

PERSONAL EXPENDITURES OF SELECTED STUDENTS
IN FIVE OREGON SENIOR HIGH SCHOOLS

by

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TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION.	1
	Purposes of the Study	3
	Schools and Groups Used in the Study	4
	Students in the Study	6
	Procedures Used in the Study	7
	Cooperation of the School People. . .	10
	Limitations of the Study	12
II	RELATED STUDIES	13
	Student Expenditures in Relation to Specific Items of Expense	13
	Student Expenditures in Relation to Family and Family Income	17
	Student Expenditures in Relation to Grade in School	23
	Student Expenditures in Rural and Non-Rural Areas	26
	Student Expenditures in Other Studies	29
III	THE STUDY	32
	Student Expenditures in Relation to Specific Items of Expense	32
	Student Expenditures in Relation to Family and Family Income	43
	Student Expenditures in Relation to Grade in School	79
	Student Expenditures in Rural and Non-Rural Areas	88
	Student Expenditures in Relation to Factors Pertaining to Each of the Schools	93
IV	SUMMARY AND RECOMMENDATIONS	109
	Summary	111
	Recommendations	121

BIBLIOGRAPHY	124
APPENDICES	126
Appendix A	126
Appendix B	129
Appendix C	130
Appendix D	133
Appendix E	135

LIST OF TABLES

Table		Page
I	Expenditures of All Students by Categories	33
II	Student Expenditures by Items of Expenditure and by Sex	38
III	Students Classified According to Sex and Ownership of a Personal Car . .	40
IV	Opinions of the Students Classified by Sex and the One Item on Which They Would Have Spent More Money	41
V	Expenditures of Students Classified According to the Income of Parents .	44
VI	Student Expenditures Classified by Occupation of Their Father	46
VII	Distribution of Students According to Educational-Level of Supporting Parent and Mean Expenditures	49
VIII	Distribution of Students According to Educational-Level of the Mother and Mean Expenditures	52
IX	Distribution of Parents of Students in the Study Classified According to Age	55
X	Student Expenditures Classified According to the Number of Older and Younger Brothers and Sisters	57
XI	Distribution of Students According to Grade in School and Employment of Mothers	59
XII	Distribution of Students According to Sex, Mean Expenditures and Disabled Members of the Family	61
XIII	Distribution of Students According to Sex, Mean Expenditure and the Number in the Family Attending High School.	63

XIV	Distribution of Students According to Sex and if the Parents were Saving for College	65
XV	Distribution of Students According to Sex and the Amount Saved for College.	66
XVI	Distribution of Students According to Sex and Intended Vocation	68
XVII	Distribution of Students According to Sex and Planning the Spending of Family Income	70
XVIII	Distribution of Students According to Sex and if They were Short of Money at Times	71
XIX	Distribution of Students According to Sex and the Effect of Lack of Money on Activities	73
XX	Distribution of Students According to Sex and Amount of Allowance	74
XXI	Distribution of Students According to Sex, Mean Expenditure and of Money Earned	76
XXII	Distribution of Students from Whom Data were Obtained During the School Year 1954-55	79
XXIII	Student Expenditures by Items of Expenditures and by Grade in School	81
XXIV	Students Classified According to Grade in School and Ownership of a Personal Car	84
XXV	Opinions of the Students Classified by Grade and the One Item on Which They Would Have Spent More Money	86
XXVI	Expenditures of Students Classified According to Place of Residence	89
XXVII	Family Income of Students Classified According to Place of Residence	91

XXVIII	Mean Income of Families of Students Classified According to Place of Residence	92
XXIX	Distribution of Schools and Students from Whom Data Were Collected	93
XXX	Student Expenditures Classified According to Schools and Items of Expenditure .	95
XXXI	Distribution of Students According to Ownership of a Personal Car	100
XXXII	Classification of Students by Schools and According to Their Usual Method of Transportation to School	102
XXXIII	Distribution of Students According to School and the Distance They Live From School	105
XXXIV	Student Expenditures According to Population of Town in Which School was Located	107

PERSONAL EXPENDITURES OF SELECTED STUDENTS IN FIVE OREGON SENIOR HIGH SCHOOLS

CHAPTER I

INTRODUCTION

One of the most striking changes in American Education during the twentieth century has been the phenomenal expansion of our public high schools. Since 1890 the increase in high school enrollment has been twenty times greater than the increase in population (11, p.17). In 1890 (2, vol.20, p.258) less than ten per cent of the nation's 14 to 17 year-olds, were in school. Today, more than 70 per cent of all the 14 to 17 year-old group are in school. Approximately seven million boys and girls from all social and economic groups are attending high school in the United States.

Our American free public high schools have become one of our unique contributions to world-wide education. High school is no longer a college preparatory course for the favored few. It is expected to provide an education for all. At the same time that we have had this remarkable increase in high school enrollment we have increased just as materially, the extent of the high school curriculum.

Not only have we increased the scope of the basic

subjects but we have added many new courses. Some of these new fields are social studies, science, music, art, industrial arts, home economics, physical education, and recently, driver training. Many of these new subjects require more space and more expensive equipment than were necessary for teaching the old conventional subjects. As we have added to the high school curriculum, we have increased the cost of education. Not all the added costs (3, p.421) are being carried by the school district or the school boards. Because of this there is an increasing problem of personal expenditures of the high school students.

In the United States educational opportunities are less dependent upon the economic status of the family than in most other countries. However, because education is free, educators themselves have a tendency to overlook the fact that there are many indirect expenses which the students and their families are practically forced to assume. Zealous efforts are being made to keep these costs to the individual at a minimum. Despite these efforts we have, over the past two or three decades, heard more and more criticism of the cost of free public high schools.

This study suggests that some questions concerning

these costs might well be asked. Are pressures being brought upon high school students to take part in activities that they really cannot afford? Is money to meet high school expenses a serious problem to students and their families? Are personal expenditures influenced to any great degree by the factors of the social and economic status of the family, sex, grade in school, and urban or rural residence? Is there a loss of confidence and morale among the students when they are unable to dress as others in their group and to take part in the social life of the school?

It is believed that no real progress can be made in alleviating the situation until parents, educators and the students themselves have more information and a better understanding of the problems concerning the personal expenditures of high school students.

Purposes of the Study

This study was conducted to determine the personal expenditures of students in Oregon high schools, the factors which affect these expenditures, and their sociological implications. These personal costs include clothing, school and after-school lunches and snacks, transportation, books, fees and equipment needed for

school courses, and participation in activities and the social life of the school.

The purposes of the study are as follows:

1. To determine the amount of money the students spend during a school year.
2. To determine the items for which the money is spent.
3. To analyze the relationship of student expenditures to the occupation, education and the economic status of the parents, to the sex of the student, and to the number of siblings.
4. To interpret the data as they relate to the high school, to grade in school and to residence within rural or non-rural areas.
5. To develop from the data suggestions which may alleviate some of the problems and misunderstandings concerning personal expenditures of high school students.
6. To make available to educators, parents, and students, information which may be useful in solving some of the problems relating to these expenditures.

Schools and Groups Used in the Study

The study was conducted in senior high schools in Benton, Polk, and Marion counties located in the central part of the Willamette Valley in western Oregon. It involved five schools with eighteen groups supervised by fifteen teachers. In each school at least one sophomore, one junior, and one senior group were included.

In order to have a truly representative sample of

boys and girls, those in the sophomore, junior, and senior classes were selected. Moreover, the study was limited to those taking subjects required of all Oregon high school students. The seniors were enrolled in American Problems, the sophomores and juniors in English and history. As a result, factors which might have influenced individual expenditures were minimized. No group was weighed as to sex, rural or urban residence, or according to special interests. The objective was to obtain a cross section of the school population.

The study was confined to five schools in a three-county area, and the schools were of different sizes and types in order to include students with a diversity of experiences.

The Philomath High School with an enrollment of 118 is located in Philomath, a town having a population of 1289. The town is a logging and agricultural area in Benton County.

The Silverton Union High School with an enrollment of 296 is located in Silverton in Marion County. The town which has a population of 3146 is in the center of a rich diversified agricultural area.

The Dallas High School, which has an enrollment of 290 is in Dallas, the county seat of Polk County. The town, which has a population of 4793 is situated in an

area of logging, lumbering, and diversified farming.

The Corvallis High School in which there are 679 students is located in Corvallis, a town of 16,207 population. Oregon State College, with an enrollment of approximately 6,000 students, is located here. The town is the county seat and the shopping center for a large area. The major industries are logging, lumbering and some small manufacturing, diversified farming and food processing.

The North Salem High School which has an enrollment of 1076 is one of two high schools located in the capitol city of Salem. While the city proper has a population of 43,140, it is a shopping center for a much larger area. It is the employment-center for most of the state offices, and several thousand workers commute every day from the surrounding areas. Several vegetable and fruit packing and freezing plants are located there as well as meat packing plants. There is a diversity of occupations, including logging, lumbering, various types of manufacturing and farming.

Students in the Study

The study was made during the school year 1954-55. As it was first organized at the beginning of the year, it included 512 students. There was subsequently a

decrease in this number due to transferring of students to other classes, withdrawing from school, or keeping incomplete accounts. The data in the study involve 441 students or 86 per cent of the original group (Appendix A). Only those students keeping satisfactory records for the entire school year of 1954-55 were included in the study.

**Distribution of Students According
to Location of High School and Grade**

School	Grade in School			Total
	Sophomore	Junior	Senior	
Corvallis	27	27	21	75
Dallas	19	26	21	66
North Salem	25	29	30	84
Philomath	39	27	28	94
Silverton	30	23	69	122
Total	140	132	169	441

Procedures Used in the Study

Data for the study were obtained from two sources:

1. The expense accounts kept by each student during the school year 1954-55.
2. The questionnaires answered by the students at the end of the school year.

This study required an accurate and simple method of recording student expenditures. During the school year 1953-54, several methods of account keeping were tested

by high school students in Polk County. It was found that if the record-forms were at all complex, the students became negligent and their records were less accurate. Based upon the recommendations made by students who had experimented with the various accounting methods, a one-page monthly expense sheet was devised (Appendix B).

Each student in the study was assigned a number for identification. This made it possible to maintain complete anonymity throughout the study. The teachers kept a record of the names and the student-numbers because it was believed that the students might forget the number assigned to them. However, the investigator did not have this record and was never able at any time to connect the student numbers with their names. These numbers were assigned according to instructions given the teachers. (Appendix C).

The student number, name of school, sex, age, and grade in school were recorded on each monthly expense sheet. These data made it possible to identify correctly all the monthly expense sheets and to keep an accurate record of each student's expenditures.

Students kept a record of all their expenses. Once or twice a week, with the assistance of the teacher, the students classified their expenditures and itemized them

on the monthly expense sheets. For two reasons the students were not asked to add their expenditures. First, there was always the possibility of mistakes in addition. In the second place, items might have been listed in the wrong category. Therefore, to eliminate the duplication of effort, all additions were made by the investigator.

It was necessary to visit each school at least once a month in order to collect the summary sheets which the teachers had assembled in numerical order, and to meet with the teachers and classes to answer questions concerning the study.

At the close of the school year the students were given a questionnaire (Appendix D) to supply additional information. They used their originally assigned numbers, and again no names were divulged. Since space was provided on the questionnaire for recording the totals of the monthly expenditures, only one card was necessary to record the voluminous accounts of each student. This proved of great advantage in the manipulation of the material.

All the information on the questionnaire and summary cards was coded and then punched on International Business Machine cards. These cards were later sorted by machine according to the various classifications from which the

tables in the study were made. The individual expenditures were totaled by adding machine and the total expenditure of each student was recorded by tabulating machines according to various classifications. From these results the mean expenditures were obtained.

Cooperation of the School People

The study was conducted in the five high schools, with the full cooperation of the principals, the teachers, and the students involved (Appendix E). Because of the nature of the study, the details of the personal accounts, and the length of time involved, it could only be done through the schools.

The teachers who participated did so voluntarily. No teacher was persuaded or coerced into taking part in the study. None was asked to participate who was not convinced that the results would be useful and that the study would be a valuable experience for the students themselves. Because the study was to include only three groups in each school, one sophomore, one junior and one senior, it was not too difficult to find three teachers interested in knowing more about the financial problems of their students and willing to help them with their personal expense accounts.

In the Philomath High School, the principal and the

teachers were interested in knowing the results for their entire school. The Philomath data include almost every sophomore, junior and senior student in that school. In the Silverton High School, one teacher taught all the seniors in three classes of American Problems. She thought that the study was important enough to be carried out by all the members of the three classes, therefore the Silverton data include almost every senior in the Silverton High School.

In many of the groups, the account keeping became an important part of the school work, and many parallel projects were carried out. In most of the senior groups who were registered for American Problems, finances and money management became one of the problems studied.

The excellent cooperation of the principals and the teachers is reflected in the final results of the study. All of the original groups and all of the teachers involved carried out the study for the entire school year. Promoting and maintaining student interest in any project for such a length of time is an arduous undertaking. When it is considered that the teachers, themselves, voluntarily offered their own time and effort for an entire year, their contribution is remarkable. Their importance cannot be over-emphasized. Without their help and cooperation this study could not have been completed.

Limitations of the Study

Due to human limitations and the range of student interest and ability one must assume that the records are not one-hundred per cent accurate. Students follow their individual patterns in a project of this kind just as they do in regular school work, regardless of help and supervision. However, many of the accounts were known to be completely accurate. In the final tabulation none was included that gave evidence of being incomplete.

Time was an important consideration in this study. In order to cover all the school experiences that might influence student expenditures, it was necessary to conduct the study over one entire school year. This may be a long or a short time depending upon one's point of view. But any educator knows that it is a long time to an adolescent held to a course of action that requires details and records.

