

A STUDY OF STUDENT WAGES
AT OKLAHOMA A. AND M. COLLEGE

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By

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Bachelor of Arts

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1948

Submitted to the Department of Economics,
Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

for the Degree of

MASTER OF SCIENCE

1950

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PREFACE

I wish to acknowledge my introduction to theoretical tools of economic analysis by Professor Richard K. Leftwich, and express my appreciation for his time in criticisms and suggestions that have been of great value in this study.

I wish to express my appreciation to Professors Russel H. Baugh, Edward C. Burris, and Rudolph Trenton for their enlightening discussions of this problem and for their classes with a practical approach to economic problems in general.

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Chapter I

INTRODUCTION

This is a study of the structure of student wages at Oklahoma A. and M. College. The purpose of this study is to determine, by means of critical examination, if wage inequities exist within the present student wage structure and if the over-all level of the student wage structure is consistent with the level of the student wage structure in comparable institutions.

The problem of wage inequities is but one phase of the broader question of student employment as it relates to financial assistance for college students. The answer to this question of student employment in turn bears directly on the answer to the question, "Who should go to college?" Numerous studies have indicated that many scholastically qualified students are unable to attend college because of financial reasons. Eminent educators are disagreed as to the role of student employment on the college campus. Some state that students should work only if absolutely necessary to remain in school; others maintain that students should work because of the benefits they derive from the experience.¹

Many educators feel that students who work are seriously restricted in their cultural and social development. Others hold that the experience promotes self-discipline and will benefit the student. A few colleges are organized so that work experience is an integral part of the student's education.

¹"Work Your Way Through College?", Rotarian, Vol. 57, (August, 1940), 27-29.

Because of the wide differences of opinion, and in the basic philosophy underlying the administration of financial aid, it becomes one of the most vital questions in the field of higher education.²

The solution of this problem of financial aid depends upon a clear recognition of several facts according to a special report to the American Council on Education Studies:³

First, financial aid to students is basically a student personnel problem. Second, the financial counseling program must be closely linked to the educational policy and objectives of each individual college and must always be considered in the light of those policies and objectives. Third, the magnitude and intensity of the financial counseling program should be consistent with the American philosophy of equality of opportunity to all who seek higher education and who can profit by it. A fourth principle, less generally accepted but one which this committee endorses, is that that degree of aid granted should somehow be related both to individual need and to intellectual promise.

A large number of studies have been made to determine the effects of employment on the scholastic standing of students who are employed. Studies have also been made to determine the social and personal effects of employment.⁴ The conclusions are that student employment in itself has neither good nor bad effects. The effect depends on factors such as type of work, number of hours worked, and the time the work is performed.

This brings into focus the need for clarifying the goals set for student employment. Only when the goals have been clearly set

²American Council on Education Studies, Financial Assistance For College Students, Series VI--Student Personnel Work--Number 7, Volume X (September, 1946), 13.

³Ibid., P. 13.

⁴S. C. Newman, Employment Problems of College Students, pp. 72-115.

forth can any real progress be made toward a sound employment program. In each college the criteria for employment and the goals to be reached should be clearly stated. There should be centralized coordination to secure consistency in the application of the criteria established for employment in order that the goals set up by the college might be achieved. Several authorities in the field say this program should be administered by a central committee rather than by a single administrator.⁵

Two separate problems are involved in this study:

The first problem is that of internal consistency, paying each job what it is worth in relation to the rates of pay established for other jobs. This problem is approached by utilizing questionnaires to show the extent of current practices that preliminary interviews revealed to be present in the student wage structure. Questionnaires⁶ were submitted to both supervisors and student employees to determine the existing wage structure and current employment practices. These current employment practices are examined for consistency with the goals set up by the employment committee. The existing wage structure is examined for internal consistency to determine if students doing comparable work are paid at the same rate.

The second problem is concerned with the relative standing of the absolute wage structure at Oklahoma A. and M. College. This problem is approached by utilizing a student wage survey covering

⁵See E. McD. Lloyd-Jones, and M. R. Smith, A Student Personnel Program For Higher Education, p. 150, and American Council on Education Studies, Financial Assistance to College Students, Series VI--Student Personnel Work--Number 7, Volume X (September, 1946), p. 45.

⁶See Appendix A, Exhibits E and F.

a group of comparable institutions of higher education. The relationships between these various wage structures are analyzed on a job basis to determine how great the existing student wage differentials are.

Chapter II

ADMINISTRATION OF STUDENT EMPLOYMENT

In order to secure a better understanding of the problem of inequities in the student wage structure at Oklahoma A. and M. College, it is necessary to scrutinize the administration of the student employment program.

