which made possible volume purchasing, competitive bidding, and buying to specifications; (3) the establishing of a central purchasing and checking agency at Jerome, Arizona, and the consolidation of the purchasing department with the warehouse and delivery department at San Diego, California, were among the items reported; (4) savings in insurance were effected by reducing the amount carried as a result of appraisement of buildings and by securing more favorable rates through the removal of minor hazards, at small cost and by installing a larger number of fire extinguishers; (5) considerable sums were saved in operation and maintenance on the costs of fuel. These were effected by the installation of automatic stokers and by changing to more economical grades of fuel, and installation of control heating plants. Some savings were effected in electricity by more advantageous arrangements with utility companies. Most of the savings in the field of maintenance, however, seemed to represent postponements or abandonment of
maintenance work rather than securing greater value for the money spent; (6) in the field of capital outlay savings were effected by the purchasing of real estate at lower prices, and taking advantage of low building cost. Some schools reported inexpensive remodelling by the use of supervised hand labor. Other savings were effected by better policies with reference to the issue of retirement bonds. As much as $60,000 in interest were saved in this way by Grand Island, Nebraska. (7) Many reductions in amounts spent for supplies were reported. While some of these apparently were made with a sacrifice to educational value they seem to have been made with the idea that sacrifices here were not so likely to be permanent as when the teaching personnel is weakened. Many of these savings were effected by the elimination of waste in the use of supplies, and prompt repairs of text books and equipment; (8) Savings in teachers', Principals', and supervisors' salaries were made by eliminating small classes, equalizing classes, leaving vacancies unfilled, reducing the number of teachers, general balancing the teacher load, and increasing the teacher load. The number of teachers has been reduced in many instances without materially increasing class size; (9) Principals and supervisors have been effected in much the same way.
In some schools one principal will have charge of two buildings. In others the principal is placed on a half-time teaching schedule. Supervisors were also placed on part-time teaching schedules. The most common practice was to require principals and supervisors to take the classes of teachers temporarily absent from duty, to save the expense of substitute teachers. Only a few schools reported reductions in salaries, but others expected to do so if revenue continued to decrease; (10) The possibility of the elimination of waste in the educational process by reducing retardation and non-promotion was suggested by a few schools. One of the superintendents reported that they had entirely eliminated this waste by more effective and equitable distribution of teachers, distribution of pupils according to ability, and assignment of opportunity teachers to each school. Other schools recognized the opportunity of saving through acceleration of more capable pupils.

One of the best studies of school economies which involves 207 high schools in Michigan is reported by George E. Carrothers (5). In this study Mr. Carrothers reports evidence of a "definite and even serious retrenchment and tightening-up in every phase of school work. Enrolments and classes are larger; the number of
classes handled by each teacher has increased; pupil teacher ratio is greater; school years are shorter; salaries are lower; many subjects have been dropped; extra curricular activities have been omitted in many schools; teachers and pupils are working harder; and parents are becoming concerned about the outcome. In many schools and communities the resulting tension has almost reached the breaking point."

The report shows that the enrolment in these 207 high schools has increased in 1932-33 seven per cent over the previous year, while the number of teachers decreased three per cent. Classes in 1931-32 were seldom as large as 40 pupils. For 1932-33 classes running up to 65, 70, and 75 pupils were reported. The number of teachers reported teaching only four classes a day showed a decided decrease; the number teaching five or more classes a decided increase. The number teaching seven classes a day increased 68 per cent.

There has been an increase in the number of pupils taught by each teacher, from 140-50, as the formerly accepted maximum load in Michigan, to as many as 200 to 300 pupils a day by some teachers.

In addition to the extra load and longer hours the study showed that teachers were forced to accept decreases
in salaries as well. School budgets were decreased in 1931-32 and still more in 1932-33. In some school systems salary reductions of 25 to 40 per cent were reported; the average for women being 10.5 per cent and for men 12.6 per cent. Subject fields in which courses were dropped in the first semester of 1932-33 and the frequency of their occurrence is given in the table below:

<table>
<thead>
<tr>
<th>Subjects dropped</th>
<th>Number of Schools Dropping Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>32</td>
</tr>
<tr>
<td>Commercial</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies</td>
<td>16</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>Home Economics</td>
<td>13</td>
</tr>
<tr>
<td>Manual Training</td>
<td>11</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>27</td>
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</tbody>
</table>

The probable effects of the present conditions in Michigan are summarized by Carrothers in the following statement: "It is hoped that, in reading this account of the ways in which schools are attempting to do their part in meeting the present emergency conditions, no one will get the impression that the work being done today is of
as high a quality as that done under more favorable conditions of former years. The complete significance of the change, distorted, and diluted outcome may not be fully realized for many years. The little irritations and annoyances constantly occurring in crowded schools can not be so easily and so satisfactorily adjusted as formerly. These may continue and even effect other pupils in future years without being clearly noticeable on the surface. Pupils being graduated may even possess some of the more serious handicaps in citizenship habits and attitudes. Yet the teaching staff may be powerless under the present circumstances to do anything about it."

Among the recent studies reported is one conducted by the Division of Research and Statistics of the State Department of Education in California (4). This study shows the comparative unit cost per pupil in average daily attendance for the school year 1930-31 and 1931-32. While this report does not explain how savings were effected it does show that reductions were made in all major items of the budget. The obvious fact to be noted is that aside from capital outlay the high school unit cost in 1931-32 was reduced by $10.98. The segregation of costs is shown in the following table:
I School dist. current expenditures per pupil in A.D.A.  
<table>
<thead>
<tr>
<th></th>
<th>1930-31</th>
<th>1931-32</th>
</tr>
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<tbody>
<tr>
<td>a. General control</td>
<td>6.76</td>
<td>5.60</td>
</tr>
<tr>
<td>b. Teachers' salaries</td>
<td>128.79</td>
<td>123.57</td>
</tr>
<tr>
<td>c. Instructional expenditures</td>
<td>15.37</td>
<td>13.94</td>
</tr>
<tr>
<td>d. Operation expenditures</td>
<td>29.27</td>
<td>26.62</td>
</tr>
<tr>
<td>e. Transportation expenditures</td>
<td>---</td>
<td>4.93</td>
</tr>
<tr>
<td>f. Other auxiliary expenditures</td>
<td>8.76</td>
<td>3.29</td>
</tr>
<tr>
<td>g. Total current expenditures</td>
<td>188.93</td>
<td>177.95</td>
</tr>
</tbody>
</table>

II School dist. capital outlay expenditures per pupil in A.D.A.  
<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>44.85</td>
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III Total dist. expenditures per pupil in A.D.A.  
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<tbody>
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<td></td>
<td>233.78</td>
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A very good study analyzing instructional costs in ten small high schools in Indiana and Illinois by Loren V. Karns, Markle, Indiana (17) discloses evidence that seems to point to the fact that drastic reductions in teachers' salaries are not the proper beginning for the retrenchments. This study attempts to answer the following questions: "Can a school be too small to be profitable? Does the size of the school determine the pupil-hour cost of instruction? Are the teachers paid too much in relation to other items of the budget?"
In this investigation a study was made of rural high schools enrolling 250 pupils of fewer in typical six-year high schools in the north central section of Indiana and in two four-year high schools in a comparable region of Illinois. There were 70 teachers involved in the study. These teachers taught 1,371 pupils in 385 subjects. The total number of classes held by these teachers in one week was 1,694. The average class load for these teachers was 24.2 classes per week, which is well within the standard set by recognized agencies. The schools were divided into four arbitrary groups: those having an enrolment of less than 100 pupils form group I; those with an enrolment of 101 to 150 group II; those with an enrolment of 151 to 200 group III, and those with an enrolment of 201 to 250 group IV. It was found that lowest salaries were received by teachers in group II which has an enrolment of 101 to 150 students. "The teaching load of this group exceeds the 625 pupil-weekly-teacher load recognized by standardizing agencies."
Fifty-eight per cent of the Indiana teachers, of the schools under study, were teaching six or more classes per day, 21 per cent had five classes each day, and 21 per cent had a daily teaching load of less than five classes. The standard size class was not found in schools
of less than 150 enrolment. Commenting on this fact Mr. Karns says: "This standard size could be reached in the small schools if more combination classes were organized and if the number of electives were decreased. The principals of these schools are teaching too many classes to do effective administration and supervision."

Another fact brought out in this study was that the pupil-hour instructional costs in the small schools were the highest in the entire number studied, and as the school increases in enrolment the pupil-hour cost of instruction decreases relatively. This result seemed to be because of difference in size of classes. The study showed further that the number of classes with an enrolment above twenty increases in schools having an enrolment above 150 pupils. Likewise the pupil-hour cost of instruction decreased from 40 to 45 per cent and that no high school can be maintained economically with an enrolment of less than 100 pupils. Such schools can only be maintained at a sacrifice of educational facilities through the lowering of teacher salaries, lack of proper educational equipment and an overburdened teaching corpse.

This study also disclosed the fact that 35 per cent of the money spent in schools with an enrolment under 100 was for instruction and in schools with an enrolment be-
tween 150 and 200 pupils this amount increased to 61 per cent. From this it seems that over half of the school funds are devoted each year to such items as transportation, janitorial service, maintenance of school property, and other items of similar nature. Mr. Karns is of the opinion that school officials seeking ways to economize should concentrate on costs of heating, lighting, transportation, janitorial service, which are plainly excessive in comparison with other items included in school costs. He further asserts that teachers' salaries should not necessarily be the first target in the search for effective school economies. "It should be possible", he claims, "to lower maintenance costs without causing suffering on the part of school children. Educational value must not be sacrificed for other things. Competent teachers justly rewarded for service rendered, with proper educational facilities in the form of equipment, should be available for every American child.....Does it not seem to be a travesty upon educational justice to have fine school buildings with meager educational equipment, presided over by submissive underpaid teachers, attempting to teach an overcrowded program to children who have been transported to the school building in modern busses?"
Some definite conclusions brought out by this study are:

1. Classes with an enrolment of fewer than 20 pupils are maintained at excessive financial costs;
2. Schools with an enrolment of fewer than 100 pupils can not be maintained in an economical manner;
3. The number of electives should be restricted in high schools with an enrolment of fewer than 100 pupils;
4. The median teaching load of 625 pupils per week is approached in schools with an enrolment of 150 or more;
5. Effective economy does not seem to be attained through the reduction of teachers' salaries;
6. Teachers' salaries are not based upon experience and preparation;
7. Low pupil-hour cost often indicates low teacher salary;
8. Principals in schools with an enrolment of fewer than 150 are in reality teachers and not administrators;
9. Music maintained the highest pupil-hour cost in the schools covered by the study;
10. Latin and home economics maintained the largest number of small classes followed by plane geometry, advanced music, advanced art, and manual training in the order named.

A recent questionnaire study of cities of over 2,500 population conducted by the Research Division of the National Educational Association (24) indicates that for the school year 1931-32 the salaries in only one per
cent of these schools have been increased, that in 65 per cent of these schools there has been no increase or decrease, and 39 per cent will decrease salaries in one way or another.

A study that shows very clearly the early effects of the depression upon the schools is one by Professor John K. Norton, Teachers College, Columbia University (25). In this study questionnaires were sent to fifty-four state and county superintendents to find out how their schools were meeting hard times. The findings show an agreement that the depression has increased the task of public education. In addition to taking care of a big enrolment, the schools are doing considerable charity work in many communities. Thousands of children, who in normal times would have gone to work, continue in school because no jobs are available. They estimated that there was a decrease of 34 per cent in the number of fourteen and fifteen-year-old children leaving school for work in 1930 as compared with 1929. In Minneapolis, five-hundred high school graduates continued for the spring term as postgraduates because they could not find employment. In Arkansas high schools, the enrolment was 15.5 per cent greater in 1931 than in 1930. Preliminary statistics of enrolment in federal-aided vocational education courses for 1931 showed an increase over 1930 of 18.4 per cent.
It is interesting in the face of the demands that the tax-payers are making for reductions in salaries to note some of the findings of this report as to what teachers are doing in the way of relief work. In New York City the contribution of teachers and other school employees in one month for school relief totaled $260,000. The City Teachers' Association of Newark cooperated financially and otherwise with local welfare agencies in maintaining a relief program on a twelve-month basis. Breakfasts were served to 8,600 children in 128 school buildings in Philadelphia in a single day. Denver school employees raised more than $100,000 for the community chest and unemployment relief. San Francisco teachers agreed to contribute from 3 to 12 per cent of their 1932-33 salaries to the city relief fund. These are typical illustrations showing how teachers throughout the United States are assuming added responsibilities.