CHAPTER II

RELATED STUDIES

The problems of the personal expenditures of students in our free public high schools have only during the past fifteen years become a subject of extensive research, although some educators were concerned with this problem much earlier. The first study in this field was made by Helly at the University of Chicago in 1912. In 1922 Counts, as stated by Ezell and Coleman (3, p.421) published a study at the University of Chicago in which he suggested that our high schools were selective by the ability to pay rather than the ability to think.

Student Expenditures in Relation to Specific Items of Expense

The studies in this field have varied widely concerning the classification of the specific items of student expenditure. Hand (6, p.7) in 1942 conducted a study which classified the expenditures into 14 different categories. These were: Activity card, admission to athletic contests, admission to other school activities, transportation, uniforms and equipment, lunches, school excursions and trips, school fees and fines, school supplies, school publications, candy sales and other money raising projects, clothing and miscellaneous. Since Hand's primary purpose was to reveal "hidden tuition"

costs, this classification of expenses is a rather complex break-down of costs within the school, but less complex concerning expenditures for clothing, transportation, and miscellaneous.

A number of subsequent studies have followed somewhat the same classification of expenditures as used by Hand. In the study conducted by Jacobson (10, p.3) these same 14 categories are used. A study conducted by Gregg and Schultz (5, p.22) in Wisconsin uses the same classification. The study by Jacobson included an analysis of the individual student expenditures by items for 464 students from his total group of more than 19,000 students. In some reports of his analysis of these individual expenditures, Jacobson has re-grouped them into seven categories: Clothing, lunches, miscellaneous, school activities, carfare and other transportation, school supplies, and uniforms and equipment.

Other studies have reported various methods of classification of the specific items of student expenditures, but most of them have been similar to the original classification by Hand or to the re-classification of these items by Jacobson.

Regardless of the method used to classify the items of student expenditure, the results obtained have been somewhat similar.

Whenever the study included the cost of clothing, it was found that this was the item for which the students had the greatest expenditure. In the study by Jacobson, (10, p.20) it was found that the students had an average mean expenditure of \$41.46 for clothing, or 46 per cent of the total mean expenditure of \$89.60. In the study by Gregg and Schultz (5, p.22) the students showed an average mean expenditure of \$65.23 for clothing, or 53 per cent of the total mean expenditure of \$124.02. Both the study by Jacobson and the one by Gregg and Schultz reported higher expenditures for girls than for boys, and most of this difference was in the amount spent for clothes. A number of studies have been done which did not include any expenditures for clothing, including those by Dolan (1, p.141) Gould (4, p.339) and Hawkins (9, p.55). These studies reported a much lower student expenditure than those which included clothing costs. Concerning the expenditure for clothing Gregg and Schultz (5, p.19) report: ". . . if the total financial burden placed on the family to keep a child in school is considered, clothing expenditures are just as real and pertinent as other expenditures."

The two items in which students reported the greatest range of expenditures were for clothing and for school activities. In the study conducted by Jacobson (10, p.20)

75 students or 16 per cent of the 464 whose expenditures were analyzed, reported that they had no expenditures for clothing while one boy reported that he spent \$767.27 for clothing. In the study by Gregg and Schultz (5, p.17) these expenditures were reported by schools. The mean expenditures for admission to school athletics and other school activities was \$0.90 in schools reporting the lowest mean expenditure, and \$9.65 in schools reporting the highest student expenditure for this item. The spread in the amount spent for clothing shows the same pattern. Clothing expenditures ranged from \$18.52 in the schools reporting the lowest expenditure to \$114.75 in the schools reporting the highest average expenditure for clothing.

The study conducted by Jacobson (10, p.20) included expenditures of students in 27 Wisconsin schools. These expenditures were compared item by item with expenditures of Wisconsin students in the study by Gregg and Schultz (5, p.22). While the amounts spent for the various items differed, the percentages remained almost exactly the same. Schultz says:

It appears that the individual student costs in connection with school attendance over the past seven years have tended to keep pace with the increased personal incomes and commodity prices. The out-of-pocket expense to the pupil in attending high school today is apparently of about the same relative magnitude as it was some years ago.

Student Expenditures in Relation to Family and Family Income

In all the studies in this field the socio-economic status of the family appears to be the determining factor in many of the problems confronting the high school student.

In one of his first studies Hand (6, p.7) found that the cost of attending high school in 1942 was \$125 a year. He reported that the expenditures of students of different welfare levels ranged from \$52 and \$54 for those with parents in the unskilled and semi-skilled occupations to \$154 for the children whose parents were in the professional occupations. It was Hand's opinion, as early as 1942, that the students from the lowest welfare levels are discouraged from continuing school. He says, "Coming as they do from homes with family incomes for the most part in the lower third of the income distribution, they simply cannot maintain a social status anywhere near approximating that of the more fortunate born students."

More than ten years after his first investigations in this field, Hand was still conducting similar studies, and he is even more vigorous in his criticisms (7, p.89). In Progressive Education for January 1951, he introduced

one of his studies by saying:

Here are the actual facts about the way youth from low income families fare at the hands of the school. Teachers committed to a democratic educational system must face the facts frankly and devote their efforts to the task of making public education completely free. Unless this is done, the schools will tend to become the property of the more privileged members of the population.

Hand has also made studies of the expenditures students must make when they take part in certain school activities. He concluded that the economic status of the family had a great influence on how much students participated in classes, social and other extra-class activities of the school. The students from the lower income brackets participated relatively little in the fun and status activities of the school. Hand says:

The less privileged youth found themselves 'included in' much less often than the more fortunate born youngsters.. .. It was found that no factor other than socio-economic status 'made a difference'; when social-economic status was held constant, neither sex, nor grade in school, or distance from home to school was associated to any significant degree with the extent to which the pupil either did or did not participate in extra-class activities.

One of the first large scale studies of student expenditures in American high schools was conducted by Jacobson (10, p.3) in 1943, when he undertook a survey of more than 19,000 students in 134 high schools in 29 states. Although Jacobson's study was in more detail and included the cost of clothing, transportation and

other items not included in previous studies, it was patterned after the Hand study (8, Bulletin #4) "How to Conduct the Hidden Tuition Costs Study". The Jacobson study was to determine if the six dollars a month students were allowed to earn under the National Youth Administration was adequate to meet their expenses.

He (10, p.10) found that the average personal expenditure in this group of more than 19,000 high school students, was \$81.96 for the school year. The results of the Jacobson study also checks with other investigations, in that it shows that student expenditures varied according to the occupational level of the parent. Children of the unemployed or the unemployable had an average expenditure of \$69.19, while the children of the professional worker had an average expenditure of \$96.54. Jacobson considered this difference in expenditures a serious problem in education. He says, (10, p.26)

Some families can pay the bill; others cannot. For a well-to-do family the expenditure of \$82 a year by the boy or girl enrolled in the high school, is a small matter. For those with incomes of \$1800 or less, the expenditure is a serious matter. For those with incomes of \$800, such expenditures are impossible.

A study conducted in Wisconsin high schools in 1949-50 by Schultz (16, p.29) revealed that one of the most significant findings in the study was the variation in expenditures when the compared-groups represented

differences in economic ability. Students whose parents were business owners reported the highest expenditures, while those whose parents were unemployed reported the lowest expenditures. The two items which fluctuated most among the income groups were admissions to school activities and clothing. Students whose parents had an income of less than \$2,000 a year, spent an average of \$4.19 for admission to games and other school activities. The students whose parents had an income of \$6,000 or more reported that they spent \$6.76 for school activities. Concerning some of the expenses other than activities and clothing, Schultz says, (16, p.30)

There was, however, little increase related to family income for such items of school expenditures as transportation, uniforms, band equipment, school dues, school fees and fines, school publications, school donations and school lunches. Most of these are 'fixed expenses' which must be paid if the pupils remain in school.

Schultz found that the true picture of high school expenses was not shown until he began to analyze the data according to the number of students attending high school from the same family.

When the study went further to obtain data and tabulate it according to the number in the families who were attending high school, the true picture of the burden on families of sending their children to high school were revealed. Here total financial burden of the 'hidden tuition' costs might well be cause for alarm to educators and lay people who are interested in the equality of educational opportunity.

While the total cost of sending one child to high school was \$131.11, representing 4.6 per cent of the family's income, the cost of sending two was \$229.34, and represented 8.7 per cent of the family income, and the cost of sending three or more was \$289.11, a percentage of 11.9 of the family income. This inequity is truly a matter of significance.

Other educators are becoming more and more concerned with the financial burden placed on families when students must meet certain standards in order to attend high school. Ezell and Coleman (3, p.421) in their article "Free Public High Schools are Expensive", have this to say:

Today, more than ever before, the completion of a secondary education is looked upon as a necessity for the boy and girl who hopes to gain economic independence and become a contributing member of society. Young people who drop out of high school short of graduation, encounter a barrier to employment and promotion. It is clear that in our 'Free Public School' no economic factor should cause children to leave school so long as they can profit by attendance.

However it has long been known through the works of Counts and many subsequent investigations, that the public high school is somewhat selective on an economic basis.

All the investigators appear to have arrived at some of the same conclusions, namely that high school is not free, that the socio-economic status of the family is of too much importance in the student participation in the social life of the school, and that high school expenses place a great burden upon the families in the lower income brackets. Some of the educators have gone so far as to offer some suggestions to remedy the situation. Hawkins

(9, p.54) says, as recently as July 1953,

In our own community, it costs parents of our pupils a tidy sum annually, over and above the tax dollars, to maintain their children in school. . . . There is fundamental need to incorporate in school budgets more money for many activities that will enrich the educational opportunities of the school.

Until this is done, fees, dues, admissions, 'hidden tuition' will continue to be a financial burden upon many parents and will cause a sizable percentage of students to be deprived of educational opportunities available only to those able to pay for them.

Punke (13, p.58) who has confined most of his studies of high school expenses to the seniors has this to say:

The cost of instructional and related items which is paid by parents, may be a deciding factor as to who can afford to graduate from high school Along with the consolidation and parallel development of more elaborate school programs, there seems to be an increasing tendency to shift the burden of educational costs to parents--through various kinds of fees and hidden costs.

If schools could eliminate 'special fees' it would be an asset to many parents, as it would be if schools furnished the instructional supplies needed.

. . . It appears that in many American communities, secondary education is less nearly free than it is generally advertised to be.

The problem of placing an undue financial burden upon the families of the high school students is not one that can be ignored. This problem appears to be mounting rather than lessening. There is a possibility, according to many educators, that our educational system may cause

the very inequalities that it was designed to reduce. Educators believe that participation in the privileges of secondary education should not depend upon the social or economic status of the family.

Student Expenditures in Relation to the Grade in School

Research studies in the field of student expenditures reveals that, in addition to the factors relating to the family, there are other important considerations in the problems of expenses in high school. One of these is the increase in expense by grade. Almost every study shows that, as the student progresses through school, his personal expenditures increase.

The Jacobson study (10, p.12) showed an increase in the amount of expense as the student advanced into a higher grade. When the data of more than 19,000 high school students were analyzed, it was found that the average expenditures in the 134 schools in 29 states was \$62.96 for the ninth grade, \$69.32 in the 10th grade, \$88.16 for the 11th grade, and that the 12th grade students had the highest average, \$109.14. Jacobson further analyzed the items of expenditures of 464 students who were among the 19,000. The items analyzed were clothing, lunches, miscellaneous, scholastic carfare and other transportation, school supplies, and uniforms and equipment.

Each of the items became progressively expensive in each grade, except uniforms and equipment. It might be assumed that the same uniforms and equipment were used all four years and, therefore, the expenditures were less after the ninth grade. Of this progression of expenses, Jacobson has this to say:

Such a progression in expenditures check with observations. Expenses do increase as students progress through high school. Those who cannot conveniently 'pay their way' tend to drop out of school and to that extent reduce the democratizing function of the 'Free American High School' and increase the expenditures made by students in the upper years.

Wright (18, p.8) reports a similar progression of expenses through the high school grades in a study made in Indiana. The figures were given in weekly averages. The students in the ninth grade averaged expenditures of \$1.95 a week, the 10th grade spent an average of \$2.48 weekly, the 11th grade expenditures were \$2.97 each week, and the students in the 12th grade spent \$3.68 weekly.

In the Wisconsin study conducted by Gregg and Schultz (5, p.18) during 1949-50, this same increase in expenditures grade by grade is noted. Students in the ninth grade had a mean expenditure of \$91.66 for the school year, the 10th grade averaged \$105.43, the 11th \$131.40, and the 12th grade had the highest mean expenditure, \$166.36. The only item which showed a decrease as the

student advanced in grade was uniforms and equipment. This was the same item which showed a decrease in the Jacobson study.

Dolan (1, p.140) reports an increase in expenditures as the students advanced in grade in Illinois. The ninth grade students in the Illinois study averaged \$72.75 in personal expenditures for the school year. The average for the sophomores was \$90.75, for juniors \$164.45, and again, the seniors had the highest expenditures of all, \$189.50.

All of the studies show that the senior year is the most expensive for most students. Probably based on some of these findings, a number of studies have been done involving only the seniors.

One of the most extensive studies concerning seniors was conducted by Punke (13, p.143). This study involved 633 graduating seniors in 31 high schools in five south-eastern states. Punke concluded that there are many indirect expenses which must be met by seniors if they intend to graduate from high school. He suggests that since modern education has so greatly expanded during the past years perhaps the scope of the expenses necessary to attend school has also increased in somewhat the same proportion.