At Oklahoma A. and M. College the policies on wage administration, as they relate to student employment, are formulated and recommended to the college administration by the Student Employment Committee. These policies are carried out by two offices which deal respectively with the employment of men and the employment of women. The organization and functions of these administrative offices, as they relate to the problems of this study, are set forth in some detail.

Student Employment Committee¹

The Student Employment Committee is composed of a chairman and three members. The chairman is a department head; one member is from the business office; one member is Secretary of the Student Employment Office; and one member is the assistant to the Dean of Women. It is the function of this committee to set the over-all student wage policy.

Meetings are held when called by the Chairman. The last meeting was held in September, 1948, and was called when Oklahoma University installed a job evaluation program and raised student wages. At that time the Committee made no changes in the prevailing

¹Source: Interviews with the Chairman of the Student Employment Committee, and Secretary of the Student Employment Office.

wage range here, which was 30 to 50 cents per hour. This decision to leave the wage range unchanged was based on the fact that an increased number of students are having to work to remain in school. The Committee believed that by keeping a lower wage range, more of these students would be able to secure employment and remain in school.

The method used by the Committee to determine what the wage range shall be is to take the probable amount of money to be available for student labor in all departments and divide this by the probable number of students needed in these departments. This is done because students are paid from funds in departmental budgets.

On the basis of past experience, knowledge, and expectations, the departmental budgets are prepared. These are approved by the Budget Committee, coordinated, and then approved by the President's Office. This budget is then presented to the Board of Regents for approval.

The objective of the Student Employment Committee is to enable as many students as possible to remain in school. It established the present student wage structure to make a little money help as many students as possible to attend school. It is not set up to pay student labor what the job is worth. Under this criteria established by the Committee, the student needing work would get a job. This Committee has a special fund for employing untrained students who must have help to remain in school. The decision of the Student Employment Committee not to raise the student wage rates last year was consistent with this criteria of enabling as many students as possible to remain in school. It is, however, short sighted in that it fails to consider the effect of long hours on the working

student, or alternative solutions to the problem that would avoid shortcomings inherent in this solution.

If any department or supervisory unit wishes to pay a student at a rate higher than the established range, it must send a letter to the Student Employment Committee. These letters are usually approved as a matter of course, it being felt that the supervisor is in the best position to recognize cases of exceptional merit. No effort is made to coordinate these higher rates between departments and schools. Allowing higher rates for some jobs is a tacit admission by the Student Employment Committee that individual need is not the sole criteria for employment. These higher rates are necessary in some cases to secure qualified help. Some departments have objected to this practice of granting exceptions to the official wage structure on the grounds that they are unable to pay rates above the established range because of lack of funds.

Student Employment Office²

Coordination of the policies set forth by the Student Employment Committee is effected by the Student Employment Office. The office is directed by the Secretary of the Student Employment Office. The function of this office is threefold: First, it acts as a hiring hall where male students desiring work can obtain information relating to available jobs on the campus and secure assignments. Second, it provides a service to off-campus employers who desire to secure the services of male student labor, and a service to the student labor that is provided work by this means. Third, it is the function of this office to see that the over-all wage

²Source: Interviews with Secretary of Student Employment Office.

policy of the Student Employment Committee is carried out. This would include maintaining consistency in wage rates between supervisory units. In this respect, it is the duty of the Student Employment Office to see that the wage rates paid are within the wage range established by the Student Employment Committee. In fulfilling its functions, the Student Employment Office does not in any way act as a bargaining agent for either prospective employees or employers. It merely facilitates the meeting of prospective employers and employees to the mutual advantage of both.

The student seeking work through this office fills out an application blank and places it on file in the Student Employment Office. There is also placed on file a record of the hours the student is available and the type of work the student is willing to accept.

These applications are further divided into three classifications on the basis of need:

Group 1: Those who have to work to remain in school.

Group 2: Those needing work to pay part of expenses.

Group 3: Those wanting to earn spending money.

It is on the basis of this classification that an individual's priority is established for the jobs that become available through the Student Employment Office. When an employer calls in for student help, these files are referred to. The students available for the type of work and at the hours needed are called in order of their priority until some student accepts the job. All persons hiring students through the Student Employment Office must report the wage rate at the time the student labor is requested. This is

done to eliminate disputes such as those that have arisen in the past when there was no record of the agreed wage. In case of such disputes now, a call to the Student Employment Office will quickly reveal just what the wage offer was when the job was accepted. This protects both the student and the employer.