Economies reported from Oakland, California, were in the form of an examination of the organization of personnel, clerical and professional, the curriculum, purchase and distribution of supplies, utilization and maintenance of school plants, and other phases of the program from the standpoint of decreasing costs without decreasing educational efficiency. As a result teachers
doing clerical work were relieved by low-salaried clerks. Teachers in charge of attendance were relieved by secretaries at an annual saving of $1000 for each substitution. A better method of determining the proper teacher-pupil ratio was developed. The standard supply lists for classrooms, shops, and laboratories were overhauled. As a result the Oakland superintendent of schools reported: "We are viewing the depression not as a monster which is destroying the school system, but rather as an opportunity to evaluate carefully all school services."

Other school systems reported economies effected by improving business management, by revision of insurance schedules, working out more careful specifications for building construction, keeping records on which to base estimated needs of personnel, equipment and supplies. The school board of one large city used what Professor Norton called the "axe method" of going through the budget and arbitrarily reducing each item to "a round number."

Thirteen cities reported that they had maintained salary schedules during the current year (1931-32). Some schools had postponed the regular scheduled increases, others were granting all teachers their regular increases and then cutting salaries a certain per cent. In other cities the salaries were slashed. In Atlanta, Georgia,
the reduction was 16 per cent; in Knoxville, Tennessee, 15 per cent; in Baltimore, Maryland, 6 per cent; and so on. Although Norton's study showed that every effort was being made to uphold salary schedules there was evidence that the appropriations for teachers' salaries were not being maintained. These appropriations were being cut by reducing the teaching force and increasing the number of pupils in each classroom. In some schools when a teacher resigned, the position was left unfilled and classes were combined. In other schools temporary and even regularly employed teachers were dropped when resignations did not effect the needed economy. In Flint, Michigan, 60 teachers were let out, and in Syracuse, New York, 125. Some schools have doubled up on administration, making one principal responsible for two schools. In Minneapolis the average size of classes in the high school was increased from 27 to 30, and Pittsburgh was teaching 2400 more pupils than during the previous year with 35 fewer teachers.

The most drastic of all retrenchments reported seemed to be the shortening of terms and closing schools. In Toledo, Ohio and Bloomington, Illinois, one month was cut from the school term, and many schools began a month later in the fall. In Arkansas 36,000 pupils were turned
out of classrooms by the closing of 725 rural schools. Some teachers in this state agreed to finish out the term without salaries if the patrons would donate food and shelter, and this was done. Professor Norton is of the opinion that the effects of the depression on the schools are both good and bad. Summarizing the detrimental effects he says: "On the negative side may be cited communities which have completely closed schools and others that are eliminating such services as evening schools, kindergartens and health work, particularly needed in the present emergency. The radical shortening of school terms which is taking place in many rural areas and in some cities not only depriving children of school advantages, but also lowering the morale of parents who, unemployed themselves, are forced to see their children's futures thus imperiled by the depression.

"Throughout the nation school building programs have been cut to the bone at a time when the cost of building construction is the lowest in more than a decade, and when public construction is urged to assist economic recovery.

"Many communities are increasing the size of classes to the point where children are herded rather than taught. The disorganization of the schools in some communities
is undoubtedly opening the way to undesirable political influences.

"When such negative forces are operating in a particular city or school there is danger that a whole generation of the communities' children will be robbed of their educational opportunity. A responsible school official stated that: 'The progress which has been made in this state during a quarter of a century has been cut from under us and we must start again from where we were before the World War. If our revenues were the only loss we would not be in such a disastrous condition. The recent legislature, however, destroyed practically every good school law on the statute books!"

As for the benefits resulting from the depression Professor Norton says: "The credit side of the ledger must not be overlooked. School heads and taxpayers are asking more searchingly than ever before, 'what is education about? Is our present program shaped by tradition or by the needs of our children?' As the result of such challenge of educational theory and practice we may surely hope for schools better fitted to the task of educating children for life in the modern world...It is too early to hazard a guess as to the final effect of the depression on public education. The emergency is
placing unprecedented burdens upon the fiscal machinery of many states and communities. Thus far it appears, however, that the American public is unwilling to admit that the situation is sufficiently serious to justify denying educational opportunity to the incoming generation. Clearly the depression is acting in some communities to the serious harm of the schools and of the children which they serve. But it is equally certain that the fundamental structure of public education is still sound. The public school system, the most practical expression of the American dream of equality of opportunity for all, stands firm in spite of hard times."

Observations of Educators and Laymen

In addition to the large number of studies that have been made in this field many educators and interested laymen have made observations and expressed themselves as to the effects of the depression upon the schools and communities. Of these men, Professor T. H. Briggs, Columbia University, (2) has probably contributed most in the way of constructive criticism of economies that are being practiced by some schools. In one of his early articles he has named the following as some false economies that are being practiced by some schools: cutting salaries and the elimination of higher salaried
teachers, reducing expenditures which are necessary for the carrying on of an enriched curriculum, elimination of health service, care for maladjusted pupils, shortening of the school year, and a reduction of supervision.

Some of the less harmful practices suggested by Mr. Briggs are: elimination of unnecessary luxuries; apply educational research to budgeting, administration, classification of pupils, determining proper class size, prognosis, and reduction of failures through proper placement of pupils; individual attention to teaching and guidance; the elimination of unjustifiable subject matter; restriction of unwise election of pupils; etc. Mr. Briggs believes that the depression may result in good by bringing about needed reform in the schools. He says: "By applying sound educational principles, dropping dead wood from our curriculum, and overcoming the public objections, the depression may provide an opportunity for needed curriculum reform. The educator can prepare a sound forward-looking comprehensive plan for the education of the children of his community. The teachers should be citizens as well as public servants and should make their influence felt in determining public policies, especially those effecting education, be aggressive in defense of the schools."
In a more recent article on economies in secondary education (3), Dr. Briggs calls attention to some of the shortcomings of our schools in the past, and suggests ways of improving these conditions. He is of the opinion "that, the depression with all of its consequent inconveniences and even sufferings will be a blessing if it stimulates us to make the reforms that we know are actually needed." He has suggested twelve ways in which demands for economies may be made: (1) By refunding bonds at a rate of interest that takes into consideration changed conditions. Many of these bonds were issued in boom times at a high rate of interest and payments can only be maintained by assessments that are far beyond the real value of the obligations; (2) In budget making the most severe cuts possible should be made in items providing for physical equipment and maintenance rather than teachers' salaries and essential intangibles; (3) We should at least try the experiment of larger classes. Numerous research studies have proved the efficiency of larger classes than we have thought ideal. If we found it true that larger classes can be handled as efficiently as smaller ones this practice should be adopted. If the results are bad, we should have carefully determined objective evidence to set before the
public when we make demands for funds to restore more ideal conditions; (4) He suggests that the teachers' loads should be increased and backs the rationality of this by illustrations which seem to prove that teachers are not at present carrying a full load. He proves that teachers are more than willing to do extra work if they receive extra pay for it. If this is true, then shouldn't they receive a fair or adequate wage and work more to capacity in the position for which they have been selected; (5) School plants may be used a greater number of hours during the week, by running schools on Saturday and regularly in the summer. This makes it possible to educate a greater number of students with the same equipment and the same number of teachers; (6) Economies may be effected by alternating small classes of advanced subjects where plausible; (7) Where the registration for a class presenting a subject that is not essential to the welfare of society is smaller than the number decided to be economical, that course should be withdrawn; (8) One of the greatest wastes in present practices is the retaining of poor teachers. For sentimental reasons or lack of courage administrators, who have had the misfortune to select poor teachers, very often retain them. Now that the number of teachers must be reduced the adminis-
trator has an excellent opportunity to weed out the inefficient; (9) Eliminate from school those who cannot profit by what is possible in the curriculum. Since it is impossible to secure funds necessary to enrich the secondary program so that offerings can be made that are profitable to every adolescent, it is inevitable that some pupils will not profit from what they are forced or permitted to study; (10) Offer for the most advanced students opportunity for directed study without constant oversight and help of teachers. These he calls "honor courses" in which students are freed of most classroom attendance, thus giving more room and teacher service for those who need constant detailed instructions; (11) Reduce the number of subjects in the student program, and require him to put more hours in the preparation of each subject.

Dr. Thomas R. Cole of the University of Washington (7) in discussing the need for educational and financial adjustment suggests that economies may be effected by a more carefully arranged school program, (1) with larger classes, (2) by the elimination of the double period for such classes as science and manual arts with a sixty minute period, (3) give more attention to vocational guidance, (4) make use of a limited number of inexperienced teachers and, (5) a more extensive use of the
school plant through summer sessions and evening schools which are self supporting.

Another educator, R. R. Ritchie (29) points out some benefits that may be derived from the depression. He suggests that economies may be effected by doing away with such wasteful practices as; (1) lack of coordination between the educational and business offices which costs many thousands of dollars annually to both high and elementary schools, (2) lack of reasonable standardization, (3) poor utilization of the school plant, (4) poorly designed service system. "It is quite possible," he says, "that the depression may be a blessing by forcing us to relegate some wasteful practices to the scrap heap."

On the other hand the dark side of the picture is painted by J. W. McClinton, Executive Secretary, National School Supply Association (19). "The schools are at the present time confronted with an over-supply of teachers. This has called for a variety of efforts to adjust the situation....the dropping of married teachers from the force, the elimination of duplication of work by teachers in day school and night school, the short-sighted policy in some sections of lowering salaries with the idea that a less attractive remuneration would effect a solution, the prescribing of regulations whereby home
teachers are given preferential employment in the school system, creating inbreeding that might result in the lowering of standards... The prevailing depression has further aggravated this situation. It has led school officials, as an economic measure, to drop subjects from the curriculum, thus adding to the teacher unemployment group. The increased pupil allotment per teacher has still further reduced the opportunity for teacher employment."

At the School Superintendents Conference at Baltimore in October, 1931, various methods being used by Superintendents throughout the country, to effect economies were reported (22). The most common seemed to be lower teachers' salaries, increase the teacher load, and shorten the school term. But such things as curtailing or entirely eliminating kindergarten, vocational schools, teachers' colleges, Americanization classes, night schools, summer schools, teachers' sick leaves with pay, music, home economics, manual training, school supplies, maintenance repairs, nursing service, transportation of pupils, extension departments, building insurance, and even the building construction program are being tried in some school systems to meet the emergency.
CHAPTER III

DISCUSSION OF FINDINGS

Experimental Set-Up

This study covers the four years from 1929-30 to 1932-33 inclusive. In order to get the data for the study a questionnaire* was prepared and, with the cooperation of the School of Education at Oregon State College, sent to 175 representative standard high schools in the state of Oregon. The schools were selected so as to have a fair sampling from each county and from different size schools. The size of the schools receiving the questionnaires ranged from two teacher schools to those employing as many as 56 teachers. Before mailing the questionnaires the writer presented copies to a number of superintendents in order to get their criticisms and reactions to the study. Some valuable suggestions were given by these men, and were incorporated in the final questionnaire.

The material in the questionnaire was classified under three main headings: (1) General information as to class of school, attendance and size of the staff, length of term, and nature of curriculum; (II) Budget

*A copy of the questionnaire and the letter accompanying it may be found in the Appendix.
appropriations adapted after the form of the district clerks Annual Report to the State Superintendent;

(III) A check list of 14 possible beneficial and detrimental effects of the depression. A letter accompanied the questionnaire explaining the purpose of the study and asking for the cooperation of as many as possible. Forty-eight superintendents and principals filled out the questionnaires, representing thirteen first class districts, fourteen second class, nine third class, and twelve union high school districts.

In treating the data the schools were first classified according to class of district, and tables were computed for each of the items in the questionnaire. Graphs were then made to show the relative trend of each of these items throughout the four year period. In making these graphs the school year 1929-30 was taken as the index year and the trend is shown in relation to this year. In interpreting these results the reader should keep in mind the fact that for some of the items such a small number of schools reported that these figures were not altogether accurate for the different classes of districts. In order to compensate for this weakness, a composite of all of the schools reporting has been determined and included in the tables and charts. This gives the general trend for a larger number of schools
and at the same time makes it possible to compare the trend of the different classes of districts with the general trend. In the order of procedure topics of general information concerning the schools is discussed first followed by a discussion of the various budget items and then an interpretation of the effects of these trends upon the schools. These will be discussed in the order mentioned above.
RESULTS

General information

Trend of Average Daily Attendance

The study shows that there has been an increase in average daily attendance in each of the different classes of schools in Oregon since 1929-30. In determining this item the schools were classified, as in all other items, according to class of district and the figures for each year are given in Table I.