Another study conducted by Punke (14, p.50) involved

more than one thousand seniors in 26 medium sized white high schools in seven southeastern states. Of the 1045 seniors 774, or three-fourths, paid special fees for library, gym, athletics, shop, typing, music, current events, drawing, and sewing. Of the 1045 seniors, 886 reported special graduation expenses for pictures, invitations, banquets, clothes for graduation, jewelry, and a fee for the diploma. These items may not be "required" but the individual can resist pressure for such items "only at the peril of his social status".

When the data of various studies are analyzed with respect to the grade in school, they all appear to have two items of agreement. There is a progressively greater expense as the student advances in grade, and the seniors have the highest expense of any of the grades.

Student Expenditures in Rural and Non-Rural Areas

A number of the investigators have found that the place of residence, rural or non-rural, is an important factor in the amount the students spend while attending high school. However, on this phase of the study the data do not agree.

Jacobson (10, p.20) presents some data concerning the median expenditures of students living in communities of

different sizes. This study shows that the expenditures of the students increased with the size of the community. Students living in communities of less than 2500 population had a median expenditure of \$63 while those in the communities of 2501 to 10,000 reported expenditures of \$68.50. The students in communities of 10,001 to 30,000 showed a median expenditure of \$78.50 while the students in the cities of 30,001 to 100,000 reported expenditures of \$93.50. The students in the cities of more than 100,000 reported the highest expenditures of all of the groups, \$103.50.

The Jacobson study also shows the two extremes in expenditures of all the 134 schools in the study. The lowest expenditures were reported by 72 students in the Peabody High School in Milledgeville, Georgia. These students had an average expenditure of only \$19.24 for expenses for an entire school year. The highest expenditures were reported by 775 students in the Northern High School in Detroit, Michigan, where students reported average expenditures of \$152.91. Here again the students in the smaller, less populated areas tend to have lower expenditures.

Punke (13, p.143) in a study involving 355 rural and 278 non-rural seniors reports that the rural youth had

higher expenditures for most items than did the non-rural youth. The rural youth spent more for text books, took part in more club activities and paid more club dues, reported more graduation expenses and more expense for dates than did the non-rural youth. The expense for dates varied from nothing to \$30 a week. Most of the boys reporting \$10 or more a week spent for dating were rural boys.

Another study conducted in Indiana (17, p.24) covering 26 high schools and 3442 students shows that the personal costs for the city students averaged \$103 for the school year while the rural youth had expenditures of \$92.

It is possible that some of these differences may be due to difference in rural incomes. It is known that the incomes of rural families have not been constant over the past fifteen years, the time when most of these studies have been conducted. It must be pointed out too that these comparisons are for rural and urban boys and girls, not necessarily for farm and city boys and girls. The classification was by place of residence, not the occupation of the parents. It would be impossible to make an accurate comparison for the farm and city youth. It is difficult to determine, on the basis of family

income, the ability of the farm family to send their children to school. The income reported by the farm family included only the money received and does not include the value of the home-produced food, fuel, and shelter. Wright (18, p.9) says, " . . . The addition of the money value of these items would increase the farm income by about 70 per cent."

Student Expenditures in Other Studies

Beginning as early as 1912 with Holly at the University of Chicago, there have been numerous studies concerning the expenses of high school students. They show a wide variation in the expenditures of students in different parts of the country.

Jacobson's study (10, p.20), based on the expenditures of more than 19,000 in 134 high schools in 29 states, showed an average expenditure of \$81.98. However, the study showed no consistency in expenditures of students in different parts of the United States. A small Georgia community reported \$19.24, the lowest average. At the other extreme, a Detroit high school reported a mean expenditure of \$152.91. Concerning this nationwide study Jacobson says:

The Bureau of the Budget requested that a relatively large sample be secured in Wisconsin. The sample from all the other states was small. The assumption that costs in Wisconsin would compare closely with those in other states was not born out by the data.

Hand (6, p.3) in his study conducted in Illinois found that the cost to students averaged \$125 for the school year. An Indiana study, patterned after those of Hand and Jacobson was based on the expenditures of 3442 students in only the one state, shows an average yearly expenditure of \$100.44.

A study conducted by Gregg and Schultz (5, p.22) in 78 high schools and involving more than 13 hundred students in Wisconsin schools reports an average expenditure of \$124.02. However, within the state there were many dissimilarities in expenditures. Schultz says:

The mean per-pupil expenditure in schools located in the most favorable economic area in the state, industrial southeastern Wisconsin, was 43 per cent greater than the average in northern Wisconsin, the least favorable economic area.

Studies of school expenditures in the far-western section of the country have been meager. Jacobson (10, p.14) did include a few western high schools among the 134 he surveyed. There were eight; two each in California and Wyoming; one each in Colorado, Idaho, Washington, and Nevada; none in Oregon. Moreover, the data from these eight schools were evaluated as part of

the entire study, not on a sectional basis.

As a result of the findings in these studies, we may safely assume that data from one section of the United States cannot be interpreted as being valid for another. There is evidence that geographical location and economic conditions in the area influence the personal expenditures of high school students. There is not uniformity in expenditures from one section of the country to another, or even from one section of a state to another.

If these studies indicate any one thing, it is that no one study can give an accurate picture of any area except the one in which the study is made. If educators want to discover the financial problems which their own students encounter while attending high school, it will be necessary to make their own surveys. Methods and techniques of these other studies are valuable in organizing investigations. Comparisons with other sectional studies and with those done in other states are interesting and enlightening, but they do not take into consideration all the factors which may or may not influence the expenditures of high school students in other areas. Only a local study can reveal student expenditures and the factors which have some direct relationship to those expenditures.

CHAPTER III

THE STUDY

Personal expenditures of high school students are evidently related to a variety of factors. The purpose of this chapter is to present data concerning the disbursements of a selected group of high school students and to relate these expenses to the following influencing factors: Family and Family Income; Grade in School; Place of Residence; Conditions Peculiar to the Individual School.

Student Expenditures in Relation to Specific Items of Expense

As has been previously stated, the purpose of this study was to discover if there is a financial burden placed upon these students and upon their parents during their years in high school. Data furnished by the students included outlay for clothing, school lunches and other foods eaten at school, transportation, activities and entertainment, fees, book rental, the equipment required in various classes, and extra-curricular activities. These items were condensed into six categories and the expenses in each category were determined. Table I gives the classifications and the mean expenditure for each item of expense for all students in the study.

TABLE I

Expenditures of All Students by Categories

Item of Expenditure	Per Cent	Mean Pupil Expenditure
Clothing	42	\$144.42
Food	11	38.92
School Costs	7	22.57
Transportation	14	50.22
Activities and Entertainment	9	30.02
Miscellaneous	17	57.96
Total Mean Expenditure		344.11

Table I shows that the mean expenditure per student was \$344.11.

Clothing heads the list of student expense, \$144.42 or 42 per cent of the total disbursements. This included all clothing bought at the beginning of the school year, during the year, and at the end of the year. It included not only school clothes, but also clothing bought for special occasions such as graduation, Junior-Senior Prom, Senior Day outings, and other activities.

Clothing was the highest individual expense in almost every case. Clothing plays a large part in determining the financial burden assumed by students and by their parents. It is true that these same young people would need clothes if they were not in school, but the

number and variety of individual articles would not necessarily be so great.

The miscellaneous category placed second with a mean expenditure of \$57.96 or 17 per cent of the total. This is not surprising when one considers the numerous items necessarily classified under this heading. These included expenses connected with school activities such as class rings and pins, graduation announcements and invitations, gifts for teachers and other students, class pictures, corsages and the rental of tuxedos, and campaign and election funds.

Others included were items connected with various drives, Red Cross, March of Dimes, United Fund, Heart, Cancer, and similar drives. Included also were items of personal outlay, hair-cuts, dry cleaning, shoe polish, permanent waves, make-up and jewelry. Most of the boys spent \$10 to \$15 and more for hair-cuts.

A number of the monthly reports revealed some surprising items. Some students spent as much as \$35 for pictures to exchange with classmates. One student averaged \$4 to \$6 a month for dry cleaning. It is generally believed that teen-age girls "do" their own hair and spend little money at beauty shops. However the amount reported spent for hair-cuts and styling and for permanents

does not substantiate this theory. Election to a school office, even being a candidate, came high. One boy spent more than \$35 campaigning for a student body office. Since all the questionnaires and accounts were anonymous, the results of the campaign are a mystery.

The third largest expenditure was for transportation. The amount, \$50.22 or 14 per cent of the total was for transportation to and from school and also for trips to games and other school affairs. The expense included bus fares, gasoline for the family car, for a friend's car, and in some cases the entire expense of the car owned by the more affluent student.

Food, in the middle of the scale in fourth place, accounted for \$38.92 or 11 per cent of the total. The expenses for foods were supplementary to the main meals eaten at home and to lunches taken to school. They included lunches purchased at school, after-school snacks, and refreshments at school social events or activities.

The category, activities and entertainment, showed an expenditure of \$30.02 or nine per cent of the total. These items included admission to athletic contests, school plays, dances, parties, club and class dues and social events connected with these organizations, school and class trips, Junior-Senior Proms and banquets. Also included were special uniforms and equipment for football,

track, tennis, and golf classes. While band uniforms were furnished by the school, in all schools members of the Pep Clubs and Rally Squads and other service organizations bought their own sweaters and uniforms.

The Rally Squad and Pep Club were found to be among the most expensive organizations in each of the schools. Not only did the members pay for their own uniforms and special shoes, but they paid transportation and admissions to out-of-town games, bought materials for displays and activities between halves of athletic contests, and paid for foods eaten during these excursions.

The State Basketball Tournament also made inroads upon the student purse. When a school is involved in the state tournament, it appears that almost every student feels that it is necessary to attend. Some went to only one game, but even that involved transportation, admission, and food. Others stayed for several days which meant additional expense. Those who attended for more than one game reported expenditures of \$5 to \$35 for this one activity.

Among school clubs are the Future Farmers of America and the Future Homemakers of America. These are more than school organizations because they involve also activities on the district, state, and national levels. Members are expected to participate in a number of

activities. Although expenses to the state convention are paid for the delegates, all other expenses, including uniforms, are paid by the students.

The sixth category, school costs, relating directly to the costs of participating in the formal educational program of the school quite understandably required the least expenditure, \$22.57 or seven per cent of the total yearly cost. School costs may be classified as non-luxury expense. It included books, book rental fees, activity fees, instructional supplies such as paper, notebooks, looseleaf notebooks, pens and pencils. Also included were locker, shop, and towel fees, as well as fees and fines and special equipment for shop, art and home economics classes. These items were those essential for class work and the maximum amount that could be spent was limited.

Do boys or girls spend the most money during the years in high school? Do they have the same relative expenses? Table II shows the comparisons of expenditures of boys and girls in the study.

TABLE II
Student Expenditures by Items of
Expenditure and by Sex

Item of Expenditure	Mean Expenditure by Sex			
	Boys Amount	Per Cent	Girls Amount	Per Cent
Clothing	\$115.89	31	\$166.82	51
Food	44.69	12	34.39	11
School Costs	23.69	6	22.11	7
Transportation	95.08	26	14.93	4
Activities and Entertainment	39.27	11	22.75	7
Miscellaneous	54.96	14	63.48	20
Total Mean Expenditure	373.58	100	324.53	100

An analysis of Table II shows that the total mean expenditure for boys was approximately \$50 more than the total mean expenditure for girls, but there was a much greater difference in the way they spent their money. School costs, which are more or less standardized, showed the least variation. Food was next in uniformity of expenditures, Girls spent more than boys for clothes and

miscellaneous, but boys spent a larger share for activity and entertainment and they spent much more of the transportation than girls. More than half the total expenditure for girls was for clothes, and boys spent less than one-third of their total expenditure for clothes. On the other hand, while girls spent only four per cent of their total mean expenditure for transportation, boys spent 26 per cent or more than one-fourth of all their expenditures for transportation.

The high transportation costs reported by the boys is more understandable when it is known how many of them had cars of their own. Students were instructed to keep accurate monthly accounts of the expenses of their cars, and they were recorded as part of the transportation expense. Most of the students who owned cars had bought them with the money earned during summers or during the school year. Most of them also paid for the operation of their own cars. Table III shows how many students owned cars.

TABLE III

Students Classified According to Sex
and Ownership of a Personal Car

	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Owned a Car	67	35	18	7	85	19
Did Not Own a Car	127	65	229	93	356	81
Total	194	100	247	100	441	100

Table III shows that nearly one-fifth of the entire group owned cars. This number included 35 per cent of the boys, but only seven per cent of the girls, which accounts for the high transportation costs of the boys. Ownership of a car is fast becoming a symbol of status for the high school boy. Parking for student-owned cars is becoming a real problem for high school administrators. Anyone who has ever attempted to find a parking place near a modern high school since World War II will readily agree that student-owned automobiles have become a major problem for the school. The expense involved indicates that they have become a major problem for high school students and for their families.

Table II shows how students spent their money, but not necessarily how they would have preferred to spend it. On the questionnaire, which was supplemental to the

record of expenses, the students were asked, "If you had more money, on which one item would you spend it?" They were asked to circle only one of five categories.

Table IV shows their preferences.

TABLE IV

Opinions of the Students Classified by Sex and the One Item on Which They Would Have Spent More Money

Item of Expenditure	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Clothing	49	25	190	77	239	54
Food	4	2	5	2	9	2
School Costs	6	3	8	3	14	3
Transportation	82	43	18	7	100	23
Activities and Entertainment	53	27	26	11	79	18
Total	194	100	247	100	441	100

An analysis of Table IV is revealing. The results show the following comparisons between boys and girls and their first choices of additional expenditures. Clothing was the first choice of 25 per cent of the boys and 77 per cent of the girls. Food was first choice with two per cent of both groups. School Costs were first choice with three percent of both groups. Transportation was first choice with 43 per cent of the boys and seven per cent of the girls. Activities and entertainment was first

choice of 27 per cent of the boys and 11 per cent of the girls.