Cards are mailed to all persons employing student labor through the Student Employment Office. These cards request that any student recommended by the Student Employment Office who proves unsatisfactory be reported to the office by phone or letter. These reports are filed and in this manner there has been built up a file on students who have proven generally unsatisfactory on several job assignments. When this happens, the reports are verified and the student will henceforth not be given job assignments through the Student Employment Office.

In a similar manner a file has been built up concerning employers. When several students have trouble with a given employer, or report back with legitimate complaints about a person employing student labor, the Student Employment Office will no longer supply student labor to the person involved. This again is for the protection of both the employer and the employee.

In the latest annual report of the Secretary of the Student Employment Office covering the period July, 1947 to July, 1948, it was found that 2,944 students were employed on the campus. This figure represents both part-time and full-time employment. These students worked a total of 489,163 hours and earned \$248,179.57. This represented an arithmetic average of 51 cents per hour. This includes the wages of those paid within the official scale, and the

exceptions to the scale that are approved by the Student Employment Committee. It does not reflect rates that are "adjusted" by changes in number of hours worked. A more precise breakdown of student wages was unobtainable.

During this same period, 733 requests for student labor from off-campus employers were received. On the basis of these 733 help requests, 1,389 male students were placed in jobs. Of those placed in town, most odd jobs were at 75 cents per hour and most regular part-time student help was at 50 cents per hour. An indeterminate number of students secured employment on their own, of which no record is available.

Job applicants for the available jobs through the Student Employment Office, on campus and off, outnumbered the available jobs two-to-one.

Employment of Women³

The assistant to the Dean of Women, directs the office supervising the employment of women.

In the case of women students there is only a negligible number employed by off-campus employers. In the past few years there have been fewer applicants than the number of jobs available for women students. The range for these jobs has been from 35 to 50 cents per hour, with some exceptions granted by the Student Employment Committee. In the next school year it is expected that the number of applicants will exceed the number of jobs available.

A student seeking employment fills out an application blank,

³Source: Interviews with the Assistant Dean of Women and with workers in the office.

which is placed on file in the office. These applications are not grouped according to the need of the student for employment. When a request is received for a student worker, the selection is based on experience and ability of the various applicants, with need being "considered". This office secures employment for veteran's wives in addition to its employment services for women students. These include full-time, part-time and temporary jobs.

No reliable statistics could be secured concerning the employment of women students. Due to the lumping of full and part time employees, it was felt that the presentation of material from the annual report covering women student employees would be misleading.

An estimate placed the average student wage for women at 40 cents per hour. The number of women students employed during the past school year was estimated between 400 and 500. This shows approximately 25 percent of the women students on the Oklahoma A. and M. College Campus have worked part time.

Most women securing employment start at 35 cents per hour and usually get increases according to seniority on the job. In some cases when special skills are used, the starting rate is higher than 35 cents per hour.

As in the case of male student employees, payment of wage rates above 50 cents per hour must be authorized by the Student Employment Committee.

In years prior to the war this office kept a list of women students who were willing to go out and do house work in town. In the past few years there has been practically no names on this list as very few girls go out and do house work.

Chapter III

EXAMINATION OF EXISTING WAGE STRUCTURE

A preliminary survey revealed that three types of wage inequities are present in the student wage structure at Oklahoma A. and M. College. Wage inequities result when students performing comparable work are officially paid at different rates. A wage inequity also results when students performing comparable work are paid different rates which arise from adjustments in the number of hours worked. A wage inequity is introduced when some students "soldier" and fail to produce comparable work results, as compared to students performing the same work and drawing the same wage rate.

Questionnaires covering these different types of student wage inequities were devised. These questionnaires were submitted to student workers and their supervisors. A review of these questionnaires submitted to employed students and their supervisors on the Oklahoma A. and M. College campus revealed marked wage differentials between comparable jobs, both within and between supervisory units.

Ten students performing clerical work in 6 supervisory units reported wage rates ranging from a low of 35 cents per hour to a maximum of 97 cents per hour. The median wage rate was 55 cents per hour and the average wage rate was 58 cents per hour. One of these students reported a wage rate range of 35 cents per hour to 65 cents per hour within the same supervisory unit. In one supervisory unit, two girls were working side by side and doing the same job; one received 35 cents per hour and the other received 62 cents per hour.

Five students working in cafeteria units reported getting the same wage rates for identical jobs.