Table I. Average Daily Attendance

<table>
<thead>
<tr>
<th>Class of School</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>12</td>
<td>420.3</td>
<td>462.6</td>
<td>484.0</td>
<td>507.0</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>117.7</td>
<td>126.6</td>
<td>139.0</td>
<td>141.8</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>34.3</td>
<td>36.0</td>
<td>43.3</td>
<td>47.3</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>9</td>
<td>113.3</td>
<td>126.3</td>
<td>149.0</td>
<td>161.0</td>
</tr>
<tr>
<td>Composit</td>
<td>34</td>
<td>213.0</td>
<td>234.0</td>
<td>252.0</td>
<td>265.0</td>
</tr>
</tbody>
</table>

This table shows that there was an increase in average daily attendance in all the schools for each year since 1929-30. The largest increase for any one year was found in the Union High School districts in 1931-32 when there was an average increase of twenty-three pupils per school
over the previous year. When computed on a percentage basis using 1929-30 as the index year we find that the first class districts had an average daily attendance of 110.1 per cent for 1930-31, 115.2 per cent for 1931-32, and 120.7 per cent for 1932-33. Corresponding figures for the second class districts are: 107.5, 118.0, and 120.4 per cent; for third class districts: 110.8, 126.2, and 138.0 per cent; and for Union High Schools: 111.8, 131.9, and 142.5 per cent respectively. The percentage increases for all of the schools are: 110.2, 118.5, 124.2 respectively for 1930-31, 1931-32, and 1932-33. When the general trend of average daily attendance for all of the schools reporting is compared to each class it will be seen that the result follows closely the figure for each of the classes and has been continually upward for the four-year period. Relative increases are represented graphically in Figure I.

From this information it is quite clear that more students are now attending secondary schools than there were four years ago. But what about the number of teachers employed? Has this item kept pace with the increase in number of students being served by the schools?
Fig. 1. Trend in Average Daily Attendance

Key

First Class Districts
Second Class Districts
Third Class Districts
Union High Schools
Composite

Per Cent
160
150
140
130
120
110
100

Year 1929-30  1930-31  1931-32  1932-33
Number of teachers employed

Table II shows the average number of teachers employed by each of the four classes of districts.

Table II. Number of Teachers Employed

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>12</td>
<td>20.6</td>
<td>21.1</td>
<td>20.8</td>
<td>18.3</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>6.2</td>
<td>6.9</td>
<td>6.6</td>
<td>6.4</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>2.4</td>
<td>2.4</td>
<td>3.0</td>
<td>2.4</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>9</td>
<td>6.4</td>
<td>6.6</td>
<td>7.0</td>
<td>6.9</td>
</tr>
<tr>
<td>Composit</td>
<td>34</td>
<td>11.0</td>
<td>11.4</td>
<td>11.4</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Referring to this table we find that the first class districts added an average of .30 teachers to their staffs in 1930-31. However, these schools were compelled to decrease their staffs through the next two years. The second class districts had an average increase in their staffs of .70 teachers in 1930-31; an average decrease of .30 teachers in 1931-32; and an average decrease of .20 teachers in 1932-33. Third class districts showed an increase in their staffs of .60 teachers in 1931-32, and a decrease of .60 teachers in 1932-33. The Union High Schools have an average increase of .20 in 1930-31, of
Fig. II. Trend in Number of Teachers Employed

Key

-------------------  First Class Districts
-------------------  Second Class Districts
-------------------  Third Class Districts
-------------------  Union High Schools
-------------------  Composite

Per Cent
120
110
100
90

Year 1929-30  1930-31  1931-32  1932-33
.40 in 1931-32, and an average decrease of .10 in 1932-33. When the general trend for all the schools is determined we find that there had been an increase of .4 teachers per school in 1930-31, no change in the following year, and a decrease of .5 teachers in 1932-33, or an increase of 3.6 per cent in 1930-31, and a decrease of 4.5 per cent in 1932-33. The trend in per cent of teachers employed as compared to 1929-30 is shown in Figure II. This graph shows that the greatest increase in per cent was reached by the third class districts in 1931-32 when the increase over 1929-30 was 25 per cent, while the greatest decline was also in the third class districts in 1932-33 when the decrease was 25 per cent below that of the preceding year. A glance at the graph will show that the Union High Schools have fared better in this respect than the other districts in the state.

Teacher-Pupil Ratio

Since there has been a greater and more constant increase in average daily attendance than in number of teachers employed it follows that there must be an increase in teacher-pupil ratio. The teacher-pupil ratio for each class district for each of the four years is given in Table III.
Table III. Teacher-Pupil Ratio

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>12</td>
<td>20.2</td>
<td>21.9</td>
<td>23.3</td>
<td>27.7</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>19.0</td>
<td>18.3</td>
<td>21.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>14.3</td>
<td>16.0</td>
<td>14.4</td>
<td>19.7</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>9</td>
<td>17.7</td>
<td>19.2</td>
<td>21.3</td>
<td>23.3</td>
</tr>
<tr>
<td>Composit</td>
<td>34</td>
<td>19.4</td>
<td>20.5</td>
<td>22.1</td>
<td>24.3</td>
</tr>
</tbody>
</table>

The greatest increase in teacher-pupil ratio has been in first class districts, where it has advanced since 1929-30 from 20.2 to 27.7 in 1932-33. The smallest increase has been in second class districts where the ratio for the same period has increased from 19.0 to 22.0 pupils per teacher. The percentage increase, as shown by Figure III, is greatest in the third class districts, the increase being 37.7 per cent over the 1929-30 figure. The smallest increase is in the second class districts, which show an increase of 15.8 per cent over 1929-30. The general trend as shown by the composit figures has been from 19.4 in 1929-30 to 24.3 in 1932-33, an increase of 25.3 per cent. From this it appears that, although the teacher-pupil ratio has increased considerably, the schools have not as yet been seriously handicapped in this respect. By referring to Table III, one
**Fig. III. Trend in Teacher-Pupil Ratio**

**Key**
- First Class Districts
- Second Class Districts
- Third Class Districts
- Union High Schools
- Composite

<table>
<thead>
<tr>
<th>Year</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Cent</td>
<td>100</td>
<td>110</td>
<td>120</td>
<td>130</td>
</tr>
</tbody>
</table>
may see that the first class district is only slightly above the state recommendation of 25 pupils per teacher, while the second and third class districts and the Union High School districts are still under this ratio, and the average for all schools is only 24.3 pupils per teacher.

Vocational Subjects

In making this study special interest was given to the vocational subjects to determine the effects of the depression on their status in the curriculum. The information brought out by the study regarding these subjects is not very conclusive. Of the twelve first class districts reporting three offered vocational agriculture in 1929-30 and 1930-31, four in 1931-32, and two in 1932-33. The average enrolment in agriculture in these schools has remained relatively constant over the four year period. Of the thirteen second class districts only two offered this subject in 1929-30 and in 1930-31, and three in 1930-32 and 1932-33. The enrolment in these schools in this subject increased over the four year period from 55 to 75. The third class districts showed an increase in the number offering this subject from one in 1929-30 to two in 1930-31 and to three in 1931-32 and 1932-33, but with a smaller average enrolment per school.
One Union High School offered vocational agriculture in 1929-30, two in 1930-31 and 1931-32, and one in 1932-33. Only nine of the schools reported this course offered for the entire four year period, and in these schools there was only a slight increase in average enrolment for 1932-33. The number enrolled for each year is given in Table IV, and Figure IV shows the trend in enrolment in per cent as compared to 1929-30.

Table IV. Average Number Enrolled in Voc. Agriculture

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>3</td>
<td>46</td>
<td>46.3</td>
<td>45.25</td>
<td>47</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>55</td>
<td>61</td>
<td>63</td>
<td>75</td>
</tr>
<tr>
<td>Third</td>
<td>2</td>
<td>28</td>
<td>27</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>1</td>
<td>39</td>
<td>33</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>Composit</td>
<td>9</td>
<td>45</td>
<td>43</td>
<td>44</td>
<td>49</td>
</tr>
</tbody>
</table>
Fig. IV. Average Number Pupils Enrolled in Agriculture.

Key

- First Class Districts
- Second Class Districts
- Third Class Districts
- Union High Schools
- Composite

Per Cent

140
130
120
110
100
90
80

Year 1929-30 1930-31 1931-32 1932-33
That manual arts was more popular with first class districts than vocational agriculture is indicated by the fact that eight of these schools offered this subject in 1929-30 and 1930-31, nine in 1931-32, while only one school dropped the subject in 1932-33. The average enrolment in the course increased from 72.3 in these first class districts, in 1929-30, to 103.0 in 1932-33. Only one second class district offered manual arts in 1931-32 and 1932-33, and one third class district in 1930-31 and 1931-32. Three Union High Schools offered this subject in 1929-30, two in 1930-31, and three in 1931-32 and 1932-33. The average number enrolled in these schools increased from 31.0 in 1929-30 to 33.5 in 1932-33. The average number enrolled per school is given in Table V, and the trend is shown by Figure V.

Table V. Average Number Enrolled in Manual Arts.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>72.3</td>
<td>87.6</td>
<td>86.3</td>
<td>103.0</td>
</tr>
<tr>
<td>Second</td>
<td>1</td>
<td></td>
<td>22</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>16</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.H.S.</td>
<td>2</td>
<td>31.0</td>
<td>32.5</td>
<td>33.5</td>
<td>33.5</td>
</tr>
<tr>
<td>Composit</td>
<td>10</td>
<td>66.0</td>
<td>77.4</td>
<td>75.7</td>
<td>89.0</td>
</tr>
</tbody>
</table>
Fig. V. Trend of Enrollment in Manual Arts

Key

First Class Districts

Second Class Districts

Third Class Districts

Union High Schools

Composite

Per cent

160

140

130

120

110

100

Year 1929-30 1930-31 1931-32 1932-33
When referring to Figure V one may see that the percent increase in enrollment for this subject was greatest in the first class districts in 1932-33, when the enrollment showed an increase over 1931-32 of 23.1 percent. The composit figure, or general average for the ten First and Union High School districts reporting manual arts for the four years, shows an increase from 64 pupils per school in 1929-30 to 89 in 1932-33, or an increase of 40 percent. From this it appears that about the same number of schools are offering manual arts as in 1929-30, and that the enrollment has increased quite appreciably.

Home Economics is offered by the largest number of schools and has a larger average enrollment than either vocational agriculture or manual arts. Nine of the first class districts offered home economics the first three years covered by the study, but one of these schools dropped this subject in 1932-33. The average enrollment increased from 123.4 in 1929-30 to 149.5 in 1932-33. Seven second class districts have offered this subject during the four year period and the enrollment increased from 34 in 1929-30 to 45 in 1932-33. Four third class districts added this department in 1930-31,
but two of these dropped it again in 1932-33. This department increased in number in the Union High Schools from four in 1929-30 and 1930-31 to five in 1931-32 and six in 1932-33. The number enrolled in this subject increased for 1932-33 in all the schools, as is shown in Table VI. The composit of the enrolment in all the schools shows an increase of 19 students in 1932-33 over the enrolment for 1929-30.