From the data in Table IV, the emphasis placed upon clothing and transportation by the high school student is immediately apparent. When 54 per cent, or more than half of the group, report that they would have spent more money on clothing, its importance cannot be ignored. There was no relationship between the amount the student spent for clothes and how he answered this question. Those who spent several hundred dollars, as well as those with expenditures less than \$60 reported that they would have spent more on this item had the money been available. This number also included a girl who spent \$962, the highest amount reported. Evidently there is no limit to the amount of money that would be spent by some for clothing while attending high school.

Transportation was the first choice of 100 students or 23 per cent, almost one-fourth of the total number. This was significant when the boys had previously reported that they had spent more than one-fourth of their total expenditures for this one item. Based on the high expenditures for transportation and clothing, high school students obviously consider these items important parts of their total budget. Possibly, clothes and automobiles have become symbols of social status for high

school students as they have for many in the adult world.

Student Expenditures in Relation to Family and Family Income

Since student expenditures are related at least in some degree to the socio-economic status of the family, it is the purpose of this part of the study to present data which would relate factors concerning the family to the expenditures of the students and to determine the influence these factors may have had upon the expenditures of the students.

The students in the study are classified according to their expenditures and the incomes of their families. The income of the father and mother, but of no other members of the family, was considered as family income. The amount was determined by asking the students to give the approximate income of both their parents. Since no names were involved and only the investigator saw the questionnaire, the students had no objections to revealing their family incomes. Many of the students knew exactly the amount of the family income, others knew only approximately. Since the incomes were classified in one-thousand-dollar intervals, for the purposes of this study, the income as reported is accurate. Table V shows the expenditures of the students as classified by the

combined incomes of the fathers and mothers.

TABLE V

Expenditures of Students Classified
According to the Income of Parents

Income of Parents	Number of Students	Per Cent of Students	Mean Student Expenditure
Less than \$1500	6	2	\$290.73
\$1500 to \$2499	25	6	264.69
\$2500 to \$3499	35	8	320.62
\$3500 to \$4499	102	23	309.90
\$4500 to \$5499	102	23	299.59
\$5500 to \$6499	58	13	390.63
\$6500 to \$7499	32	7	358.44
\$7500 to \$8499	19	4	491.97
\$8500 or more	59	13	456.33
No parents	3	1	193.47
Mean \$4671			344.11

Table V shows that the mean income of parents was \$4671 and that the mean expenditure of the students was \$344.11. The expenditures of 270 of the students did not reach the group mean until the income of the parents was almost \$1000 above mean income. The remaining 171 students with expenditures above the mean were children of parents with incomes of at least \$5500. Within each of these groups the mean expenditures fluctuate; for

example, those whose parents had incomes ranging from \$4500 to \$5499. However, there were 17 times as many students in the latter classification.

The highest expenditures were reported by those students whose family incomes were between \$7500 and \$8499. These 19 students spent eight per cent more than the 59 whose parents had incomes of \$8500 or more. The three children with no parents living reported expenditures of only \$193.47, which was 44 per cent below the mean. According to these data, there was a positive relationship between the expenditure of the student and the income of the family.

The total expenditures of the students were tabulated according to various family factors. In Table VI the distribution of the students by the occupation of the father, the percentage in each occupation and the mean expenditures for the students in each of the groups are given.

TABLE VI

Student Expenditures Classified by Occupation
of Their Father

Occupational Classification	Number	Per Cent	Mean Expenditure of Students	Per Cent Above or Below the Group Mean
Professional or Semi-professional	34	8	\$415.01	+ 11
Managerial and Business Owners	48	11	467.50	+ 36
Farmers and Farm Managers	69	15	298.69	- 13
Clerical and Sales	27	6	363.76	+ 6
Domestic and Personal Service	3	1	328.82	- 5
Protective and Other Services	24	6	308.36	- 10
Craftsmen, Foremen				
Skilled Labor	112	25	344.29	Same
Unskilled Labor	89	20	288.08	- 16
Retired, Pensioners				
Unemployable	7	2	227.19	- 34
Deceased	26	5	292.50	- 15
No Answer	2	1	242.78	- 29
Total	441	100	344.11	

In discussing the relationship between occupations of the father and the expenditures of the students, the occupational classification was an adaptation from the main classifications in the 1949 edition of the Dictionary of Occupational Titles. The classifications of Deceased Parent and of the Retired, Unemployable, and Pensioned were added. Stepfathers were regarded as fathers. Those whose fathers were classified as deceased were the children of widowed mothers responsible for the support of their children.

Those whose expenditures were above the mean were the children of Business Owners and Managers 36 per cent, members of Professional and Semi-Professional groups 11 per cent, and those employed in Clerical and Sales capacities six per cent. The children of the Craftsmen, Foremen and Skilled Laborers spent within eighteen cents of the mean. Those whose expenditures were below the mean were the children of those engaged in Domestic and Personal Services, five per cent, those in Protective and Other Services, 10 per cent, Farmers and Farm Managers, 13 per cent, Unskilled Laborers, 16 per cent, the Retired, Unemployable, Pensioned, 34 per cent, and the children of the deceased fathers, 15 per cent.

Table VI also shows that 109 students or 25 per cent of the total number had expenditures above the mean, 112

or 25 per cent spent almost the exact amount of the mean, and 218 or approximately 50 per cent had expenditures below the mean. Two of the students did not reply to this question.

The study indicates that there was a definite relationship between the occupation of the parent and student expenditures.

The mean expenditures of students in relation to the educational level of the supporting parent is present in Table VII.

TABLE VII

Distribution of Students According to Educational-
Level of Supporting Parent and Mean Expenditures

Grade Level of Supporting Parent	Number	Per Cent	Mean Expenditure of Students	Per Cent Above or Below the Group Mean
Below 8th Grade	21	5	\$261.40	- 24
8th Grade Graduation	199	45	281.55	- 18
High School Graduation	122	28	331.36	- 4
High School Graduation Plus Vocational Training	10	2	388.20	+ 13
High School Graduation Plus Some College	38	9	394.80	+ 15
College Graduation	28	6	448.73	+ 30
Graduate Degree	15	3	443.84	+ 29
Not Known	8	2	209.77	- 39
Mean Expenditure for Group			344.11	

Because 26 students reported that their fathers were deceased, the classification in Table VII refers to the grade-level of the supporting parent rather than to the father. The table shows that 50 per cent of the parents had completed no formal education beyond the eighth grade. An additional 28 per cent had finished high school. Twenty per cent had received additional formal education after high school and the educational-level of two per cent was unknown.

The children of the 78 per cent who had not received formal education after high school graduation had below mean expenditures. Those whose parent had finished high school had expenditures four per cent below, those whose parent had finished eighth grade 18 per cent below, and those whose parent had less than an eighth grade education had expenditures 24 per cent below the mean of \$344.11.

The children whose parent had received additional vocational education had expenditures 13 per cent above the mean amount. The expenses of those whose parent had some college education were 15 per cent above the mean, while those whose parents were college graduates had expenditures 30 per cent above the mean. Those who did not know the educational level of their parent spent 39 per cent below the mean.

The general trend is that as the degree of formal

education of the supporting-parent increases, the expenditure of the student increases. It is probable that those with more formal education earned more and that more money was available.

Did the educational-level of the mother affect the expenditures of the students? The mean expenditure of the students in relation to the educational level of the mother is shown in Table VIII.

TABLE VIII

Distribution of Students According to Educational-
Level of the Mother and Mean Expenditures

Grade Level of Mother	Number	Per Cent	Mean Expenditures of Students	Per Cent Above or Below Group Mean
Below 8th Grade	7	2	\$300.19	- 13
8th Grade Graduation	154	35	318.67	- 8
High School Graduation	169	38	352.71	+ 6
High School Graduation Plus Vocational Training	12	3	377.78	+ 11
High School Graduation Plus Some College	54	12	382.10	+ 11
College Graduation	36	8	414.65	+ 21
Graduate Degree	4	1	281.99	- 18
Not Known	5	1	217.68	- 37
Mean Expenditure for Group			\$344.11	

The Table shows that 37 per cent of the mothers had no formal education beyond the eighth grade. An additional 38 per cent had completed high school. Twenty-four per cent had received additional formal education after high school and the educational level of one per cent was unknown.

The students whose mothers had not completed schooling beyond the eighth grade and those whose mothers had received graduate degrees had below the mean expenditures. Those whose mothers had not finished the eighth grade had expenditures 13 per cent below the mean and those whose mothers had completed the eighth grade had expenditures eight per cent below the mean. Students whose mothers had earned advanced degrees had expenditures 18 per cent below the mean. Those with the highest expenditures, 21 per cent above the mean, were the children whose mothers were college graduates. Students whose mothers finished high school had expenses three per cent above the mean. Those whose mothers had additional vocational training had expenditures 10 per cent above the mean and those whose mothers had some college education had expenditures 11 per cent above the mean. Those who did not know the educational level of their mothers had the lowest expenditures, 37 per cent below the mean.

The data show that the grade-level of the mother had

as much effect on high school expenditures as the grade-level of the father or the supporting parent. The expenditure of the student increased with the grade-level of the mother except in the case of the four mothers with graduate degrees.

The age of an individual may sometimes be an important consideration in his ability to earn a living, and it can also be an important factor in family relationships. The ages of the parents of the students in the study are given in Table IX.

TABLE IX

Distribution of Parents of Students in the Study
Classified According to Age

Age of Parent	Father	Mother
Under 35		20
35 to 39	44	127
40 to 44	130	126
45 to 49	105	95
50 to 54	67	40
55 to 59	34	19
60 to 64	12	4
65 to 69	6	0
Over 70	7	0
Not Known	10	10
Deceased	26	3
Mean Average Age	45.5	41

This Table shows that many of the parents of these high school students were young people and could be expected to maintain or increase their earning capacity for a number of years. The mean-age of the fathers in the group was 45.5 and the mean-age of the mothers was 41. The number of very young mothers indicates that many of them must have married in their teens. Although the average parent was young, 13 of the fathers were over 65.

Since age is one factor to be considered in

acquiring experience and knowledge, it may be helpful for teachers and school administrators to know that in dealing with parents of their students, they are often dealing with people younger than themselves and possibly with less experience as well as less educational opportunities.

When parents are comparatively young, one may expect to find young and growing children still living at home. The effect of the size of the family and the ages of siblings upon the expenditures of high school students is presented in Table X.

TABLE X

**Student Expenditures Classified According to the Number
of Older and Younger Brothers and Sisters**

Number of Brothers and Sisters	Expenditures of Students			
	Number	Older Brothers and Sisters	Number	Younger Brothers and Sisters
None	194	\$352.52	138	\$376.76
1	114	358.58	118	365.54
2	58	346.48	91	314.52
3	33	346.17	56	297.23
4	17	258.88	21	330.43
5	14	330.53	7	328.43
6	5	150.79	5	190.10
7	2	122.64	1	357.09
8	1	331.32	1	245.97
9 or more	3	205.54	3	152.38
No Brothers or Sisters	38	411.93		
All Students		344.11		

The Table shows the number of brothers and sisters, older and younger, in the family and the mean expenditures of the students. Students who had from one to three older brothers and sisters and one younger brother or sister had expenditures above \$344.11 the average for the group. From this point the expenditures in general decreased as the number of brothers and sisters increased. It will be

noted that there were a number of extremely large families and, except in isolated cases, this had a marked effect upon the amount of money available for the high-school-age member of the family. The three students who had nine or more younger brothers and sisters spent only 44 per cent of the mean for the group. The three who had nine or more older brothers and sisters spent 59 per cent of the mean. The 38 "only children", who comprised less than nine per cent of the total group, had expenditures 20 per cent higher than the group mean of \$344.11.

If the family was pressed for money, one of the effects might be expressed in terms of the number of mothers who hold jobs outside their homes. Table XI presents these data.

TABLE XI

**Distribution of Students According to Grade
in School and Employment of Mothers**

Employment of Mother	Sophomore		Junior		Senior		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Mother Employed	41	29	50	38	56	33	147	33
Mother not Employed	98	70	81	61	112	66	291	66
Mother Deceased	1	1	1	1	1	1	3	1
Total	140	100	132	100	169	100	441	100

The Table shows that 29 per cent of the mothers of sophomores, 38 per cent of the mothers of juniors, and 33 per cent of the mothers of seniors were employed outside the home. Between the sophomore and junior years there was a noticeable increase in the percentages of those who worked. The economic value of the increased income of the family when the mother worked is important, but even more important may be the family adjustments necessary. The mothers of these high school students were following the general trend of the economic conditions of the day. Evidently, the family wants were varied and required the earnings of both parents in order to meet their financial obligations.

Disability of any member would probably affect the spending, if not the earning, of other members of the family. When a parent is incapacitated for a considerable time, he cannot earn. When another member of the family is disabled in any way for a protracted period, his care may prevent the mother's working outside the home. If not, the additional financial demands of the disabled member of the family may limit the amount available to others. The students who had disabled members of the family living in their homes are given in Table XII.

TABLE XII

Distribution of Students According to Sex, Mean
Expenditure and Disabled Members of the Family

Disabled Member of the Family	Boys		Girls		Total
	Number	Mean Expenditure	Number	Mean Expenditure	
None Disabled	185	\$374.21	234	\$319.60	419
Father Disabled	6	299.54	3	370.83	9
Mother Disabled			6	362.92	6
Others Disabled	3	354.42	4	396.49	7
Total	194		247		441
Total Mean Expenditure		373.58		314.53	

The Table shows that in only one category were the mean expenditures less than the mean expenditures of the total group. This same relationship was true when compared with the means for boys and for girls within the total group. When the father was disabled, the expenditures of the boys were 19 per cent below the boys' mean and 11 per cent below the group mean. In all other cases, for both boys and girls, the mean expenditures rose. In fact, the girls whose fathers were disabled had expenditures 17 per cent above the mean for all girls in the study and eight per cent above the mean of the entire group. This could mean that the boys, even those who earned, had to assume some of the responsibility for family expenses and girls who earned increased their own expenditures.