Sixteen students performing light labor involving no special skills in 10 supervisory units reported wage rates ranging from 35 cents per hour to \$4.00 per hour. The latter figure is exceptional, and the median and average wage rates were computed on the wage rate range of 15 students. The wage rate ranged from 25 cents per hour to 55 cents per hour. The median wage rate was 45 cents per hour and the average wage rate was 40 cents per hour. Five students were reported on the time sheet at 35 cents per hour. These students all reported having to work from 20 to 40 hours overtime each month. They did not receive extra pay for this work. The actual hourly wage rate of these students varied from 25 cents per hour to 35 cents per hour. One graduate student reported doing 25 hours light work involving no special skill each month and is paid equivalent to the rate of \$4.00 per hour.

In one supervisory unit, three students performing heavy labor reported getting 50 cents per hour. The number of students employed by this unit varies between 12 and 18. Three full-time non-student workers work alongside student workers. They do the same work, use the same equipment, and have no additional responsibilities, but receive wage rates varying from 80 to 91 cents per hour.

Two graduate students working side by side under the same supervisor, doing the same job, involving semi-skilled labor, reported getting wage rates that differed. One received 50 cents per hour and the other received 60 cents per hour.

Six students doing specialized work reported wage rates ranging

from 80 cents per hour to \$2.75 per hour. The median wage rate was 95 cents per hour and the average wage rate was \$1.23 per hour.

Two students in different supervisory units received an official rate of 50 cents per hour. One reported his rate was adjusted upwards; he was allowed to turn in $12\frac{1}{2}$ percent more time than actually worked.

This sample covers 19 supervisory units,¹ and is based on information from questionnaires as filled out by 45 students working on the Oklahoma A. and M. College campus in July, 1949.

Two supervisors of students performing light labor reported those performing the same job were paid the same wage rate. One of these supervisors however reported he paid wage rates based on the ability of the student. These rates ranged from 40 cents per hour to 75 cents per hour. Two other supervisors of students performing light labor reported paying different rates for the same job based on seniority, ability and experience. In these cases, the rates ranged from 35 cents per hour to 50 cents per hour. Two of the 4 reported that 50 percent of the students "soldiered" on the job; one reported that a small percentage "soldiered"; and one reported that none "soldiered". Three said the current wage rates were too low and should range from 50 to 75 cents per hour. One said the rates were satisfactory. One of the supervisors interviewed said he could not obtain the help he needed at the prevailing rate and expressed the opinion that boys were smart who worked off the campus as they would be paid more for the same work.

¹A total of 102 supervisory units reported in the Annual Report of the Secretary of the Student Employment Office, 1947-1948.

Six supervisors of students performing clerical work all reported not paying the same wage rate to all students performing the same job under their supervision. These differentials were explained by seniority and the ability of the student. Among the six supervisors, the wage rate ranged from 35 cents per hour to 65 cents per hour. The wage range under each supervisor was 15 cents with one exception where the wage range paid was 40 cents per hour to 50 cents per hour. Four of these six supervisors reported wage rates were too low. These four thought the wage rate range should be near 65 to 80 cents per hour. One of the two supervisors reporting satisfactory rates admitted in the course of an interview that his workers put in from 20 to 25 percent less time than was reported and paid for on their time sheet. Although the questionnaire submitted to this supervisor covered this aspect of student wages, he did not indicate when he filled out the questionnaire that this practice existed. Others may have done likewise.

Three supervisors of students employed in college food units reported that students performing the same job were paid at the same rate. The minimum wage rate was reported as 40 cents per hour and the maximum as 58 cents per hour. One reported 25 percent of his student workers "soldiered" on the job. One reported 33 percent "soldiered" on the job. The other supervisor reported 50 percent "soldiered" on the job.

This sample covered 14 supervisors in 8 supervisory units.

In view of the foregoing it is seen that students doing comparable work, but under different supervisors, are paid rates as low as 40 to 50 percent of the maximum rate paid other students

for similar work. The percentage will vary depending on the type of work. Due to the different wage rate ranges paid by different supervisors, both within and between supervisory units, all inequities would not be corrected even if the Student Employment Committee equalized the exceptions to the official wage structure as between departments.

Factors in Interdepartmental Wage Differentials

Interviews with College Administrators revealed that in many instances, students are selected, on a departmental level, on the basis of their ability to perform the work required by the supervisor. The student's need for work is the principal criteria of selection for a job in only those instances where relatively unskilled labor is involved.

This points to the fact that many students are hired on the basis of the need of the departments or supervisory units and nullifies to a large extent the established objective of the Student Employment Committee of hiring those students needing work. These interviews further revealed that none of the thirty-five supervisory units investigated set up a separate item in their budgets to cover student labor per se. Student wages were paid from funds set up to cover general activities of a particular type, and payments other than student wages were made from these funds. These interviews revealed that the amount spent on student labor was determined by need for student labor in most cases, and not by budgetary limitations. This indicates that at least over a limited range the total wage bill for student labor would be somewhat flexible.