Table VI. Average Number Enrolled in Home Economics.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>10</td>
<td>123.4</td>
<td>135.2</td>
<td>147.3</td>
<td>149.5</td>
</tr>
<tr>
<td>Second</td>
<td>7</td>
<td>34</td>
<td>35.6</td>
<td>41.4</td>
<td>45</td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td>14</td>
<td>13</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>U.H.S.</td>
<td>4</td>
<td>33</td>
<td>29</td>
<td>38.5</td>
<td>44.2</td>
</tr>
<tr>
<td>Composit</td>
<td>21</td>
<td>76</td>
<td>81.8</td>
<td>91.3</td>
<td>95.0</td>
</tr>
</tbody>
</table>

The per cent enrolment shows the greatest increase for the Union High Schools between the third and fourth years. The composit of all the schools shows an increase in enrolment during the four year period of 25 per cent. The trend is shown more clearly in Figure VI. From the reports it appears that the vocational subjects have not been effected materially; they have gained in importance in some schools and have suffered a slight loss in others.
Fig. VI. Trend of Enrolment in Home Economics

Key

-----------------  First Class District
-----  Second Class District
-----  Third Class District
-----  Union High Schools
-----  Composit

Per Cent

150
140
130
120
110
100
90

Year 1929-30  1930-31  1931-32  1932-33
twenty-one instances and eliminated in fifteen. The significant thing to be noted in regard to these subjects is that the heaviest elimination was in 1932-33. This no doubt is because the increasing necessity for curtailment of costs has forced more schools to eliminate more of these subjects, as they are of greater expense for maintenance.

Table VII. Subjects added and Eliminated

<table>
<thead>
<tr>
<th>Subject field</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add El</td>
<td>Add El</td>
<td>Add El</td>
<td>Add El</td>
<td>Add El</td>
</tr>
<tr>
<td>Language</td>
<td>2 1</td>
<td>3 7</td>
<td>1 4</td>
<td>1 5</td>
<td>7 17</td>
</tr>
<tr>
<td>Vocational</td>
<td>1 1</td>
<td>9 0</td>
<td>8 5</td>
<td>3 9</td>
<td>21 15</td>
</tr>
<tr>
<td>Science</td>
<td>3 1</td>
<td>1 1</td>
<td>1 1</td>
<td>3 1</td>
<td>8 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 0</td>
<td>2 1</td>
<td>4 0</td>
<td>0 2</td>
<td>7 3</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td>1 2</td>
<td>0 3</td>
<td></td>
</tr>
<tr>
<td>Eng.&amp; Pb.Sp.</td>
<td>2 0</td>
<td>1 0</td>
<td>0 1</td>
<td>1 1</td>
<td>4 2</td>
</tr>
<tr>
<td>Phy.Ed.,Health</td>
<td>2 0</td>
<td>0 0</td>
<td>2 1</td>
<td>0 1</td>
<td>4 2</td>
</tr>
<tr>
<td>Social Science</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>2 1</td>
<td>4 1</td>
</tr>
<tr>
<td>Art</td>
<td>1 0</td>
<td></td>
<td>1 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dramatics</td>
<td></td>
<td></td>
<td>1 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11 3</td>
<td>17 9</td>
<td>19 13</td>
<td>10 24</td>
<td>56 49</td>
</tr>
</tbody>
</table>
Trend of Expenditures

Trend of Principals' Salaries

Principals' salaries were lower in 1932-33 than for any of the four years covered by the study. The trend in first class districts has been downward for each of the succeeding years since 1929-30 and has decreased from an average of $2811 in 1929-30 to $2443 in 1932-33. In second class districts the principals' average salaries have increased from $1766 in 1929-30 to $1806 in 1930-31 and to $1863 in 1931-32, and were then reduced to $1504 in 1932-33. In third class districts the salaries increased from $1682 in 1929-30 to $1800 in 1930-31 where they remained for two years and then dropped the following year to $1552. In Union High Schools the principals received an increase in 1930-31 from $2231 to $2246. In 1931-32 this figure dropped to $2189, and the following year to $1968. Table VIII shows the average salaries for each of the four years.

Table VIII. Trend in Principals' Salaries.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>10</td>
<td>$2811</td>
<td>$2706</td>
<td>$2684</td>
<td>$2443</td>
</tr>
<tr>
<td>Second</td>
<td>11</td>
<td>1766</td>
<td>1806</td>
<td>1863</td>
<td>1504</td>
</tr>
<tr>
<td>Third</td>
<td>6</td>
<td>1682</td>
<td>1800</td>
<td>1800</td>
<td>1552</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>7</td>
<td>2231</td>
<td>2246</td>
<td>2189</td>
<td>1968</td>
</tr>
<tr>
<td>Composit</td>
<td>34</td>
<td>2154</td>
<td>2160</td>
<td>2130</td>
<td>1884</td>
</tr>
</tbody>
</table>
Fig. VII. Trend of Principals' Salaries

Key

--- First Class Districts

--- Second Class Districts

--- Third Class Districts

--- Union High Schools

--- Composit

Per Cent

110

100

90

Year

1929-30  1930-31  1931-32  1932-33
The trend in principals' salaries in per cent of 1929-30 is shown in Figure VII. The greatest increase for any one year is in third class districts for 1930-31 when there was an increase to 107.0 per cent of 1929-30, and the greatest decrease was shown in the schools of the second class districts when there was a decrease in 1932-33 of salaries to 85 per cent of 1929-30. The composite of the districts shows an increase of .3 per cent in salaries in 1930-31, a decrease of 1.3 per cent in 1931-32, and a decrease of 11.5 per cent in 1932-33, or a total decrease during the four year period of $270, or 12.5 per cent.

Salaries of Office Assistants

There is little consistency in the amounts paid during the various years for office assistance. No third class district reported any appropriation for this item. The average amounts appropriated for this service are given in Table IX.

Table IX. Salaries of Office Assistants.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>7</td>
<td>$451</td>
<td>$470.40</td>
<td>$511</td>
<td>$484.60</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>205</td>
<td>167.66</td>
<td>226.66</td>
<td>201.66</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>3</td>
<td>443</td>
<td>499.00</td>
<td>515.00</td>
<td>469.00</td>
</tr>
<tr>
<td>Composit</td>
<td>13</td>
<td>393</td>
<td>415.00</td>
<td>446.00</td>
<td>416.00</td>
</tr>
</tbody>
</table>
Fig. VIII. Trend in Salaries for Office Assistants

Key

First Class Districts
Second Class Districts
Union High Schools
Composite

Per Cent
118
110
100
90
80

Year 1929-30 1930-31 1931-32 1932-33
Six first class districts reported an average of $451 paid for office help in 1929-30, but for 1932-33 only four reported an average expenditure of $484.60 for this item. Three second class districts paid an average of $205 for office assistance in 1929-30; this figure decreased in these same schools to $167.66 in 1930-31, increased to $226.66 in 1931-32, and decreased to $201.66 in 1932-33. Two Union High Schools had an office assistant in 1929-30 at an average cost of $443. During the following three years three of these schools employed office assistants and the average appropriation for this had increased by 1931-32 to 116.2 per cent of the amount paid in 1929-30. This figure dropped $46 in 1932-33, but is still 6.0 per cent higher than the amount paid in 1929-30. The composit of the amounts paid by the schools shows a 6 per cent increase in 1930-31, a 7.5 per cent increase in 1931-32, and a decrease of 7.5 per cent in 1932-33, or a total increase of $23 or 6 per cent over the four year period. The trend of this item in per cent is given in Figure IX.

**Teachers' Salaries**

The trend in average appropriations for teachers' salaries has been downward for the last year. For 1930-31 the trend was upward for all of the schools covered by
the study, the schools of second class districts having the greatest increase for this year, an increase of 6.2 per cent. For 1931-32, first and third class districts and union high schools showed an increase while the second class districts show a decrease in teachers' salaries. The third class districts suffered the greatest loss in 1932-33, as shown by Figure X, and the appropriation for these schools is now 80.0 per cent when compared with salaries of 1929-30. All four classes of schools suffered a sharp decline in amount paid for teachers' salaries in 1932-33, and are below the standard for 1929-30. The amounts appropriated for teachers' salaries by first and second class districts for 1932-33 are 81.6 and 93.7 per cent respectively of this item for 1929-30. The composit of the schools shows an increase of $493 or 4.2 per cent for 1930-31, of $143 or 1.2 per cent for 1931-32, and a decrease of $2215 or 18.8 per cent for 1932-33. When comparing salaries of the year 1932-33 with salaries paid during the year 1929-30, there is a total decrease of $1579 or 13.4 per cent. Table X shows the average appropriation for each class district. Figure X shows the general trend in percentage.
Fig. IX. Trend in Teachers' Salaries

Key

- First Class Districts
- Second Class Districts
- Third Class Districts
- Union High Schools
- Composite

Per Cent

110
100
90
80

Year 1929-30  1930-31  1931-32  1932-33
Table X. Average Appropriation for Teachers' Salaries.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$28239</td>
<td>$29208</td>
<td>$29385</td>
<td>$23066</td>
</tr>
<tr>
<td>Second</td>
<td>11</td>
<td>6425</td>
<td>6861</td>
<td>6823</td>
<td>6020</td>
</tr>
<tr>
<td>Third</td>
<td>6</td>
<td>3153</td>
<td>3253</td>
<td>3265</td>
<td>2510</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>8</td>
<td>8907</td>
<td>9296</td>
<td>9753</td>
<td>8587</td>
</tr>
<tr>
<td>Composit</td>
<td>33</td>
<td>11720</td>
<td>12213</td>
<td>12356</td>
<td>10141</td>
</tr>
</tbody>
</table>

Future Outlook in Salary Trend

The facts brought out by the reports from these schools disclose the fact that teachers are being forced to give a greater amount of service and at the same time are receiving less pay for these services. The average daily attendance and the teacher-pupil ratio has increased while the teachers' salaries have generally decreased. But the bottom has not yet been reached. All indications point in the direction of a greater decrease in teachers' salaries for next year. A report from the County Superintendent of Lincoln county states that teachers' salaries in that county will be reduced one-third, and some teachers are being dropped. Many of the schools in the state will pay principals $125 per month and the teachers $90 in 1933-34, and will hold school for only eight months. A recent news item from
Astoria stated (1) that "An approximate cut in school operating expense for the 1933-34 school year of $25,000 will be made as the result of a general wage slash of 20 per cent, reduction of the teaching staff and abandonment of school lawn care this summer, all decided upon by the school board of the Astoria district at an adjourned meeting held in the city school superintendent's office last night." Another news item, from the state office at Salem, discloses the fact that a similar serious condition exists throughout the state. The article reads as follows (22); "Reductions of the number of teachers, drastic slashes in salaries and cutting down the length of the school terms have been proposed in a large number of Oregon districts as a means of relieving the burden of the taxpayers, according to letters received at the office of C. A. Howard, State Superintendent of Public Instruction.

"Some of the large school districts have complained that they are without funds to carry on. A number of these districts already have reduced the salaries of teachers from 10 to 20 per cent, while others have combined the teaching units so as to reduce the number of teachers."
"Howard declared that while he would not favor the elimination of essential courses he would support any legitimate proposal which would reduce school costs.

"He said that one of the most effective means of reducing costs is that of merging small schools with the larger ones, to eliminate overhead and at the same time insure the pupils a standard education.

"Reports from several districts indicated that in some cases operating costs for the 1933-34 term would be reduced as much as 30 per cent. Roseburg recently eliminated six teachers, reduced the salaries 15 per cent and ordered other retrenchments which will be reflected in taxes."

**Trend in Cost of Supervisors' Supplies**

There has been no appreciable reductions in expenditures for supplies for supervisors except in second class districts and this appropriation in these schools has fluctuated from year to year. In 1930-31 it dropped 30 per cent, or from $113 to $78, rose again the next year to $115, or 2 per cent above 1929-30; and dropped the following year to $49, which is 43 per cent of the 1929-30 appropriation for these supplies. Only one third class district reported expenditures for this item, and it spent $30 for supplies in 1929-30, $9 in 1930-31, and
and $10 in 1931-32 and 1932-33. The first class district spent $187 in 1929-30, $213 in 1930-31, $193 in 1931-32, and $175 in 1932-33. Union High School districts showed a slight increase in amounts spent for these supplies. The increase for the four years was 13 per cent. The amounts for each class district and the composited figures are given in Table XI, and the trend is represented graphically in Figure X. These amounts were not large for any of the schools.