If high school expenses are difficult for the family or the student to meet, the problem of having more than one member of the family in high school at the same time may have a marked effect upon the expenditures of the students. Table XIII shows these expenditures.

TABLE XIII

Distribution of Students According to Sex, Mean Expenditure
and the Number in the Family Attending High School

Number in Family Attending High School	Mean Expen- diture	Boys		Girls		Total Number	Per Cent
		No.	Per Cent	Mean Expen- diture	No.	Per Cent	
One Attending High School	\$375.13	140	72	\$345.05	177	72	317
Two Attending High School	372.26	48	25	286.64	63	25	111
Three Attending High School	283.88	6	3	252.23	6	3	12
Four Attending High School				117.48	1	1	
All Students	373.58	194	100	314.53	247	100	441

The data show that 111, or 25 per cent, of the students had one sibling in high school and 12, or three per cent had two. In only one case were there four students in high school at the same time. The mean expenditure of the boys was not affected until there were three members of the family in high school. Then the mean was 24 per cent below the mean of the boys alone, and 18 per cent below that of the entire group. The expenditures of the girls followed a different pattern. When there was only one attending high school the mean was almost exactly that of the entire group and nine per cent above the mean of the girls' expenditures. When there were two from the same family, the mean was nine per cent below that of the girls alone and 16 per cent below that of the entire group. When there were three in school, the mean was 19 per cent below the girls' mean and 26 per cent below that of the entire group. In only one case were there four from the same family in school at the same time, and this girl's expenditure was 66 per cent below the mean of each group. The effect upon the self-confidence and morale of a girl who attends high school under such circumstances might be serious. There is a difference in the rate with which the expenditures of the boys and girls decrease. This might be due to the fact that the girls were less able to earn supplementary

money because they were needed at home to help with the care of the larger families.

High school expenditures, if costly, might possibly be a deterrent to plans for a college education. The students were asked if their parents were making provision for their future college expenses. Table XIV gives the replies of the students.

TABLE XIV

Distribution of Students According to Sex
and if the Parents were Saving for College

Students' Responses	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	Number	Per Cent
Parents Saving for College	50	26	95	39	145	33
Parents Not Saving for College	144	74	152	61	296	77
Total	194	100	247	100	441	100

This Table shows that 33 per cent of the parents of all students were making provision for future college expenses. However, 39 per cent of the parents of the girls were saving for the girls' college educations, and only 26 per cent of the boys' parents were making similar provisions. It is possible that this indicates that the parents of the boys expect them to pay more of their own expenses while they are in college. The savings consisted,

usually, of small insurance policies. The amounts were, in most cases, not known by the students.

Students were asked how much they had saved toward their own future college expenses. The results are shown in Table XV.

TABLE XV

Distribution of Students According to Sex
and the Amount Saved for College

Amount Saved for College	Boys		Girls		Total Number	Per Cent
	No.	Per Cent	No.	Per Cent		
None	145	74	181	74	326	74
Less than \$100	5	3	11	4	16	4
\$100 to \$199	12	6	17	7	29	6
\$200 to \$499	21	11	18	7	39	9
\$500 to \$1000	8	4	12	5	20	4
More Than \$1000	3	2	8	3	11	3
Total	194	100	247	100	441	100

Evidently, the high school student is unable to make much provision for attending college since 326 or 74 per cent reported that they had no savings of their own toward these future expenses. Only 16 per cent of the students had saved more than \$200 for their college educations.

Of the 11 students who had savings of more than \$1000, most reported that this was given to them by grandparents and other family members. Three of the students had been awarded large scholarships, which combined with their savings, made a total of more than \$1000.

The data indicate that the high school students are unable to make substantial savings of their own to help meet future college expenses.

Since one-third of the parents had made some provision for the students to go to college and 22 per cent of the students had saved more than \$100 themselves, evidently a number of the students were planning to go to college. Table XVI shows the vocational plans of the students.

TABLE XVI

Distribution of Students According
to Sex and Intended Vocation

Intended Vocation	Boys		Girls		Total Number	Per Cent
	No.	Per Cent	No.	Per Cent		
Professional or Semi- Professional	72	37	91	36	163	37
Managerial and Business Managers	8	4	3	2	11	3
Farmers and Farm Managers	13	7	1	1	14	3
Clerical and Sales	5	3	83	33	88	20
Domestic and Personal Service	3	2	22	9	25	6
Protective and Other Services	23	12	14	6	37	8
Craftsmen, Foremen Skilled Labor	30	15	0		30	7
Unskilled Labor	6	3	1	1	7	2
Undecided	34	17	32	12	66	14
Total	194	100	247	100	441	100

Vocation plans of many of the students obviously included college and specialized training since 163 or 37 per cent chose the professions and semi-professions.

That so many chose these fields indicates that they may not be too well acquainted with the amount of preparation, training, and expenses involved. The second most popular choice was in the Clerical and Sales field with 20 per cent. Most of these were girls who said that they planned to be sales clerks or stenographers. Other choices of occupations were Protective and Other Services, 8 per cent. Most of these students wanted to enter some phase of the armed forces as a career. Six per cent indicated a choice in the Domestic and Personal Service field. These included 22 girls who wanted to be beauty operators and hair stylists. Skilled Labor was the choice of only seven per cent of the group and 15 per cent of the boys, which indicates that probably the students have had little information on the opportunities and high wages in this field. Managerial and business, Farming and Farm Managing and Unskilled Labor combined were the choices of only seven per cent, while 15 per cent of the students had not decided upon any particular vocation.

The student choices concerning their future occupation indicates that more want to have specialized and college training than have the present financial ability to finance.

Since the expenditures of the high school student were so obviously an important part of the family budget

and absorbed a noticeable percentage of the family income, students were asked if they participated in some of the financial planning of the family. In the questionnaire which was supplementary to the expense accounts the students were asked, "Do you have anything to do with planning how the family income is to be spent?" Table XVII shows the students' responses to this question.

TABLE XVII

Distribution of Students According to Sex
and Planning the Spending of Family Income

Students' Responses	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	Number	Per Cent
Participate in Family Planning	41	21	60	24	101	23
Do Not Participate in Family Planning	132	68	159	64	291	66
Sometimes Participate in Family Planning	21	11	28	12	49	11
Total	194	100	247	100	441	100

Even though high school expenses and the expenditures of the high-school-age member of the family may have been a sizable proportion of the family budget, approximately two-thirds of the students said that they had nothing to do with planning how the family spent its money. Student attitude toward this procedure was apparent. Although

the question required only the answer "Yes", "No", or "Sometimes", many of the students added their own little comments, such as "Never", "I am never consulted on anything." Others had underlined "No" several times or added a series of exclamation marks.

High school expenses can be a serious drain on the family pocketbook, since students may have felt that some pressure was put upon them to meet expenses. They were asked the question, "Did you feel short of money at times during the school year?" Table XVIII presents the students' answers to this question.

TABLE XVIII

Distribution of Students According to Sex
and If They Were Short of Money at Times

Students' Responses	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	Number	Per Cent
Short of Money	114	59	150	60	264	60
Not Short of Money	72	37	97	38	169	38
Sometimes	8	4	7	2	15	2
Total	194	100	247	100	441	100

That students do feel noticeable pressure to meet high school expenses is indicated in the foregoing Table. Almost two-thirds of the students reported that they were short of money at times during the school year. Students

added comments to this item also, such as, "Very", "Often" and series of exclamation marks, or they underlined "Yes" in red ink.

Because students have different ideas of money shortages and of pressure from lack of money, they were asked if this demand for money was so much that they were unable to take part in all the activities that interested them. Students were asked the question, "Did lack of money keep you from doing some of the things that you wanted to do?" Table XIX presents the opinions of the students concerning this problem.

TABLE XIX

Distribution of Students According to Sex
and the Effect of Lack of Money on Activities

Students' Responses	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	Number	Per Cent
Activities Limited by Lack of Money	81	42	87	35	168	38
Activities not Limited by Lack of Money	98	51	152	61	250	57
Activities Limited Sometimes by Lack of Money	15	7	8	4	23	5
Total	194	100	247	100	441	100

The shortage of money was sufficiently acute to have curtailed some of the activities of some of the students. Boys evidently felt this more than did girls because 42 per cent of the boys and 35 per cent of the girls answered the question in the affirmative. Since two-thirds of the students lacked money at times and more than one-third said that this was serious enough to keep them from doing some of the things they wanted to do, they were asked to indicate how they received their money and in what amounts. Table XX gives their replies.

TABLE XX

Distribution of Students According to Sex
and Amount of Allowance

Weekly Allowance	Boys		Girls		Total Number	Per Cent
	No.	Per Cent	No.	Per Cent		
No Answer	3	2	1		4	1
No Allowance Work for Money	30	16	31	13	61	14
No Set Allowance Ask for Money	122	63	143	58	265	60
\$1 to \$1.99	16	8	32	13	48	11
\$2.00 to \$3.99	13	6	21	8	34	7
\$4.00 to \$5.99	4	2	13	5	17	4
\$6.00 and More	6	3	6	3	12	3
Total	194	100	247	100	441	100

Lack of money and the consequent curtailment of some of their activities may have been due at least in part, to having no definite amount of money on hand with which to plan. Table XX shows that 60 per cent of the students received no set allowance but asked for money from time to time and 14 per cent earned all their spending money. Only one-fourth of the students received any set allowance or knew how much money they would have in order to meet

certain expenditures. Since so few received allowances, there was apparently little financial planning in their families. Students might learn to manage their finances better if parents would share part of the planning and management with them, rather than dole out money to young people who may soon be responsible for their own support.

The money management experiences of the students as far as the families were concerned were limited. However, they did have the opportunity to earn money of their own. Table XXI presents the amount of money earned by the students and their total mean expenditures.

TABLE XXI

Distribution of Students According to Sex,
Mean Expenditure and of Money Earned

Amount of Money Student Earned	Boys			Girls		
	No.	Per Cent	Mean Expenditure	No.	Per Cent	Mean Expenditure
No Money Earned	13	7	\$361.89	23	10	\$341.85
Less Than \$100	59	30	258.78	111	45	295.85
\$100 to \$199	42	21	310.68	67	27	294.49
\$200 to \$299	30	15	358.08	25	10	332.56
\$300 to \$399	17	9	427.04	6	2	277.30
\$400 to \$499	10	5	527.49	9	4	530.99
\$500 to \$599	10	5	534.74	3	1	520.74
\$600 to \$699	4	2	613.36			
\$700 to \$799	3	2	853.97	3	1	636.61
\$800 or More	8	4	665.93			
Total Number	194	100		247	100	
Average Mean Expenditure			373.58			314.53

Most of the students had some opportunities to earn money as is indicated in Table XXI. Only seven per cent of the boys and ten per cent of the girls earned no money. However, it will be noted that the opportunities to earn large amounts are evidently limited, since only 13 per cent of the boys earned \$500 or more. The possibility of the girls' earning large sums of money was even more limited, when only two per cent earned that amount.

Although many of the students were able to earn small amounts of money to meet some of their expenses, the fabulous amounts supposedly earned by high school students were not substantiated by the data in the study. Boys apparently had more opportunity to earn money than girls did. Thirty-seven per cent of the boys and 55 per cent of the girls earned no money, or less than \$100. However, 27 per cent of the boys but only eight per cent of the girls earned more than \$300.

In comparing earnings of the students with their expenditures, the general tendency was that expenditures exceeded the earned income. Not until the earnings reached \$500 did the students spend less than they earned. Evidently, parents are going to have to continue to assume most of the high school expenses for most of the students, with some of them assuming practically all the burden of

meeting the high school expenditures. This is especially true concerning the parents of the girls. Although the girls as a group spent less than the boys, the parents of girls must assume greater financial responsibility. Evidently the girls are less able to pay part of their own expenses.

Student Expenditures in Relation to the Grade in School

When the classes in the schools were selected to take part in the study, every effort was made to obtain an accurate cross section of the student population in each school. It was hoped that a fairly even division in numbers and percentages could be obtained for each of the three classes. Table XXII shows the percentages and numbers in the study as compared with the number enrolled¹ in the sophomore, junior and senior classes.

TABLE XXII

Distribution by Grade of Students from Whom Data
Were Obtained During the School Year 1954-55

Grade	Total Enrollment	In Study	
		Number	Per Cent
10	905	140	16
11	844	132	16
12	710	169	24
Total	2459	441	18

That there was a fairly even distribution of students

¹The enrollment figures were obtained from the office of the County Superintendent of Schools in each of the counties.

among the three classes involved is indicated in Table XXII. The total enrollment in the sophomore and junior classes was not the same, but the percentages represented in the study are exactly the same. A larger percentage of seniors, 24 per cent or almost one-fourth was represented in the study group.

The grade in school was assumed to be a factor in the personal expenditures of high school students. Table XXIII presents the disbursements for each of the six categories in relation to grade in school.