Table XI. Average Cost of Supervisors' Supplies

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>9</td>
<td>$187</td>
<td>$213</td>
<td>$193</td>
<td>$175</td>
</tr>
<tr>
<td>Second</td>
<td>6</td>
<td>113</td>
<td>78</td>
<td>115</td>
<td>49</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>30</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>6</td>
<td>137</td>
<td>143</td>
<td>169</td>
<td>155</td>
</tr>
<tr>
<td>Composit</td>
<td>22</td>
<td>146</td>
<td>152</td>
<td>157</td>
<td>127</td>
</tr>
</tbody>
</table>
Fig. X. Trend in Appropriations for Supervisors' Supplies

Key

- - - - - - - - First Class Districts
- - - - - - - - Second Class Districts
- - - - - - - - Third Class Districts
- - - - - - - - Union High Schools
- - - - - - - - Composite

Per Cent

180
160
140
120
100
80
60
40
20

Year 1929-30  1930-31  1931-32  1932-33
Appropriation for Textbooks

Appropriations for textbooks were reported by seven first class districts for 1929-30, by six for 1930-31, by five for 1931-32 and for 1932-33. There was a steady increase in the amount expended each year, and for 1932-33, $99 or 130.3 per cent of the amount spent in 1929-30, were spent. Only two second class districts spent money for textbooks the first two years covered by the study and four the last two years. For these two years the increase was more than 700 per cent. This increase was caused by the fact that these two new schools made quite large appropriations for these years, one spending $700 in 1931-32, and $500 the following year, and the other $224 and $358 for the same years. Only one third class district reported appropriations for textbooks and this amount was insignificant. Three Union High Schools bought textbooks in 1929-30 and Five, four, and four, for each of the succeeding years. They spent most in 1930-31 and least in 1931-32. The amounts for each class district are given in Table XII.
Table XII. Average Appropriation for Textbooks

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6</td>
<td>$76</td>
<td>$83</td>
<td>$86</td>
<td>$99</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>32</td>
<td>20</td>
<td>246</td>
<td>226</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>35</td>
<td>15</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>3</td>
<td>42</td>
<td>35</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>Composit</td>
<td>12</td>
<td>60</td>
<td>63</td>
<td>120</td>
<td>119</td>
</tr>
</tbody>
</table>

Teachers' Supplies

The amount appropriated for teachers' supplies decreased in first and second class districts. The amount for first class districts decreased from $1175 in 1929-30 to $750 in 1932-33, or to 64 per cent of the 1929-30 figure. Second class districts decreased the amount from $537 in 1929-30 to $428 in 1932-33, or to 80 per cent of the 1929-30 amount. Third class districts appropriated $105 for the years 1929-30 and 1930-31, $91 in 1931-32, and $85, or 81 per cent of the 1929-30 figure, in 1932-33. Union High Schools increased the appropriation the first year from $650 to $722, and then decreased the amount for each of the succeeding years to $645 and $532 respectively. The 1932-33 appropriation is 82 per cent of that for 1929-30. The composit of the schools shows a steady decline in amounts for each
Fig. 41. Trend in Appropriations for Teachers' Supplies.

Key

<table>
<thead>
<tr>
<th>Line Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Class Districts</td>
</tr>
<tr>
<td></td>
<td>Second Class Districts</td>
</tr>
<tr>
<td></td>
<td>Third Class Districts</td>
</tr>
<tr>
<td></td>
<td>Union High Schools</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
</tr>
</tbody>
</table>

Per Cent

120

110

100

90

80

70

60

Year 1929-30  1930-31  1931-32  1932-33
succeeding year, the 1932-33 appropriation being 72 per cent of the amount spent in 1929-30. The amounts of appropriations for teachers' supplies are given in Table XIII, and the trend in percentage is shown by Figure XI.

Table XIII. Appropriations for Teachers' Supplies

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$1175</td>
<td>$1091</td>
<td>$995</td>
<td>$750</td>
</tr>
<tr>
<td>Second</td>
<td>8</td>
<td>537</td>
<td>533</td>
<td>470</td>
<td>428</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
<td>105</td>
<td>105</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>6</td>
<td>650</td>
<td>722</td>
<td>645</td>
<td>532</td>
</tr>
<tr>
<td>Composit</td>
<td>27</td>
<td>671</td>
<td>661</td>
<td>586</td>
<td>483</td>
</tr>
</tbody>
</table>

Janitors' Salaries

First class districts increased their janitors' salaries from $1844 in in 1929-30 to $1969 or 7.0 per cent in 1930-31, and increased the amount the following year to $2004; then decreased the appropriation for 1932-33 to $1686, or to 8.6 per cent less than for 1929-30. Second class districts slightly decreased the janitors' salaries each year, and in 1932-33 were paying $150 or 16.5 per cent less than in 1929-30. The third class districts show a slight variation in the amounts paid for janitors' salaries. The figure increased in
these districts .7 per cent in 1930-31, 4.1 per cent in 1931-32, and then dropped in 1932-33 to 96.6 per cent of the amount appropriated in 1929-30. Union High Schools show an increase of .4 per cent for 1930-31, and a decrease to 94 per cent in 1931-32 and to 83.3 per cent in 1932-33 of the 1929-30 amount. The composit figures show a decrease over the four year period of 12 per cent, although there was a 2 per cent increase lasting for the 1930-31 and the 1931-32 years. The trend in janitors' salaries seems to follow that for teachers' salaries; however, the janitors' salaries have not been cut quite as severely as have those of teachers. The average salaries for janitors are given in Table XIV, and the trend in percentage is shown by Figure XII.

Table XIV. Appropriation for Janitors' Salaries.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>10</td>
<td>$1844</td>
<td>$1969</td>
<td>$2004</td>
<td>$1686</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>814</td>
<td>750</td>
<td>766</td>
<td>664</td>
</tr>
<tr>
<td>Third</td>
<td>6</td>
<td>415</td>
<td>417</td>
<td>432</td>
<td>401</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>6</td>
<td>1415</td>
<td>1420</td>
<td>1331</td>
<td>1179</td>
</tr>
<tr>
<td>Composit</td>
<td>31</td>
<td>1185</td>
<td>1208</td>
<td>1210</td>
<td>1042</td>
</tr>
</tbody>
</table>
Fig. XII. Trend in Janitors’ Salaries

Key

--- First Class Districts
--- Second Class Districts
--- Third Class Districts
--- Union High Schools
--- Composite

Per cent

110

100

90

60

Year 1929-30  1930-31  1931-32  1932-33
Janitors' Supplies

Less is being spent for janitors' supplies in 1932-33 by all the districts except the Union High Schools and these spent $375 for this year which is 5.5 per cent more than during 1929-30. These schools spent the greatest amount, $356, in 1929-30, and the least, $291, in 1931-32. First and second class districts increased these expenditures to 111.1 and 111.6 per cent respectively in 1930-31, and decreased them to 89 and 92.7 per cent respectively in 1931-32; then decreased them again to 87 per cent and 77.7 per cent respectively in 1932-33. Third class districts show a slight increase for the first three years, and a sharp decrease for 1932-33 to 81.2 per cent of the amount for 1929-30; The composit of the schools shows an increase in 1930-31 from $232 to $247, or 6.5 per cent. In 1931-32 there was a decrease to $208, or to 89.6 of that for 1929-30. The same amount was expended during 1932-33 as for the preceding year. Table XV shows the amounts paid for janitors' supplies, and Figure XIV shows the trend in percentage of these appropriations.
Table XV. Appropriations for Janitors' Supplies

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>9</td>
<td>$329</td>
<td>$365</td>
<td>$294</td>
<td>$284</td>
</tr>
<tr>
<td>Second</td>
<td>9</td>
<td>138</td>
<td>154</td>
<td>128</td>
<td>107</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
<td>102</td>
<td>109</td>
<td>112</td>
<td>83</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>5</td>
<td>356</td>
<td>336</td>
<td>291</td>
<td>375</td>
</tr>
<tr>
<td>Composit</td>
<td>28</td>
<td>232</td>
<td>247</td>
<td>208</td>
<td>208</td>
</tr>
</tbody>
</table>

Cost of Fuel, Light, and Water

Savings were effected in costs of fuel, light, and water by all class districts in 1932-33 over the preceding years. First, second, and third class districts spent more for these items in 1930-31 than in 1929-30, while the cost for Union High Schools remained the same. First and second class districts increased these expenditures through the following year to 126 and 105.2 per cent respectively of the amount spent for the same items in 1929-30. Third class districts lowered the cost during 1931-32 to the 1929-30 figure, and the cost for Union High Schools for the same year was only .6 per cent above that for 1929-30. During 1932-33, first class districts were paying 111 per cent, second class districts 91 per cent, third class districts 90.5 per cent, and Union High Schools 97.5 per cent of the amount paid for fuel, light, and water in 1929-30. It is seen
Fig. AIL. Trend of Appropriations for Janitors' Supplies

Key

---
First Class Districts
---
Second Class Districts
---
Third Class Districts
---
Union High Schools
---
Composite

Per Cent

110
100
90
80

Year 1932-33 1930-31 1931-32 1932-33
from this that only first class districts are paying
more for fuel, light, and water than they paid in 1929-30,
while the other districts are paying less. A composit
of the schools shows an increase in 1930-31 to 112.4 per
cent, in 1931-32 to 112.5 per cent, and in 1932-33 to
100.7 per cent of the amount paid in 1929-30. Table XVI
and Figure XIV show the general trend in amount and in
percentage.

Table XVI. Cost of Fuel, Light, and Water.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>7</td>
<td>$1421</td>
<td>$1773</td>
<td>$1784</td>
<td>$1574</td>
</tr>
<tr>
<td>Second</td>
<td>10</td>
<td>558</td>
<td>576</td>
<td>584</td>
<td>504</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
<td>293</td>
<td>329</td>
<td>294</td>
<td>265</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>6</td>
<td>920</td>
<td>920</td>
<td>926</td>
<td>897</td>
</tr>
<tr>
<td>Composit</td>
<td>28</td>
<td>804</td>
<td>905</td>
<td>906</td>
<td>810</td>
</tr>
</tbody>
</table>

Appropriation for Repairs

There has been a marked decrease in the amount
appropriated for repairs in some schools. Schools in
the second class districts have suffered most in this
respect in the past three years. These schools in-
creased expenditures in 1930-31 from $635 to $745, an
increase of 17.3 per cent. Since that time these same
expenditures have decreased to $313 in 1931-32 and $277
Fig. XIV. Trend of Costs for Fuel, Light, & Water

Key

- - - - - - - - - First Class Districts
- - - - - - - - Second Class Districts
- - - - - - - - Third Class Districts
- - - - - Union High Schools
- - - - - - - - Composite

Per Cent

150

120

110

100

90

Year 1929-30  1930-31  1931-32  1932-33
in 1932-33, or to only 43 per cent of the amount expended in 1929-30. First class districts also suffered, the schools showing a decline in these expenditures throughout the period covered by the study. The appropriation for 1929-30 was $993, and for 1932-33 it was $640, a decline to 64.5 per cent of 1929-30. The expenditures for repairs in third class districts increased in 1930-31 from $93 to $270, or 290.3 per cent, increased slightly the next year to $345, or to 368.8 per cent, and then dropped to $101 in 1932-33, which is still 8.6 per cent more than the amount spent in 1929-30. The Union High Schools spent $366 for repairs in 1929-30 and $713 in 1930-31, but were forced to reduce this in 1931-32 to $327 and spent an average of thirteen dollars more in 1932-33. This expenditure is 93 per cent of that spent in 1929-30. The composit figures for all the schools are: $652 for 1929-30; $820 or 124.2 per cent for 1930-31; $450 or 69 per cent for 1931-32; and $401 or 61.5 per cent for 1932-33. These amounts are given in Table XVII, and the trend in percentage is shown by Figure XV. Nine first class districts reported this item for the first three years of this period while only seven reported it for 1932-33. Six second class districts reported it in 1929-30 and seven for the three following years. Only two third class districts reported it in
Fig. XV. Trend of costs for repairs

Key

- - - - - - First Class Districts
- - - - - - Second Class Districts
- - - - - - Third Class Districts
- - - - - - Union High Schools
- - - - - - - composite

Per cent

<table>
<thead>
<tr>
<th>Year</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEUFFEL & ESSER CO., N. Y. NO. N 364-40
1929-30, three the next two years, and one in 1932-33. Five Union High Schools expended money for repairs in 1929-30, and six in each of the following three years.

Table XVII. Appropriations for Repairs.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$993</td>
<td>$1098</td>
<td>$693</td>
<td>$640</td>
</tr>
<tr>
<td>Second</td>
<td>8</td>
<td>635</td>
<td>745</td>
<td>313</td>
<td>277</td>
</tr>
<tr>
<td>Third</td>
<td>2</td>
<td>93</td>
<td>270</td>
<td>345</td>
<td>101</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>5</td>
<td>366</td>
<td>713</td>
<td>327</td>
<td>340</td>
</tr>
<tr>
<td>Composit</td>
<td>23</td>
<td>652</td>
<td>820</td>
<td>450</td>
<td>401</td>
</tr>
</tbody>
</table>

Appropriation for Replacement of Equipment

There is no uniformity in the trend of expenditures for replacement of broken and worn out equipment. These expenditures show a steady decline in first class districts since 1929-30, from $959 to $501 in 1932-33, a decrease of nearly 50 per cent. Second class districts show an increase in these expenditures in 1930-31, a decrease the next year, and an increase again in 1932-33 when it was 151.2 per cent of the amount expended in 1929-30. The amount expended for replacement of equipment by third class districts in 1930-31 and 1931-32 dropped to about 40 per cent of the amount spent in 1929-30 and again increased in 1932-33 to 173.2 per cent of the
amount for 1929-30. The Union High Schools increased these same expenditures 17 per cent in 1930-31 and decreased them to the same amount as for 1929-30 for the following two years. The composit of the amounts paid by the schools for replacement of equipment shows an average of $495 for 1929-30, and a gradual decline to $335 in 1932-33 or 66 per cent of the amount paid in 1929-30. The amounts of expenditures are given in Table XVIII, and the trend in per cent is shown by Figure XVI.

Table XVIII. Appropriations for Replacement of Equipment.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6</td>
<td>$959</td>
<td>$752</td>
<td>$616</td>
<td>$501</td>
</tr>
<tr>
<td>Second</td>
<td>5</td>
<td>125</td>
<td>235</td>
<td>122</td>
<td>189</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>250</td>
<td>90</td>
<td>100</td>
<td>433</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>2</td>
<td>150</td>
<td>175</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Composit</td>
<td>14</td>
<td>495</td>
<td>438</td>
<td>336</td>
<td>335</td>
</tr>
</tbody>
</table>

Librarians' Salaries

Five first class districts reported expenditures for librarians' salaries. The average decrease in librarians' salaries was 22.7 per cent in 1930-31. There was a slight raise the next year, and a decrease again in 1932-33 to 70.2 per cent of salaries for 1929-30.
Fig. XVI. Trend of Costs for Replacement of Equipment

Key

--- First Class Districts
--- Second Class Districts
--- Third Class Districts
--- Union High Schools
--- Composite

Per Cent

190

180

170

160

150

140

130

120

110

100

90

80

70

60

50

40

Year 1929-30  1930-31  1931-32  1932-33
Only two second class districts reported expenditures for librarians' salaries; these two schools spent only $39 for this item in 1929-30 and 1930-31, $43 in 1931-32, and $35 in 1932-33, which is a decrease of only $4 below 1929-30. No third class district reported this item, and only two Union High Schools reported it. These schools paid an average of $387 to the librarians, and increased this amount through the following three years to $425 in 1932-33, which is 110 per cent of the 1929-30 salary. The composit of the schools shows an average of $737 paid in 1929-30 and a gradual decline over the four year period to $554 paid in 1932-33 or 75 per cent of the amount paid in 1929-30. Table XIX shows the average amounts paid by the class districts. Figure XVII shows the trend in percentage.

Table XIX. Appropriations for Librarians' Salaries

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5</td>
<td>$1157</td>
<td>$895</td>
<td>$1023</td>
<td>$812</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>39</td>
<td>39</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>Union H.S.</td>
<td>2</td>
<td>387</td>
<td>397</td>
<td>414</td>
<td>425</td>
</tr>
<tr>
<td>Composit</td>
<td>9</td>
<td>737</td>
<td>594</td>
<td>670</td>
<td>554</td>
</tr>
</tbody>
</table>
Fig. XVII. Trend of Librarians' Salaries

Key

- - - - - - - - First Class Districts
- - - - Second Class Districts
- - - - Third Class Districts
- - - - Union High Schools
- - - - Composite

Per Cent

110

100

90

80

Year 1929-30  1930-31  1931-32  1932-33
Appropriations for New Library Books

Ten of the first class districts reported expenditures for new library books in 1929-30 and 1930-31, nine in 1931-32, and eight in 1932-33. This expenditure increased until 1931-32, when it was 156 per cent of the amount expended in 1929-30, but it decreased in 1932-33 to only 93 per cent of that amount. Three second class districts reported this item. These schools maintained the same appropriation for 1929-30 and 1930-31; then increased it 83.6 per cent for 1931-32. In 1932-33 the amount was decreased to 97 per cent of the 1929-30 appropriation. Four third class districts reported money spent for new library books and the trend in these schools has been downward for the four years covered by the study. The amount for 1932-33 was 89.5 per cent of the appropriation for the same item in 1929-30. Four Union High Schools reported this item for 1929-30, but seven reported it for the next three years, and the amount appropriated for this year increased to 106 per cent in 1930-31. In 1931-32 this dropped, however, to 93.2 per cent and decreased again in 1932-33 to 89.5 per cent of that for 1929-30. In every instance the amount appropriated for library books is lower in 1932-33 than it was in 1929-30. The composit shows an increase of 32.3 per cent in 1930-31 and then a gradual decrease to 88.7 per cent of the 1929-30
Fig. XVIII. Trend of Appropriations for Library Books

Key

First Class Districts
Second Class Districts
Third Class Districts
Union High Schools
Composite

Per Cent

180
160
140
120
100
90
80

Year 1929-30

1930-31 1931-32 1932-33
figure, in 1932-33. Table XX shows the average amounts spent by the class districts; Figure XVIII shows the percentage trend for the schools.

Table XX. Average Appropriation for Library Books.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$156</td>
<td>$246</td>
<td>$208</td>
<td>$147</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>98</td>
<td>98</td>
<td>180</td>
<td>95</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>112</td>
<td>138</td>
<td>92</td>
<td>75</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>5</td>
<td>133</td>
<td>141</td>
<td>124</td>
<td>119</td>
</tr>
<tr>
<td>Composit</td>
<td>20</td>
<td>133</td>
<td>176</td>
<td>159</td>
<td>118</td>
</tr>
</tbody>
</table>

Appropriations for Periodicals

There was only a slight change in the amount expended for periodicals by the first class districts. This was $3 less in 1932-33 than in 1929-30. In second class districts these expenditures were also practically constant, being only $2.50 less in 1930-31 and 1931-32, and the same in 1932-33 as for 1929-30. The third class districts did not reduce this item until 1932-33 when they made a cut of $10 or a 57.9 per cent reduction. The Union High Schools increased their appropriation for periodicals through the four year period to 123 per cent of the amount spent in 1929-30. The composit of amounts spent shows an increase of 6.1 per cent for 1930-31 and
Fig. XIX. Trend of Appropriations for Periodicals

Key

--- First Class Districts
--- Second Class Districts
--- Third Class Districts
--- Union High Schools
--- Composite

Per Cent

<table>
<thead>
<tr>
<th>Year</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1929-30</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Year 1930-31</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Year 1931-32</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Year 1932-33</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
</tr>
</tbody>
</table>
a decrease of the same amount for 1931-32. The amount paid in 1932-33 was 94 per cent of that paid during 1929-30. The appropriations for periodicals are given in Table XXI, and the trend in percentage is shown in Figure XIX.

Table XXI. Appropriations for Periodicals.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>4</td>
<td>$57</td>
<td>$59</td>
<td>$53</td>
<td>$51</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>22.50</td>
<td>20</td>
<td>20</td>
<td>22.50</td>
</tr>
<tr>
<td>Third</td>
<td>3</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>4</td>
<td>26</td>
<td>31</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Composit</td>
<td>13</td>
<td>33</td>
<td>35</td>
<td>33</td>
<td>31</td>
</tr>
</tbody>
</table>

Appropriations for Library Supplies

The trend in expenditures for library supplies and repairs in first class districts has been uniformly high for the four year period and in 1932-33 it was 51.8 per cent greater than in 1929-30. Not enough of the other schools reported this item to show the trend of these expenditures. The amount expended by the second class districts was greater by 60.6 per cent in 1932-33 than in 1929-30. One third class district reported $400 expended in 1929-30 and $3 expended in 1932-33. Two Union High Schools spent $17.50 in the years 1929-30, 30-31, and 31-32, and $10 in 1932-33. The composit
Fig. IX. Trend in Cost for Library Supplies & Repairs

Key

First Class Districts
Second Class Districts
Third Class Districts
Union High Schools
Composite

Per Cent

160
140
120
100
80
60
40

Year 1929-30 1930-31 1931-32 1932-33
figure is 41 per cent above that of 1929-30. These expenditures are given in Table AXII, and the percentage of these expenditures as compared to 1929-30, for the schools reporting is shown in Figure AX.

Table AXII. Library Supplies and Repairs.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5</td>
<td>$56</td>
<td>$47</td>
<td>$86</td>
<td>$85</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>16.50</td>
<td>16</td>
<td>25</td>
<td>26.50</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>400</td>
<td>268</td>
<td>150</td>
<td>00</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>2</td>
<td>17.50</td>
<td>17.50</td>
<td>17.50</td>
<td>10</td>
</tr>
<tr>
<td>Composit</td>
<td>9</td>
<td>39</td>
<td>34</td>
<td>53</td>
<td>55</td>
</tr>
</tbody>
</table>

Nurses' Salaries

Six first class districts reported appropriations for nurses' salaries. These expenditures for these schools for the four years as compared to 1929-30 were: 135, 148.3, and 126.3 per cent respectively. None of the other schools reported this item.

Health Service

First and third class districts showed an increase in the amount expended for health service through the four years. For the first class districts this increase was 45.5 per cent over 1929-30, and for third class districts
Fig. XXI. Trend of Appropriations for Health Service.

Key

First Class Districts
Second Class Districts
Third Class Districts
Union High Schools
Composite

Per Cent

160
140
120
100
80
60
40

Year 1929-30  1930-31  1931-32  1932-33
the increase was 20.5 per cent over 1930-31. Schools of third class districts did not report this item for 1929-30. No second class district reported appropriations for health service. The Union High Schools decreased this appropriation in 1930-31 to 56.5, and in 1931-32 and 1932-33 to 43.5 per cent of the 1929-30 appropriation. The average of the composit of the schools shows a total increase of 29 per cent for 1932-33. Table XXIII shows the appropriations for health service, and Figure XXI the trend in percentage of these expenditures.

Table XXIII. Appropriations for Health Service

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$44</td>
<td>$47</td>
<td>$65</td>
<td>$64</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>3</td>
<td>23</td>
<td>13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Composit</td>
<td>11</td>
<td>38.40</td>
<td>37.90</td>
<td>50.20</td>
<td>49.40</td>
</tr>
</tbody>
</table>

Appropriation for Transportation

Of the twelve first class districts reporting, all but two furnished transportation in one form or another. In two of these this service was furnished by contract and one reported that teachers drove the busses. Pupils in eight of thirteen second class districts were supplied with transportation. One of these reported that
Fig. XXII. Trend of Costs for Transportation

Key

- - - - - - First Class Districts
- - - - - - Second Class Districts
- - - - - - Third Class Districts
- - - - - - Union High Schools
- - - - - - Composite

Per Cent

140

120

100

80

60

40

Year 1922-23 1920-21 1931-32 1932-33
this was supplied by contract, and in one it was furnished by the county unit. Four of the eight third class districts transported their pupils to school, but in one of these this was paid by outside districts. Only three of the Union High Schools furnished transportation.

In determining the average amount expended by each school for transportation no segregation was made of the several items listed under this heading. All these were combined and the average total amounts expended by each class district is given in Table XXIV. Referring to this table it is seen that the expenditures in first class districts for 1929-30 are approximately double those for the other three years. This difference is due largely to the fact that three of these schools bought additional new busses this year at an average cost of $7741, and one school made a replacement amounting to $10940. When this is taken into consideration it seems that there has been very little change in the operating costs of transportation for these schools. When looking at the amounts expended by the second class districts for this item, we find that these schools also spent more in 1929-30 than for either of the other years. This is again largely because of two schools spending a considerable sum for new busses and for replacements this year. The trend here, however, is up for the next three years, increasing from
68.8 per cent to 76.5 per cent of the amount spent in 1929-30. This would indicate that these schools are supplying more transportation for their pupils each year. There has been very little change in transportation costs in the third class districts. This remained constant until 1932-33 when it dropped to 90.4 per cent. In Union High Schools the trend has been downward since 1929-30 and in 1932-33 it was 78 per cent of the amount spent in 1929-30. The trend of the composit figure has also been downward until 1932-33 when it was 64.5 per cent of that for 1929-30. Table XXIV shows the cost and Figure XXII shows the trend of transportation cost for the four years.