TABLE XXIII

Student Expenditures by Items of Expenditure
and by Grade in School

Item of Expenditure	Mean Expenditures by Grades					
	Sophomore	Per Cent	Junior	Per Cent	Senior	Per Cent
Clothing	\$134.75	47	\$148.39	41	\$149.39	39
Food	38.49	13	37.44	10	40.43	11
School Costs	22.72	8	22.49	6	22.51	6
Transportation	27.67	9	50.18	14	69.93	18
Activities and Entertainment	23.02	8	35.96	10	31.17	8
Miscellaneous	42.55	15	66.89	19	69.29	18
Total Mean Expenditure	289.20	100	361.35	100	382.72	100

These figures show that, with the exception of activities and entertainment, most expenditures showed a constant increase as the students progressed in school. Money spent for clothing and for food increased slightly. School costs remained practically constant. Miscellaneous expenditures increased between the sophomore and senior years, which may have been due partly to the previously mentioned senior class pictures and other graduation activities listed in this category. Activities and entertainment fluctuated from about \$23 to \$35 and back to \$31. This was an increase of 52 per cent between the sophomore and junior years and a decrease of 11 per cent between the junior and senior years. Transportation increased 150 per cent. The mean total expenditures rose sharply in the junior year and then gradually in the senior year. The total increase was \$92.52 with \$72.15 representing the difference between sophomore and junior expenditures.

Parents may expect their financial responsibility to increase as their children progress in high school. This study shows that it cost the family 25 per cent more to meet expenditures during the junior year than during the previous year, and an additional six per cent to meet the expenses of senior students.

There is a sharp increase in transportation costs

as shown in Table XXIII. This 150 per cent increase can be analyzed more thoroughly when it is known how many of these students had cars of their own. Table XXIV shows the number of students in each grade who owned cars.

TABLE XXIV

Students Classified According to Grade
in School and Ownership of a Personal Car

Ownership of Car	Grade in School							
	Sophomore		Junior		Senior		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Owned a Car	11	8	30	23	44	26	85	19
Did Not Own a Car	129	92	102	77	125	74	336	81
Total	140	100	132	100	169	100	441	100

This Table shows that fewer than eight per cent of the sophomores, almost 23 per cent of the juniors and 26 per cent of the seniors owned cars. The State of Oregon requires both a written and a driving test before an Operator's license is issued. This, and the fact that 16 is the legal age for driving a car, may have been a greater deterrent to car ownership among sophomores than were finances. As the percentage of student-owned automobiles increased, the transportation costs increased, and in somewhat the same proportion.

It was noted in Table XXIII that seniors had higher transportation costs and slightly lower expenditures for activities and entertainment. It is possible that they considered their cars more important than certain school activities and entertainment.

Just how important students considered cars to be in their total budget is indicated in their replies when they were asked, "If you had more money, on which one item would you spend it?"

TABLE XIV

Opinions of the Students Classified by Grade and the
One Item on Which They Would Have Spent More Money

Item of Expenditure	Grade in School							
	Sophomore		Junior		Senior		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Clothing	68	48	80	60	91	54	239	54
Food	1	1	1	1	7	4	9	2
School Costs	2	2	4	3	8	5	14	3
Transportation	40	29	25	19	35	21	100	23
Activities and Entertainment	29	20	22	17	28	16	79	18
Total	140	100	132	100	169	100	441	100

In reply to this question clothing was given first choice by 48 per cent of the sophomores, 60 per cent of the juniors and 54 per cent of the seniors. Second in importance was transportation which might mean cars. While 19 per cent of the juniors and 21 per cent of the seniors mentioned this item as their first choice, 29 per cent of the sophomores indicated it as their first choice. Since only eight per cent of the sophomores owned cars and 29 per cent indicated that transportation was the one item on which they would spend more money if given the opportunity, it probably can be assumed that many more sophomores want cars than have them. The importance of a car is more important to these students than the amount spent would indicate. Activities and entertainment, in third place, was the first choice of 20 per cent of the sophomores, and of 17 per cent of the juniors and 16 per cent of the seniors.

The first choice of all the students in all the classes was distributed as follows: Clothing 54 per cent; transportation 23 per cent; activities and entertainment 18 per cent; school costs three per cent; and food two per cent.

While nearly all students would have spent more for clothing, transportation and activities and entertainment,

their preferences among these three categories did vary with the grade in school.

Student Expenditures in Relation to Place of Residence

Students were classified in two major categories according to their place of residence, rural or non-rural. Those students who lived more than a half-mile from the nearest town were classified as rural, those living within the town or city limits or within a half-mile of the town as non-rural. In Table XXVI data are presented to show a comparison of the expenditures of rural and non-rural students.

TABLE XXVI

Expenditures of Students Classified
According to Place of Residence

Item of Expenditure	Place of Residence			
	Rural		Non-rural	
	Expenditure	Per Cent	Expenditure	Per Cent
Clothing	\$131.52	41	\$151.81	52
Food	37.32	11	40.36	11
School Costs	22.64	7	22.51	6
Transportation	52.36	16	48.25	13
Activities and Entertainment	25.17	8	34.38	10
Miscellaneous	56.23	17	62.85	18
Total Mean Expenditure	325.24	100	360.16	100

The difference between the expenditures of the two groups was not great. In total disbursements, the non-rural exceeded the rural students by only thirty-five dollars, approximately twenty cents for each school day. In only one category, transportation, did the rural students' expenses exceed those of the non-rural. The greatest difference was in activities and entertainment. The total expenditure of rural students was approximately 90 per cent of that of non-rural students. Other expenses were clothing 80 per cent, food 90 per cent, school costs nearly 100 per cent, miscellaneous 90 per cent, activities

and entertainment 70 per cent, and transportation 109 per cent.

Apparently place of residence has little effect on most of the expenditures necessary to maintain a student in high school. However, distance from the center of school activities and the high school group may possibly limit the participation of rural students in the social life so essential to most young people.

It should be pointed out here that the foregoing classification was according to place of residence without regard to the occupation of the parents. In this mobile area of mushrooming suburban areas, rural living does not necessarily mean earning one's living by farming. However, the data in the rural group did include the 69 students who reported that their fathers earned the living by farming.

Table XXVII shows the comparison of incomes of rural and non-rural families of students in the study.

TABLE XXVII

Family Incomes of Students Classified
According to Place of Residence

Family Income	Rural Students		Non-Rural Students	
	No.	Per Cent	No.	Per Cent
Not Known	2	1	1	.5
Less than \$1500	3	1	3	1.5
\$1500 to \$2499	6	3	19	8
\$2500 to \$3499	14	7	21	9
\$3500 to \$4499	54	26	48	20
\$4500 to \$5499	50	24	52	22
\$5500 to \$6499	22	11	36	16
\$6500 to \$7499	12	6	20	9
\$7500 to \$8499	13	6	6	3
More than \$8500	33	15	26	11
Total	209		232	

The division of rural and non-rural students was almost equal, with 47 per cent classified as rural and 53 per cent as non-rural. Fifty per cent of the rural and 42 per cent of the non-rural families had incomes in the \$3500 to \$5500 brackets. The data revealed that there were more high incomes among the rural than among the non-rural families. Twenty-one per cent of the rural and 14 per cent of the non-rural families had incomes of \$7500 or more. The range of incomes in the two groups was

extremely wide, with a few reporting \$50,000 or more. There were a number of incomes of more than \$20,000. However, it was found that incomes above \$7500 had little influence on the expenditures of the students.

The data in Table XXVIII shows the difference in mean income of the families in Table XXVIII classified according to rural or non-rural residence.

TABLE XXVIII

Mean Income of Families of Students Classified
According to Place of Residence

Place of Residence	Students		Mean Income of Family
	No.	Per Cent	
Rural	209	47	\$4493.00
Non-Rural	232	53	4823.00
All Students	441	100	4671.00

The data show that the rural families had an average income of \$4493, while the non-rural families had an average income of \$4823, a difference of \$330 or seven per cent more. This is almost the same as the 10 per cent difference between the expenditures of the rural and non-rural students. If all other factors could be held constant, it is no more difficult for rural than for non-rural families to meet high school expenses.

Student Expenditures in Relation to Factors Pertaining To Each of the Schools

An effort was made to choose schools in widely diversified areas in order to include as many different factors as possible which might influence student-spending and to be able to compare the expenditures of students of different backgrounds, communities, and living conditions. Table XXIX shows the distribution of students from the various schools.

TABLE XXIX

Distribution of Schools and Students
From Whom Data Were Collected

School	Total Enrollment	In Study	Per Cent
Corvallis	679	75	11
Dallas	290	66	23
North Salem	1076	84	8
Philomath	118	94	80
Silverton	296	122	41
Total	2459	441	18

Table XXIX shows that the study included 18 per cent, or almost one-fifth, the total enrollment in the sophomore, junior, and senior classes in the five schools. The Philomath and the Silverton High Schools contributed a higher percentage to the total because the teachers and

principals in those schools were especially interested in student-expenditures and the problems involved, and encouraged their students to participate in the study.

In order to reveal the differences, if any, in the personal spending of the students in the five schools, the mean expenditures of the students were obtained for each of the six categories, and classified according to the school. These differences in student spending in the various schools are shown in Table XXX.

TABLE XXX

Student Expenditures Classified According
to Schools and Items of Expenditure

Item of Ex- penditure	Corvallis		Dallas		Schools North Salem		Philomath		Silverton		Mean of the Total	
	Per Cent		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent	
Clothing	\$176.81	45	\$143.90	44	\$159.65	43	\$129.30	41	\$128.29	38	\$144.42	42
Food	43.14	11	28.20	9	40.11	11	34.06	11	45.06	13	38.92	11
School Costs	19.74	5	25.62	8	24.14	7	21.77	6	22.21	7	22.57	7
Trans- portation	49.37	13	47.46	13	48.14	13	59.06	19	47.41	14	50.22	14
Activities and Enter- tainment	42.50	11	24.24	7	29.20	8	31.61	10	24.81	8	30.02	9
Miscel- laneous	58.40	15	61.50	19	68.08	18	42.05	13	66.75	20	57.96	17
Total	389.96	100	330.92	100	369.32	100	317.85	100	334.53	100	344.11	100

In analyzing the total expenditures of the students, it is found that there is apparently some relationship between the size of the community and school and the amount the students spend. Those in the three smallest schools, Philomath, Dallas, and Silverton had total expenditures less than the mean for the entire group. It so happened that 64 per cent of the students in the study were from these three schools. This probably lowered the total mean expenditure for the entire group. However, the expenditures of the students do not necessarily increase with the size of the community and school. Corvallis students were found to have spent approximately \$20 more than North Salem students. It is possible that a college with an enrollment of some 6,000 in a town of 16,000 may have considerable influence on the values and standards of high school students. However, size of the community did influence the general trend of total costs of attending high school, but there are many other factors to be considered.

Expenditures for activities and entertainment varied among the schools with Philomath and North Salem students spending approximately the mean reported for the entire group. Corvallis students, who had the highest expenses in this category, reported spending \$42.50 which was

75 per cent more than was spent by the students in the Dallas and Silverton schools.

Miscellaneous expenditures were the second highest category in all the schools except Philomath where students listed it third. The Philomath students reported the smallest amount for miscellaneous, \$42.05, while North Salem students reported the highest, \$68.08, a difference of \$26 or 62 per cent.

A casual glance might indicate that there is little or no relationship between the amount spent for miscellaneous and the size of the community since students in the two smallest communities, Philomath and Silverton, had a spread of \$24.70 in this category. However, the data from the Silverton High School included an unusually large proportion of seniors, and seniors in all schools spent more for miscellaneous than did the other classes. This category included class rings and pins, announcements and invitations and most graduation expenses.

The data for school costs were of special interest to the principal of the Philomath school where students were required to buy rather than rent, their text books. All other schools in the study furnished books on a rental basis. Parents and students in the Philomath school had assumed that buying text books increased the cost of going to high school. However, Corvallis was the

only school with lower costs per student in this category. Apparently, the rental or purchase of books did not affect the total school costs.

What was the effect of high school lunch programs on food costs? The high schools, with the exception of that in Philomath, were situated on the edge of town, making it impossible for most students to go home for lunch. Both Silverton and Corvallis had well-operated, school-lunch programs for the convenience of their students, yet these two schools reported the highest expenditures per person for food. The school lunch programs, while nutritionally valuable, did not necessarily reduce the food costs of the students.

The general trend of the cost of clothing was to increase with the size of the community. But Corvallis students were responsible for the fluctuation in this category. Apparently, size alone did not determine the cost. Perhaps the social customs of a college community affected the increased expenditures of Corvallis High School students in this category. These students spent 10 per cent more than did those in the North Salem school, and 37 per cent more than those in Philomath. The difference between clothing costs in the smallest and largest communities was not so great, North Salem students

spending approximately 23 per cent more than those in Philomath.

Table XXX shows that the transportation cost of a Philomath student was approximately 23 per cent more than that of a student in the North Salem High School. Apparently, the size of the community did not determine transportation cost.

Transportation was one of the most costly items in total expenditures of the students. Since ownership of a personal car might have increased the amount spent for transportation, car ownership was considered in analyzing the differences in student spending from school to school. Table XXXI shows the number of students who owned cars in each of the schools.

TABLE XXXI

Distribution of Students According
To Ownership of a Personal Car

School	Owned a Personal Car				Total
	Yes		No		
	Number	Per Cent	Number	Per Cent	
Corvallis	9	12	66	88	75
Dallas	16	24	50	76	66
North Salem	19	23	65	77	84
Philomath	19	20	73	80	94
Silverton	22	18	100	82	122
Total	85	19	356	81	441

Table XXXI discloses that the students in the Dallas High School had the highest percentage of student-owned automobiles, with 24 per cent, or almost one-fourth owning cars. Corvallis had the lowest percentage, with 12 per cent or about one-eighth owning their own cars. The average for the group was 19 per cent, or almost one-fifth. The importance of cars to these students is evident when one high school student in five owns a car.