Table XXIV. Trend in Transportation Costs

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6</td>
<td>$7054</td>
<td>$4106</td>
<td>$4241</td>
<td>$3498</td>
</tr>
<tr>
<td>Second</td>
<td>7</td>
<td>2920</td>
<td>2008</td>
<td>2222</td>
<td>2234</td>
</tr>
<tr>
<td>Third</td>
<td>2</td>
<td>1828</td>
<td>1828</td>
<td>1828</td>
<td>1652</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>2</td>
<td>10778</td>
<td>14782</td>
<td>8752</td>
<td>8400</td>
</tr>
<tr>
<td>Composit</td>
<td>17</td>
<td>5175</td>
<td>3642</td>
<td>3656</td>
<td>3337</td>
</tr>
</tbody>
</table>

Insurance

The appropriations for insurance in the first class districts declined from the year 1929-30 to the year
Fig. XXIII. Trend of Costs for Insurance

Key

- - - - - - - First Class Districts
- - - Second Class Districts
- - - Third Class Districts
- - - Union High Schools
- - - Composite

Per Cent

100
90
80
70
60
50
40

Year 1929-30  1930-31  1931-32  1932-33
1932-33 to 73.3 per cent. These costs for second class decreased to 55.3 per cent, third class districts increased 3.9 per cent, and Union High Schools decreased to 58 per cent of the 1929-30 figure. The composit figure shows a total average decrease to 67.8 per cent of the 1929-30 appropriation for insurance. Table XXV gives the amounts appropriated by each class district, and Figure XXIII shows the trend of these appropriations in percentage.

Table XXV. Appropriations for Insurance

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$703</td>
<td>$464</td>
<td>$398</td>
<td>$515</td>
</tr>
<tr>
<td>Second</td>
<td>8</td>
<td>293</td>
<td>130</td>
<td>144</td>
<td>162</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>128</td>
<td>134</td>
<td>135</td>
<td>133</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>5</td>
<td>387</td>
<td>283</td>
<td>407</td>
<td>224</td>
</tr>
<tr>
<td>Composit</td>
<td>25</td>
<td>416</td>
<td>248</td>
<td>276</td>
<td>282</td>
</tr>
</tbody>
</table>

Interest Payments

Interest payments have been generally down in first, third, and Union High School districts since 1929-30. For first class districts this was 33 per cent less in 1932-33 than in 1929-30, for third class districts it was 2.8 per cent less, and for Union High Schools it was 17.8
Fig. XXIV. Trend of Costs for Interest.

Key

--- First Class Districts
--- Second Class Districts
--- Third Class Districts
--- Union High Schools
--- Composite

For Cent

110
100
90
80
70

Year 1929-30 1930-31 1931-32 1932-33
per cent less in 1932-33 than in 1929-30. In second class districts this appropriation was 1.1 per cent greater in 1932-33 than it was in 1929-30. The composit of the schools shows a gradual decrease, and the amount for 1932-33 was 76 per cent of that for 1929-30. Table XXVI gives the amounts and Figure XIV shows the percentage trend of these appropriations for each class district.

Table XXVI. Interest Payments.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5</td>
<td>$8725</td>
<td>$7629</td>
<td>$7716</td>
<td>$5839</td>
</tr>
<tr>
<td>Second</td>
<td>6</td>
<td>1419</td>
<td>1507</td>
<td>1368</td>
<td>1435</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>1028</td>
<td>1079</td>
<td>999</td>
<td>999</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>5</td>
<td>2008</td>
<td>1873</td>
<td>1899</td>
<td>1749</td>
</tr>
<tr>
<td>Composit</td>
<td>20</td>
<td>3314</td>
<td>3043</td>
<td>3014</td>
<td>2528</td>
</tr>
</tbody>
</table>

Payment of Bonds

There is no appreciable change in the amounts expended for payment of bonds in the Union High School districts. The first year shows a 10 per cent increase which was maintained through 1930-31 and the following two years. The second class districts paid $1333 more in 1932-33 than in 1929-30, the third class districts
Fig. XXV. Trend of Bonds and Sinking Fund Payments

Key

- - - - - - - - - - - First Class Districts
- - - - - - - - - - Second Class Districts
- - - - - - - - Third Class Districts
- - - - - - - Union High Schools
- - - - - Composit

Per Cent

200

180

160

140

120

100

80

Year 1929-30  1930-31  1931-32  1932-33
paid $395 more, and the Union High Schools paid $333 more for the years 1930-31, 1931-32, and 1932-33 than for 1929-30. The composit of amounts paid for bonds shows an increase of 14.7 per cent for 1932-33 over 1929-30. These expenditures are given in Table XXVII, and the trends of expenditures are shown in Figure XXV.

Table XXVII. Sinking Fund & Bond Payment.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>2</td>
<td>$10000</td>
<td>$11750</td>
<td>$11750</td>
<td>$11750</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>1500</td>
<td>2362</td>
<td>1858</td>
<td>2833</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>1458</td>
<td>1458</td>
<td>1388</td>
<td>1063</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>3</td>
<td>3333</td>
<td>3666</td>
<td>3666</td>
<td>3666</td>
</tr>
<tr>
<td>Composit</td>
<td>12</td>
<td>3361</td>
<td>3951</td>
<td>3810</td>
<td>3854</td>
</tr>
</tbody>
</table>

Expenditures for Repairs

Only three first class districts reported expenditures for repairs in 1929-30, six in 1930-31, and four in 1931-32 and 1932-33. The largest amount spent for this was $1366 in 1930-31, and in 1932-33 this expenditure was $209 per school. One third class district spent $60 in 1929-30 for repairs, $16 in 1931-32, and two districts spent $83 per school for this item in 1932-33. No second or Union High School district reported
appropriations for repairs.

**Appropriation for New Furniture**

The first class districts appropriated $2920 for new furniture and equipment in 1929-30; this was decreased to 36 per cent for 1932-33. Second class districts reduced the expenditures about 26.9 per cent in 1930-31, 46 per cent more in 1931-32, and increased them again to 94 per cent in 1932-33 of the 1929-30 appropriation. The third class districts show the greatest fluctuation in this item. Three schools reported appropriations for new furniture and equipment and these varied from $40 in 1929-30 to $240, $66, and $366 respectively for each of the years following. The Union High Schools show a decrease for 1930-31 to 54 per cent of 1929-30, then downward to 47 per cent for the following year, and upward to 57.4 per cent in 1932-33. The composite figure shows a drop from $1809 to $531, or to 29.4 per cent of that for 1929-30. The expenditures are given in Table XVIII, and the percentage trend is shown by Figure XVI.

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8</td>
<td>$2920</td>
<td>$1163</td>
<td>$1182</td>
<td>$543</td>
</tr>
<tr>
<td>Second</td>
<td>5</td>
<td>494</td>
<td>361</td>
<td>133</td>
<td>464</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>40</td>
<td>240</td>
<td>66</td>
<td>366</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>3</td>
<td>1041</td>
<td>568</td>
<td>490</td>
<td>608</td>
</tr>
<tr>
<td>Composit</td>
<td>16</td>
<td>1609</td>
<td>801</td>
<td>725</td>
<td>531</td>
</tr>
</tbody>
</table>
Fig. XXVI. Trend of Appropriations for New Furniture & Equipment

Key

- - - - - - - - First Class Districts
- - - - - - Second Class Districts
- - - - - Third Class Districts
- - - - Union High Schools
- - - - - - - - Composit

Per Cent

100

80

60

40

20

Year 1929-30  1930-32  1931-32  1932-33
Average total appropriations

Figure XVII shows that the trend in average total appropriations for each of the different class districts has in general been in the same direction. This appropriation was increased in 1930-31, but since that time the trend has been downward. The greatest increase was in second class districts when the increase in 1930-31 over the previous year was $2301 or 14.1 per cent. The smallest increase for the same year was in first class districts. These schools increased their total budget appropriations for this year $837, an increase of only 1.2 per cent. The percentage increase for the Union High Schools and third class districts for the same year were: 9.0 and 9.2 per cent respectively over 1929-30. The sharpest declines in budget appropriations were experienced by all districts in 1932-33, and second class districts took the largest drop. In 1931-32 these schools had a budget appropriation of 114.1 per cent as compared with 1929-30, but in 1932-33 this figure was 96.0 per cent, or a drop of 18.1 per cent. The corresponding decreases for first, third, and Union High School districts for the same period were 14.4, 10.3, and 9.1 per cent respectively. The composit of the schools shows an increase of 5.4 per cent the first year, a drop of 4.2
Fig. XXVII. Total Appropriations

Key

--- First Class Districts
--- Second Class Districts
--- Third Class Districts
--- Union High Schools
--- Composite

Per Cent

115
110
105
100
95
90
85
80
75
70
65
60
55
50

Year 1929-30 1930-31 1931-32 1932-33
per cent the next year, and a further decrease of 10 per cent for 1932-33. Figure XXVIII shows further that first, second, third class districts, and Union High Schools have a smaller budget in 1932-33 than in 1929-30, and that these appropriations in terms of 1929-30 are: 86.8, 96.0, 98.9, and 99.9 per cent respectively. Table XXIX gives the average total appropriations for each class district for each of the four years.

Table XXIX. Total Appropriations

<table>
<thead>
<tr>
<th>Class of District</th>
<th>Number of Schools</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5</td>
<td>$72070</td>
<td>$72907</td>
<td>$71452</td>
<td>$62536</td>
</tr>
<tr>
<td>Second</td>
<td>7</td>
<td>16284</td>
<td>18585</td>
<td>17628</td>
<td>15656</td>
</tr>
<tr>
<td>Third</td>
<td>3</td>
<td>8413</td>
<td>9190</td>
<td>9002</td>
<td>8311</td>
</tr>
<tr>
<td>U.H.S.</td>
<td>4</td>
<td>29521</td>
<td>32193</td>
<td>31961</td>
<td>29518</td>
</tr>
<tr>
<td>Composit</td>
<td>19</td>
<td>32509</td>
<td>34262</td>
<td>32922</td>
<td>29752</td>
</tr>
</tbody>
</table>
Effects of the Depression on the Schools

It was upon the assumption that a number of beneficial and detrimental results have been effected by the depression that this section was included in the study. That this assumption was correct is borne out by the large number of administrators who checked the statements of possible results included for this purpose. The results also seem to indicate that these administrators are of the opinion that the results are more beneficial than detrimental. Beneficial results were checked 230 times while detrimental results were checked only 170 times.

**Beneficial Results**

These results are summarized in Table XXX. Referring to this table we find that the schools in Oregon have experienced many of the benefits that a number of educators claim should result from the present depression. Of these beneficial effects the recognition by the staff of the importance of public approval was claimed by the greatest number of administrators to be one of the beneficial results. This was checked by 33 or 70 per cent of the 48 administrators who returned questionnaires. That it had kept more students in school was reported by 27 of these men, and that it had resulted in a more efficient organization of the program was claimed by 25. Two other items
that deserve special mention are: that there has been an awakening of the staff to a realization of the responsibility of their positions in 13 schools, and that there has been instituted a better program of guidance of students to prevent waste in 11 schools.