It might be argued that cars are necessary to students, and in some cases that might be true. For example, some students must leave home much earlier if they ride in the school bus rather than drive. In many schools the buses make two round trips each day, which

means that they must begin their first trip about seven in the morning and return the last student to his home after four-thirty in the afternoon. Students who wish to participate actively in various school activities may find that it is necessary to provide their own transportation since bus schedules do not permit them to participate in these affairs. Table XXII shows the distribution of the students and their usual means of transportation to school.

TABLE XXXII

Classification of Students by Schools and According
to Their Usual Method of Transportation to School

Method of Transporta- tion	Corvallis		Dallas		North Salem		Philomath		Silverton		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Walking	32	43	21	32	22	26	46	49	37	30	158	36
Riding City Bus	6	8			5	6					11	2
Riding School Bus	15	20	24	36	31	37	28	30	56	45	154	35
Driving Own Car	6	8	12	18	15	18	15	16	13	11	61	14
Driving or Riding in Family Car	15	20	7	11	8	10	4	4	8	7	42	10
Riding in Other Car	1	1	2	3	3	3	1	1	8	7	15	3
Total	75	100	66	100	84	100	94	100	122	100	441	100

The importance of transportation to high school students and the reason for their high expenditures for this item is better understood when it is noted that only 36 per cent, or slightly more than one-third of the group walked to school. The importance of a city bus system evidently has been over-emphasized as far as school transportation for high school students is concerned. While both Corvallis and Salem have city bus systems, it was found that only eight per cent of the Corvallis students and six per cent of the Salem students reported using the city bus as their usual method of transportation to school. Riding to school with friends or in cars owned outside the family was not a prevalent method of transportation since only three per cent reported that they rode in cars owned by people other than members of their immediate family. The data disclose that 35 per cent, or more than one-third, rode on school buses. Their own cars or the family cars provided transportation for 24 per cent. It was noted that while 85 students in the group owned cars, only 61 reported that they drove them to school each day. Since students were asked to indicate their usual method of transportation to school, it is possible that the other 21 students who owned cars rode the school bus, or walked whenever convenient. It is possible that a few of the

students who owned cars lived close to school and found that it was more convenient to walk than to try to find a parking place near the school.

The importance of the automobile as a means of transportation to high school is apparent when it is known that 27 per cent of these students ride to school in cars every day.

Whether or not this much automobile transportation is necessary is better understood when it is known how far these students live from school and from the center of school and social activities. Table XXXIII shows the distribution of the students according to how far they lived from the school.

TABLE XXXIII

Distribution of Students According to School
and the Distance They Live From School

Distance from School	Corvallis		Dallas		North Salem		Philomath		Silverton		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Less than $\frac{1}{8}$ mile	11	15	10	15	11	13	44	47	15	12	91	21
$\frac{1}{8}$ to 1 mile	19	25	9	14	10	12	3	3	17	14	58	13
1 to $2\frac{1}{2}$ miles	23	31	22	33	22	26	26	28	36	30	129	29
$2\frac{1}{2}$ to 5 miles	13	17	7	11	16	19	8	9	24	20	68	15
5 to 10 miles	4	5	14	21	23	28	6	6	19	15	66	15
More than 10 miles	5	7	4	6	2	2	7	7	11	9	29	7
Total	75	100	66	100	84	100	94	100	122	100	441	100

The importance of transportation to and from school activities is indicated in Table XXXIII. In the Philomath school 50 per cent, in Corvallis 60 per cent, and in the other three schools approximately 75 per cent of the students lived farther than a mile from school. Twelve per cent of the Corvallis students, 27 per cent of the Dallas students, 30 per cent of the North Salem students, 13 per cent of the Philomath students, and 24 per cent of the Silverton students lived more than five miles from school. There were some students who lived more than 20 miles from school.

If students who live more than five miles from school wish to take an active part in school social life or to be on the school athletic teams, it might be necessary for them to furnish their own transportation. While a school bus is provided to take students to and from school, this does not provide a schedule to include extra-curricular school and class activities.

If participation in school activities is desirable, which it is, and if 22 per cent of the students live more than five miles from school, the importance of cars and transportation is understandable.

There is apparently some relationship between the

population² of the community in which they live and the total expenditures of high school students as revealed in Table XXXIV.

TABLE XXXIV

Student Expenditures According to Population
of Town in Which School was Located

School	Population of Town	Mean Expenditures of Students	Per Cent Above or Below the Group Mean
Philomath	1,289	\$317.85	- 8
Silverton	3,146	334.53	- 3
Dallas	4,793	330.92	- 4
Corvallis	16,207	389.96	+ 13
North Salem	43,140	369.32	+ 7
All Students		344.11	

The students in the three smaller communities with populations of less than 5000 spent less than \$344.11, the mean for the total group. The Corvallis students spent \$46 or 13 per cent more than the mean for the group, while the North Salem students spent \$25, or seven per cent more than the average of \$344.11.

Of course, it is not assumed that total enrollment of the school, or population of the community, or any one

²The population figures were taken from the 1950 census.

factor will be the only consideration in student expenditures. There are many others, but as is evident from the data in this study, school enrollment and the size and type of community in which the school is located will have some influence on the amount of money the high school students will spend.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The philosophy of American public school education is to provide equal educational opportunities for all students regardless of social or economic status. Many educators believe that one of the most serious problems in American education today is the increasing costs which students must pay if they are to attend high school. If this trend continues it is possible that our free public schools may defeat the very purpose for which they were organized. Educators, parents, and others are becoming more and more concerned about the financial burden placed upon families when students must meet certain monetary standards in order to attend our free public high schools.

Those who have studied the problem believe that high school expenses are so great that undesirable pressures are brought upon students to take part in activities or maintain standards that they and their families really cannot afford, and that high school expenses are a serious problem to the high school students and their families.

This study was conducted to determine the personal expenditures of Oregon high school students, the factors which affect those expenditures, and their sociological

implications. It involved at least one sophomore, one junior, and one senior group in each of five senior high schools in western Oregon. To obtain a cross section of the school population and to minimize special interest groups, it was limited to students taking subjects required of all Oregon high school students. The study covered the expenditures of these students from September until June of the 1954-55 school year. The data are based on records of 441 sophomore, junior, and senior students in five Oregon high schools.

The first problem was to determine the amount of money students in high school actually were spending. This was done by having the students themselves keep accounts, during the school year, of all their expenses directly or indirectly connected with school.

The second problem was to obtain information concerning personal and family situations. This was done by means of a questionnaire answered by the students at the end of the school year.

The third problem was to analyze data and relate expenditures to the affecting factors.

Summary

The total mean expenditure for all the students was \$344.11. Of this, \$144.42, 42 per cent, was spent for clothes. Miscellaneous expenditures accounted for \$57.96, or 17 per cent, and for transportation, \$50.22 or 14 per cent. Food was the fourth highest expenditure, accounting for \$38.92 or 11 per cent of the total, and activities and entertainment, \$30.02, or nine per cent. School costs, which included book-rental, activity fees, and other expenses directly related to the instructional costs, accounted for only seven per cent of the total.

The relative importance of the items of expenditures, in the opinion of the high school students, is shown when they were asked to select the one item on which they would have spent more money had it been available. Their first choice was clothing, 54 per cent, transportation, 23 per cent, activities and entertainment, 18 per cent, school costs, three per cent, and food, two per cent.

Boys spent more than girls, with a mean expenditure of \$373.58, compared with \$324.53 for the girls. Transportation costs were much higher for the boys, \$95.08, compared with \$14.98 for the girls. Thirty-five per cent of the boys and seven per cent of the girls owned cars. Boys also spent more for activities and entertainment,

\$39.27, compared with \$22.75 spent by the girls. But girls spent more than boys for clothing, \$166.82, compared with \$115.89.

As the income of the parents increased, the expenditures of the students increased. The mean income of the parents was \$4671 and the mean expenditure of the students was \$344.11. However, the 171 students who had expenditures above average were from families whose incomes were above \$5500, eight hundred dollars or more above average.

There was a definite relationship between student expenditures and the occupation of the parent. The highest mean expenditure was reported by students whose parents were business owners or managers, \$467.50, and the lowest mean expenditure, \$227.19, was reported by those whose parents were retired, pensioned, or unemployed. Transportation, clothes, and activities and entertainment accounted for most of the differences in spending among the students of the various occupational groups.

Student expenditures increased as the educational level of the supporting parent increased. Those whose supporting parents had not completed the eighth grade reported the lowest mean expenditure, \$261.40, and

students whose supporting parents were college graduates reported the highest mean expenditure, \$448.73.

The expenditures of students were related almost as much to the educational level of the mothers as they were to the educational level of the fathers or the supporting parents. Students whose mothers had completed less than the eighth grade reported the lowest mean expenditure, \$300.19, and those whose mothers were college graduates reported the highest mean expenditure, \$414.65.

The mean age of the fathers was 45.5 and that of the mothers was 41. There were many large families and the size of the family affected the expenditures of the students. The expenditures of the 38 "only children" were highest, \$411.93, and the students who reported that they had nine younger brothers and sisters had the lowest expenditures, \$152.38. Except in a few isolated cases, the expenditures of the students decreased as the number of brothers and sisters increased.

That the family is feeling some economic pressure may be indicated by the fact that 33 per cent of the mothers of the students were working outside the homes. Student expenditures were not affected when there was a disabled member in the family, except in the case of boys whose fathers were disabled. Their mean expenditure was

\$299.54, 19 per cent below the mean expenditure for all the boys.

Twenty-eight per cent of the students had one or more brothers and sisters in high school, but the expenditures of the girls were more affected than that of the boys. Boys coming from families where there were one or two attending high school reported expenditures very nearly that of the average for all boys, \$373.58, but in all other cases as the number of students in high school increased, the mean expenditures of the students decreased.

Some provisions are being made for the future vocational plans of the students. One-third of the parents are saving for college expenses and 22 per cent of the students had saved more than \$100 themselves. In the choice of a vocation 37 per cent of the students selected one of the professions or semi-professions, and comparatively few, seven per cent of the group or 15 per cent of the boys, were interested in the skilled occupations.

Students had little opportunity for money management experiences within their own families. Two-thirds of the students said that they had nothing to do with planning how the family money was to be spent, and only one-fourth .

of the students received any set allowance. Students evidently felt some pressure to spend money, since approximately two-thirds said that they were short of money at times, and more than one-third said that this was serious enough to keep them from doing some of the things which they wanted to do. Students can, and do, earn part of their expenses, but boys had more opportunity to earn money than girls. Thirty-seven per cent of the boys and 55 per cent of the girls earned no money or less than \$100. Not until earnings reached \$500 did the students earn more than they spent, and only 13 per cent of the boys and two per cent of the girls earned \$500 or more. There is an opportunity for some high school students to earn a limited amount of money to help meet their expenses, but parents must be prepared to assume most of the burden of meeting high school expenses.

Students reported an increase in expenditures as they advanced in grade. Sophomores reported a mean expenditure of \$289.20, juniors, \$361.35, and seniors, \$382.72. With the exception of activities and entertainment, which showed a slight decrease between the junior and senior years, items of expenditures showed a constant increase as the student progressed in school.

The number of students who owned cars increased as

the students advanced in grade. Only eight per cent of the sophomores owned cars, but 23 per cent of the juniors and 26 per cent of the seniors owned cars.

Rural students reported a total mean expenditure of \$325.24, and non-rural students reported \$360.16 or ten per cent higher. More than half of this difference was in the expenditures for clothing. Transportation was the only item for which the rural students spent appreciably more than the non-rural. The mean income of the rural families was \$4493, and that of the non-rural families \$4823, or a difference of seven per cent.

There was a considerable variation in the mean expenditures of the students in the five schools. Corvallis students reported the highest mean expenditure of \$389.96, North Salem, \$369.32, Silverton, \$334.53, Dallas, \$330.92, and Philomath, \$317.85. The items of expenditure fluctuated widely from school to school. Corvallis students reported the highest mean expenditure for clothing, \$176.81, and for activities and entertainment, \$42.50. Silverton students reported the highest mean expenditure for food, \$45.06. Philomath students reported the highest mean expenditure for transportation, \$59.06. The highest mean expenditure for miscellaneous, \$68.08, was reported by the students at North Salem High School. The highest

mean expenditure for school costs, \$25.62, was reported by the Dallas students. However, the school costs varied less than any other item.

The mean expenditure of the pupils increased as the size of the community and the enrollment of the school increased, except in the case of the Corvallis students who spent \$20 more than the North Salem students.

Personally owned and family cars are an important part of school transportation since 27 per cent of the students reported that they rode to school each day in cars. Sixty-six per cent of the students lived more than one mile from school and 22 per cent of them lived more than five miles, yet only 35 per cent reported the school bus as their usual means of transportation.

The personal expenditures which must be assumed by the parents and the students to attend high school are a sizable percentage of the total family income. Families with an income of more than the average of \$4671, and who have only one child in high school and who have few other children may find no difficulty in meeting high school expenses. However, even for these families, the mean expenditure of the high school students, \$344.11, amounts to more than seven per cent of the total family income. For the families with lower incomes, more children in the family or more than one in high school, these expenditures

might represent great financial sacrifices. For large families in the lower income brackets, such expenditures could be a real financial burden.

It must not be assumed that all students have equal ability or equal financial backing from home to meet high school expenditures. This study shows that there is a wide variation in the potentiality of the students to meet their expenses. Their capacity to pay is dependent, to a large extent, upon many factors beyond their control such as the occupational and educational level of their parents, the parents' ability to manage their finances, and the number of other children in the family.

No student should be penalized or have less opportunity to take full advantage of all the educational facilities of the school, curricular or co-curricular, simply because he is unable to meet certain monetary standards.

In this democracy we have pledged ourselves to provide equal educational opportunities to all boys and girls regardless of their abilities to pay. To whatever extent educational privileges are denied these boys and girls, due to excessive costs to that extent we are not meeting our obligations.