<table>
<thead>
<tr>
<th>Table XXX. Beneficial Effects of the Depression</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition by staff of importance of public approval</td>
<td>33</td>
</tr>
<tr>
<td>Has kept more students in school</td>
<td>27</td>
</tr>
<tr>
<td>Caused more efficient organization of the program</td>
<td>25</td>
</tr>
<tr>
<td>Recognition of professional duty to make schools worthy of generous public support</td>
<td>22</td>
</tr>
<tr>
<td>Awakening of staff to necessity of more aggressive attitude in defense of schools</td>
<td>22</td>
</tr>
<tr>
<td>Elimination of wasteful practices</td>
<td>21</td>
</tr>
<tr>
<td>Brought more efficient use of school plant</td>
<td>15</td>
</tr>
<tr>
<td>Awakened staff to responsibility of their position</td>
<td>13</td>
</tr>
<tr>
<td>Proved efficiency of larger classes</td>
<td>13</td>
</tr>
<tr>
<td>Elimination of Poor Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Brought about needed reform</td>
<td>11</td>
</tr>
<tr>
<td>Guidance of students to prevent waste</td>
<td>11</td>
</tr>
<tr>
<td>Improved progressive plan of publicity</td>
<td>5</td>
</tr>
<tr>
<td>Cooperation on part of community improved</td>
<td>1</td>
</tr>
</tbody>
</table>
Detrimental Effects

As to the detrimental effects, Table XXXI indicates that schools in Oregon have also experienced many of the evil effects that are being experienced by other school systems throughout the country. From evidence already brought out in this study in the section on general information it is not surprising that the greatest number of administrators reported that there had been an increased teacher-load. This item was reported by 33 or 63 per cent of these schools. Other items frequently reported were: a shortage of equipment by 24, curtailed curricula by 18, insufficient health service by 13, and a lowering of the morale of the staff by 11. Nine schools also reported that they had shortened the school year. It is assumed, however, that this will be for the school year 1933-34, as the data from these schools did not show that there has as yet been any reductions in the length of the school term.
<table>
<thead>
<tr>
<th>Effect</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased teacher load</td>
<td>30</td>
</tr>
<tr>
<td>Shortage of equipment and supplies</td>
<td>24</td>
</tr>
<tr>
<td>Curtailed curricula</td>
<td>18</td>
</tr>
<tr>
<td>Inadequate library facilities</td>
<td>18</td>
</tr>
<tr>
<td>Curtailed student activities</td>
<td>16</td>
</tr>
<tr>
<td>Overcrowded classrooms</td>
<td>14</td>
</tr>
<tr>
<td>Insufficient health service</td>
<td>13</td>
</tr>
<tr>
<td>Lowered morale of the staff</td>
<td>11</td>
</tr>
<tr>
<td>Overcrowded busses</td>
<td>11</td>
</tr>
<tr>
<td>Plant suffering for lack of repairs</td>
<td>10</td>
</tr>
<tr>
<td>Shortened school year</td>
<td>9</td>
</tr>
<tr>
<td>Hiring of inexperienced teachers</td>
<td>6</td>
</tr>
<tr>
<td>Warrants not being cashed</td>
<td>1</td>
</tr>
<tr>
<td>Cutting of salaries far below need</td>
<td>1</td>
</tr>
</tbody>
</table>
SUMMARY

This investigation has for its purpose the discovery of trends of economies in secondary education in Oregon and the effects of these economies on the schools. A questionnaire was sent to 175 representative schools in the state. This questionnaire contained pertinent questions as to general control, budget appropriations, and effects, and covered the four year period from 1929-30 to 1932-33 inclusive. Forty-eight of these questionnaires were returned from widely separated sections of the state and showed a fairly even distribution from the different classes of districts. The treatment of data is described in detail in Chapter III.

The results of the study show that there has been a considerable and constant increase in average daily attendance in secondary schools throughout the state during the period covered by the study. At the same time the trend in number of teachers employed has increased very little and in some cases certain schools are employing fewer teachers now than they were in 1929-30 with the result that the teacher-pupil ratio has increased as much as 45.7 per cent in some schools. There has been an increase in the number of students...
enrolled in agriculture in the small towns and rural
districts but a decrease in the number of students
taking this subject in the larger first class districts.
Manual arts has gained considerably in popularity in
the Union High Schools while the enrolment in the subj-
ect has remained relatively constant in the city schools.
Third and second class districts are not offering
manual arts to any extent. More students are enrolled
in home economics than in either agriculture or manual
arts and more schools are offering this subject. The
average enrolment per school in home economics has
increased rapidly, especially in the last three years
in second class and Union High School districts, and
has gained some ground in third class districts. The
curriculum has not as yet been seriously curtailed
but subjects have been eliminated, and most frequent
eliminations were in the language and vocational
subjects. The 1932-33 year shows that vocational
subjects were eliminated more frequently than other
subjects.

The trend in salaries in general was up during the
first year covered by the study, but since 1930-31
this trend has been down and very decidedly so in
1932-33, which has resulted in the lowering of the
morale of the staffs in 10 per cent of the schools. Less instructional and supervisors' supplies are being furnished teachers and supervisors in many of the schools. The costs of janitors' supplies advanced in 1930-31, but since that time have been reduced to below the cost four years ago. If this saving is the result of legitimate economy it is to be commended, but if it has resulted in unsanitary schools it is to be condemned. The expenditures for fuel, light, and water have been reduced since 1930-31 and in most cases are lower now than they were in 1929-30. The amounts expended for repairs have decreased appreciably since 1930-31, and ten administrators report that their plants are suffering in this respect. The trend in appropriations for replacement of equipment has been downward since 1929-30 in first class districts and is now only 47.3 per cent of this appropriation for that year in these schools. A much smaller amount is being spent for library books in 1932-33 than formerly by most schools and 18 of the schools were reported lacking adequate library facilities. First and third class districts seem to have recognized the need for health service in times like the present and have increased their appropriations for this service each year since
1929-30. The other districts, however, are supplying very little of this service. Savings have been effected in cost of transportation mainly through reductions in drivers' salaries and postponements in the purchase of new equipment and replacements, brought out by the fact that 11 schools reported overcrowded buses. Fixed charges have been reduced by all the schools by reducing insurance and interest payments, except for schools of third class districts where this cost has increased through the four year period covered by the study. First and second class districts are paying more for bond retirements and third and Union High Schools districts are paying less for these items than in 1929-30. The appropriations for new furniture and equipment have been irregular but is less this year than in 1929-30 in all districts. Average total appropriations in each of the four classes of districts increased for 1930-31 but since that time the trend has been downward, and strikingly so in 1932-33 when it was lower than 1929-30 in all the districts except the second class.

As to results of these retrenchments and forced economies the study shows further that there have been beneficial as well as detrimental effects of the depression and opinions of administrators reporting are that so far the beneficial effects exceed the detrimental in number.
CONCLUSIONS

1. It is evident that there has been a continued increase in the number of students attending secondary schools in the state during the last four years.

2. The trend in number of teachers employed has not kept pace with this increase in number of students attending these schools.

3. The teacher pupil ratio has increased but the teacher load is not yet greater than the number recommended by the State Department.

4. Enrolment in the vocational subjects has increased but a number of schools have been forced to eliminate these subjects.

5. The curricula have not as yet suffered seriously but the past year has seen more eliminations than additions, most frequently in the languages and the vocational subjects.

6. Trend in salaries has been downward since 1930-31 and very decidedly so in 1932-33.

7. Many of the schools have curtailed expenditures for teachers' and supervisors' supplies.

8. Costs of janitors' supplies have decreased since 1930-31 and are now considerably below the amount expended in 1929-30.
9. The appropriations for fuel, light, and water have been reduced since 1930-31, and are also below the cost for this item in 1929-30.

10. Costs of repairs have been reduced since 1930-31 and a number of school plants are suffering in this respect.

11. The first class districts have uniformly reduced expenditures for the replacement of equipment since 1929-30. The Union High Schools are spending the same amount and the second and third class districts show no definite trend in these expenditures.

12. There was a marked decrease shown in the amount appropriated for library books in 1932-33 and many schools are suffering for lack of proper library facilities.

13. Savings have been effected in transportation mainly through a decrease in salaries and in deferred purchasing of new equipment and replacements.

14. First and third class districts have increased their health services regardless of economic conditions.

15. There has been in general a reduction in appropriations for insurance and interest payments.
16. The payments on bonded indebtedness is greater in first and second class districts but is less in third and Union High School districts than in 1929-30.

17. There has been no definite trend in appropriations for new furniture and equipment but they are less in 1932-33 than in 1929-30.

18. There has been a definite trend in total appropriations and this was up for 1930-31 and down since that time showing a marked decline in 1932-33. For this year it was below the figure for 1929-30 in all classes of districts except those of the third class.

19. The depression has brought about beneficial results as well as detrimental results.
LIMITATIONS

1. Probably the outstanding limitation of this study was the small number of schools reporting the questionnaire. Consequently the results are not as reliable as they would have been had a larger number of schools been included.

2. Of the schools reporting, many of them, especially the smaller districts, did not return complete reports. This necessitated using even a smaller number of cases in determining the trend in some of the items discussed.

3. Since the questionnaires were sent out before the end of the fiscal year 1932-33, an element of error must be taken into consideration in the interpretation of the findings, because of the fact that some of the items reported for this year were estimations.
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APPENDIX
March 22, 1933

My dear Fellow Educator:

As the present school year draws to a close, you are no doubt considering ways and means of balancing your budget for the coming year. A steadily shrinking income necessitates that we make further economies in school costs and expenditures. What should these be? One of the most perplexing aspects of the problem concerns the elimination of certain subjects and teachers. Should these eliminations be made from the new vocational subjects or from the traditional group? In order to have some foundation for answering this and other pertinent questions concerning economies this study is being made.

Will you kindly cooperate with us in this survey by giving the information asked for and checking the appropriate items on the enclosed questionnaire? You may be sure that this information will be treated confidentially, and that no school system or administrator will be embarrassed in any way through the publicity
that will be given to the results of the survey. A stamped, self-addressed envelop is enclosed for your convenience in returning the questionnaire at an early date.

May I assure you that your cooperation in this survey will be greatly appreciated.

Cordially yours,

F. W. Parr
Professor of Secondary Education
Oregon State College
School of Education
Corvallis, Oregon

Survey to Determine Trends of Economies in Secondary Education in Oregon and Consequent Effects on Vocational Subjects.

Name of School __________________________ City ______________
Class of School District ________________ County _____________

I. GENERAL INFORMATION

A. Average daily attendance 1929-30 1930-31 1931-32 1932-3

B. Length of school year (weeks)

C. Number of teachers employed

D. Number of students enrolled
   in:
   1. Vocational Agriculture
   2. Industrial Arts
   3. Home Economics

E. Subjects added

F. Subjects Eliminated

II. INVENTORY OF EXPENDITURES
FOR HIGH SCHOOL.

A. Instructions & Supervision
   1. Personal service
      a. Principal's salary
      b. Office assistant
      c. Teachers' salaries
   2. Supplies
      a. Supervisor's supplies
      b. Textbooks
      c. Teachers' supplies
      (chalk, paper, etc.)
      d. _______________________

B. Operation of Plant
   1. Personal service
      a. Janitors' salaries
   2. Supplies
      a. Janitors' supplies
      b. Fuel, light and water
C. Maintenance of plant  1929-30  1930-31  1931-32  1932-33

1. Repairs
2. Replacements of broken
   or worn out equipment

D. Auxiliary agencies
1. Library
   a. Librarian's salary
   b. New books
   c. Periodicals
   d. Supplies and repairs
   e. _______________________

2. Health service
   a. Nurse's salary
   b. Supplies

3. Transportation
   a. Drivers' salaries
   b. Supplies (gas, oils, etc.)
   c. Repairs and replacement of busses
   d. Additional new busses

4. Extra curricula activities
   (supported by board)
   a. Athletics
   b. Dramatics and debate
   c. Publications
   d. _______________________

E. Fixed charges
1. Insurance
2. Interest
3. To sinking fund or payment of bonds.

F. Capital outlay
1. New sites
2. New buildings
3. Alterations (not repairs)
4. New furniture and equipment
   (not replacement)
5. Improvement of grounds

G. Total High School Budget
POSSIBLE RESULTS

Please place a check in front of each of the following results, which you consider are due directly to the depression.

A BENEFICIAL

1. Recognition of importance of public approval.
2. Improved progressive plan of publicity.
3. Awakening of staff to a realization of responsibility of their position.
4. Recognition of professional duty to make the schools worthy of generous public support.
5. Awakening of staff to necessity of more aggressive attitude.
6. Has brought about needed reform.
8. Has kept students in school longer.
10. More efficient use of school plant.
11. More efficient organization of program.
12. Elimination of wasteful practices.
14.________________________________________________________________________
15.________________________________________________________________________

B DETRIMENTAL

1. Lowered morale of staff.
2. Increased teacher load.
3. Hiring of inexperienced teachers.
4. Insufficient health service.
5. Curtailed curricula.
6. Curtailed student activity.
7. Shortened school year.
8. Overcrowded classroom.
10. Shortage of equipment and supplies.
11. Inadequate library facilities.
12. Plant suffering for lack of repairs.
14.________________________________________________________________________
15.________________________________________________________________________

Information furnished by ____________

Official Position ____________