Students who attend free public high schools do not pay what is commonly known as "tuition". That is, they

do not assume any of the financial responsibility for upkeep of buildings, school transportation, new buildings, or teachers' salaries, yet there are many fees. Regardless of what we call these costs, activity fee, locker fee, towel fee, shop fee, book rental or buying the books, regardless of the terminology there are many direct costs which must be paid by the student who attends high school. Changing the names of some of the high school expenses has not eliminated them in terms of dollars and cents.

This study shows that there are many expenses that the high school student must meet if he is to remain in school, and that there are many more expenses that he must pay if he is to take part in school activities and in the social life of the school.

There was little relationship between the socio-economic status of the family and the amount the student spent for school costs, such as book rental fees, locker fees, and the other expenditures directly relating to the educational program of the school. However, there was a definite relationship between the socio-economic status of the family and the total expenditures of the students. The greatest differences were for clothing, activities and entertainment, and transportation.

An important step now, is to develop an understanding among educators, school boards, parents, and students,

that the personal expenditures of high school students can be, and are, a problem for many students and their families. There is no one solution to this problem and no easy formulae which might be applied to all communities. But before any elimination of unnecessary costs can be made, the people in the community must understand more about the actual expenditures of high school students. They are now in exactly the same position as members of a family who decide that they must decide that they must cut down on some of their expenses. They first must know how much they are spending and for what they are spending it. Once they have this information, it is possible for them to evaluate the real worth of their purchases and to begin to reduce some of the expenditures.

Educators and school districts have made efforts to hold high school expenses to the minimum, but they still have far to go. The first real steps to reduce high school expenses are going to have to be taken by the schools. Parents look to the schools and to the school administrators for leadership in the educational field. Once the schools take the initiative and plan with parents and students ways in which student costs can be lowered, some progress can eventually be made. No outstanding reduction in costs can be made without parent, community, and school cooperation.

Recommendations

Some of the steps which might be taken to control the spiraling personal expenditures of high school students are:

1. Parents, teachers, and students need help in developing an understanding of the facts and problems concerning expenditures and needs of high school students in their own and other communities. This could be done in Parent-Teacher associations, faculty meetings, and student councils.
2. Expenditures and the financial problems of high school students need to be made a part of the school life situation. Somewhere in their class work, possibly in one of the social studies, high school students should have an opportunity to study and discuss money and financial planning as they relate to high school and as they relate to their future problems.
3. Administrators could undertake studies of the expenditures of students in their own schools, with special emphasis on "hidden tuition" costs, because these are the costs for which the school is directly or indirectly responsible.
4. The results of this study along with the studies made by the school administrators could form a basis for

discussion and recommendations for local boards of education, Parent-Teacher associations, advisory councils and other groups. Some of the important findings of these studies should be published and made available to the general public.

5. Students need help in choosing extra-curricular activities which will be of benefit to them. An evaluation might be made of the time and money students spend on activities in which they are only spectators, and have little or no possibility of learning or developing their own talents from the activity.

6. Schools need to incorporate into their budgets more money for extra classroom activities in order that no child would be eliminated because he could not pay. Such a plan would bring about a re-evaluation of extra classroom activities in the light of what has true educational value and what has little or no educational value. Those activities which are found to be educationally worthwhile could be stressed and more students encouraged to participate; and those found to be educationally doubtful could be eventually dropped. What is presented in the name of education should be financed in the name of education.

7. The many school fees and the many instructional

costs should be substantially reduced and gradually eliminated.

8. Parents need help in understanding the amount and the extent of the necessary school expenses. They, perhaps, need help in planning how to meet some of the expenses of their children.

9. Students who have little or no financial backing from home need help in finding part-time jobs. Some type of placement should be set up in the schools to help students find these part-time jobs.

10. High school scholarships could be made available for students to help them meet their own expenses. These could be sponsored by local groups, such as service clubs, Parent-Teacher associations, chamber of commerce groups, and individuals.

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124

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APPENDICES

APPENDIX A

**Distribution of Students According to School,
Grade, and Number Who Completed Study**

School	Number of Students Who		Per Cent Who
	Began Study	Completed Study	Completed Study
Corvallis			
Sophomore	32	27	84
Junior	33	27	81
Senior	30	21	70
Dallas			
Sophomore	20	19	95
Junior	28	26	93
Senior	28	21	75
North Salem			
Sophomore	28	25	89
Junior	36	29	81
Senior	34	30	88
Philomath			
Sophomore	41	39	95
Junior	30	27	90
Senior	35	28	80
Silverton			
Sophomore	31	30	97
Junior	33	23	70
Senior	73	69	95
Total			
Sophomore	152	140	92
Junior	160	132	83
Senior	200	169	85
All Students	512	441	86

**Distribution of Students According to School, Total Number
Enrolled in School, Number and Per Cent in Study**

School	Sophomore	Grade Junior	Senior	Total
Corvallis				
Enrolled	242	232	205	679
In Study	27	27	21	75
Per Cent	11	12	10	11
Dallas				
Enrolled	108	99	83	290
In Study	19	26	21	66
Per Cent	18	26	25	23
North Salem				
Enrolled	397	368	311	1076
In Study	25	29	30	84
Per Cent	6	8	10	8
Philomath				
Enrolled	43	35	40	118
In Study	39	27	28	94
Per Cent	91	77	70	80
Silverton				
Enrolled	115	110	71	296
In Study	30	23	69	122
Per Cent	26	21	97	41
Total				
Enrolled	905	844	710	2459
In Study	140	132	169	441
Per Cent	16	16	24	18

Distributions of Students in Study According
to School, Grade, and Sex

School	Sophomore		Junior		Senior		Total		Total In Study
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Corvallis	14	13	16	11	15	6	45	30	75
Dallas	11	8	14	12	13	8	38	28	66
North Salem	18	7	18	11	16	14	52	32	84
Philomath	22	17	11	16	14	14	47	47	94
Silverton	12	18	16	7	37	32	65	57	122
Total	77	63	75	57	95	74	247	194	441
Total in	140		132		169		441		

APPENDIX B

Instructions: Do not add columns and do not put in totals. List each item and the amount spent in the correct column. If you are not sure in which column the item belongs, list it in the column which seems most reasonable.

Name of School _____ No. _____
 Grade in School _____ Age _____ Sex _____
 Month _____ Year _____

CLOTHING	FOOD	SCHOOL COSTS	TRANSPORTATION	ACTIVITIES AND ENTERTAINMENT	MISCELLANEOUS
List all items of clothing. Do not include uniforms for P.E. classes or clubs.	School lunches, gum, candy, coke, ice cream. (Every thing you eat, except meals at home).	Activity fees, book rental, locker fees, pencils, notebooks, uniforms for P.E. classes.	To school and all school entertainment activities, expenses on your own car.	All school movies, dances, games, all school plays, school and social club dues, uniforms for clubs.	Hair-cuts, make-up, permanents, class rings, pictures, and all other special items that do not seem to belong in the other columns.

Do not write below these lines

Amount of Money (if any) earned during Month _____
 List on back of page how you earned the money. _____

APPENDIX G

Dallas, Oregon
September 5, 1954

Dear High School Teacher:

As a county extension agent, I am often a guest speaker for PTA's, farmers' unions, garden clubs, and many other adult groups. Of course, all of these groups discuss their problems before and after meetings. The one problem which seems to come up in every group of adults, is the problem of high school expenses.

I am in a position to know the financial problems of many families. The cost of attending high school, according to the families, is one of their most pressing financial problems. This is especially true where the family has more than one child in high school. The problem of high school expenses is not confined to the lower income brackets. Some of the parents "well off" financially are the most specific in some of their statements about the "high cost of attending high school".

This study is being made to try to determine what it costs students to graduate from high school. To do this, we need more than personal opinions. We need facts. Conferences have been held with Mr. Rex Putnam, State Superintendent of Public Instruction principals, superintendents, faculty members, and parents. All of these are fully in accord with the plan to develop a study of this type. Some studies have been made concerning the personal expenditures of high school students, but there has been nothing done in this field in Oregon.

The "account keeping" has been planned so that we will be able to separate the direct school expenses, from the lunches, clothes, upkeep on a car, and other indirect expenses. I have worked out a summary sheet which each student will fill out at the end of the month. The students will not do any of the addition, but merely list or itemize all their spending into six categories. The summary sheet will explain where the items are to go.

Ask the students to try to remember every expense which they had in getting ready to start school. Ask them to write down all the money that was spent for books, locker fees, clothes, notebooks, and all other expenses. This is not a budget. It is just a list of expenses.

Listing the expenses on to the summary sheets, from the list in their notebooks, will probably take the students 15 to 20

minutes each month. Other than that, five or ten minutes twice a week should be enough time to list the expenses. On Monday, give the students five minutes to write down their expenses, and how much they earned over the week-end. On Friday, take another five minutes to write down what they earned and spent during the week. More than anything, they need constant reminding to list their expenses, so that they will get into the habit of writing down each item. Clothes bought during the summer, but bought for school wear, are to be in the September list of expenses. Be sure to remind those who drive cars, to count their car expenses.

No names will ever be used in this study. There is a place on the monthly summary sheets for the student number -- no name. Each student in your school will have a different number, which he will keep all year. I will ask you to make a note of the numbers in one column of your class roll book. The students will forget their own numbers. Sophomores will be assigned numbers, in your school, from 1 to 100. Juniors will be assigned numbers from 101 to 200, and seniors, 201 to 300. Since there will be less than 100 students in each class in your school who will be taking part in this study, there is no possibility of duplicate numbers.

Now we have this problem. Is this important enough and of enough general interest, to justify teachers and students taking five or ten minutes twice a week, and possibly a half hour once a month, to list student expenses? This depends on what we are trying to teach in school. If we are trying to cover so many pages, this activity will slow down a class. Acquiring facts is an important part of education. The students need these facts as tools. But studies have been made to find just what percentage of "facts" they retain several months after the class is over. In some cases the percentage is unbelievably low. As an experiment, you might try giving last year's Algebra class their final examination again -- now.

Fortunately, for us as teachers, this acquisition of facts, is only one of the many things we teach. We are really teaching attitudes, character development, citizenship, understanding of each other and other people, and many more important traits. As teachers, we never really know just what the students are acquiring from what we think that we are teaching. It is possible that writing down their expenses might interest some students. It might even lead to better money management and budgeting. When students list their own expenses, they might find that they are spending more than their share of the family income. Students are interested in money problems. My 4-H members tell me that money, or the lack of money, is one of their major school problems. The social implications, students putting too much pressure on parents, unhappiness over money and material things, squabble

at home over money -- all these might be more important than the money itself. We might be able to help students develop better attitudes toward money and learn to manage it better. But most important of all, we will have some student accounts to show how much money they actually spend during their high school years.

I shall appreciate your help in this project. As a matter of fact, I cannot conduct this study without your help.

Sincerely,

Malno Reichert

APPENDIX D

PERSONAL EXPENDITURES OF HIGH SCHOOL STUDENTS IN THREE OREGON COUNTIES

By Malno Reichert

Name of school..... Number.....

Grade in school..... Age..... Sex.....

1. List ages of brothers..... (a) List ages of sisters.....
2. List disabled members of your family.....
3. List ages of others in your family who are attending high school.....

Summary Of Expenses For School Year 1954-55						
	Clothing	Food	School Costs	Transportation	Activities and Entertainment	Miscellaneous
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						
JANUARY						
FEBRUARY						
MARCH						
APRIL						
MAY						
TOTAL						

Total money earned during school year and on hand in September

Total money spent during school year

4. Age of Father..... 5. Age of Mother.....
6. What was your father's grade level in school?..... 7. Mother's grade level?.....
8. How far do you live from school?.....
9. What is your usual method of transportation to school?.....
10. Do you live in a town?..... 11. If you live outside of town, how far are you from the nearest town?.....
12. What is your father's occupation?.....
13. Does your mother hold a job besides working at home?..... What?.....
14. How much have you saved now for college expenses?.....
15. Are your parents saving for your college expenses?.....
16. What vocation do you intend to follow?.....
17. How much allowance do you receive now?.....
18. Do you have your own car?.....
19. What is your approximate family income? (Father and Mother only)
20. Do you have anything to do with planning how the family income is to be spent?.....
21. Did you feel short of money at times during the school year?.....
22. Did lack of money keep you from doing some of the things you wanted to do?.....
23. If you had more money, on which one item would you spend it? (circle one)
(a) Clothes (b) Food (c) School Expenses (d) Transportation (e) Activities and Entertainment

APPENDIX E

Cooperating Schools, Principals, and Teachers

School

Corvallis

Principal	Mr. Ray W. Hardman	Students Supervised	
		Class	Number
Teachers	Mr. Clell Conrad	Sophomore	27
	Mr. Vernon Barkhurst	Junior	27
	Mr. Fred Quale	Senior	21

Dallas

Principal	Mr. Carl E. Morrison		
Teachers	Mr. Elton Salisbury	Sophomore	19
	Mr. Edward Gaillier	Junior	26
	Mrs. Jamie Whitworth	Senior	19

North Salem

Principal	Mr. E. A. Carlton		
Teachers	Miss Carmen Jennison	Sophomore	25
	Miss June Emerson	Junior	29
	Miss Mary Eyre	Senior	30

Philomath

Principal	Mr. Henry Pete		
Teachers	Mr. Charles Kipper	Sophomore	39
	Mrs. Sally Lewis	Junior	27
		Senior	28

Silverton

Principal	Mr. Milton Baum		
Teachers	Mr. William D. Iron	Sophomore	30
	Mrs. Dorothea Searth	Junior	23
	Mrs. Irene Roubal	Senior	69