At the same time, the fact that some supervisory units are

unable to pay wages to students above the official rates, due to lack of funds, would result in students employed in these supervisory units being at a disadvantage in regard to wage rates. This would account for some interdepartmental wage differentials.

Chapter IV

RELATIVE STANDING OF OFFICIAL WAGE STRUCTURE

In order to get a clear perspective of the relative standing of the wage structure at Oklahoma A. and M. College, a wage survey was made.¹ Seven colleges were selected which were deemed to be comparable to Oklahoma A. and M. College. These selected institutions are comparable on the following bases: All were selected from the ranks of United States Land-Grant Colleges; they have comparable costs of education; and the range in the ratios of the student enrollment to the population of the city where the institution is located is deemed to be narrow enough for the schools to be comparable.

It is generally recognized that students do not pay the full cost of their college education. A report by the American Association of Colleges gives 43 percent as the proportion of the cost to the institution which the student fees cover. A study of Land-Grant Colleges covering five selected universities however shows that the student contributes a smaller proportion, varying from 10 to 20 percent.² This would presumably tend to influence the cost of education to the college student. The composition of the student bodies would also be more comparable than if "exclusive" schools were included.³ Land-Grant Colleges derive a portion of their funds for support from Federal Land-Grant income, and special

¹See Schedules 1 through 8.

²Palmer O. Johnson, Aspects of Land-Grant College Education, pp. 39-41, and Table 2, University of Minnesota Press, 1934.

³S. C. Newman, *Op. cit.*, 50-51.

congressional enactments. Other funds are provided by State Legislative appropriations.

In a comparison of geographic wage differentials, it is real wages that are important. The student's tuition, room and board make up the greater part of his cost of attending school; for this reason, the "cost of education" based on these items was determined for each school.⁴ Differences in student monetary wage rates at these selected institutions thus reflect differences in real wages paid the students to the extent that these costs of education are identical. These costs vary in the case of each individual student, but definite ranges have been established at the various schools. The relatively narrow range in minimum and average costs for these institutions further indicates their comparability. This survey of "cost of education" is confined to resident students and does not include out-of-state tuition and fees.

Of the seven selected colleges, two institutions reported minimum costs of education between \$400 and \$500; one reported minimum costs between \$500 and \$600; two reported only average costs, one was \$518 and the other \$600. The minimum for these two schools would probably lie between \$400 and \$500. If Oklahoma A. and M. College is included, five of the eight schools have minimum costs of education in the range of \$400 to \$500; two have minimum costs between \$500 and \$600; and one would probably lie near, or below \$600.⁵

The range in cost of education was greater in the selected

⁴See Appendix A, Exhibits C and D.

⁵See Figure 8.

schools than at Oklahoma A. and M. College.⁶ This factor would tend to cause the average costs to be somewhat greater in the selected colleges. In four instances the average costs at these other institutions are given and the average ranges from \$518 to \$680. The average cost of education at Oklahoma A. and M. College is near \$550. This is not the lowest of the group, but is in the lower range of the group.

To the extent these costs of education are similar, differences in student wages reflect differences in real income earned by the students.

The population of the city where the school is located⁷ was deemed to be of importance since it would affect the opportunity of students to secure employment other than on the college campuses. Five of these selected schools are located in cities having a population falling within the range of 8,000 to 13,000. Stillwater, home of Oklahoma A. and M. College, is in this population range. On the basis of population alone, it would appear from Table 1, Appendix B of this study, that the University of Wisconsin, located in Madison, Wisconsin, should not be considered comparable. The large number of students at this institution however gives a ratio of student enrollment to city population which the author believes to be reasonably comparable.⁸ The number of students seeking employment in a given market would presumably also affect the wage rates. For this reason, a comparison of student enrollment to the population of the city where the college was located was made.

⁶See Figure 3.

⁷See Appendix B, Table 1.

⁸See Appendix B, Tables 1 and 2.

These ratios of student enrollment to city population ranged from 2:1 down to .36:1. What is of even greater importance is the amount of off-campus employment available. This information, though desirable, was unobtainable for this study. The total number of students seeking employment in each institution is also not available.

Data concerning the wage structure and cost of education in these selected institutions was secured by means of a direct mail questionnaire.⁹

A wage survey must be based on job content if the data is to be comparable and useful in establishing a wage structure.¹⁰ For this reason, descriptive job titles were used in this wage survey which indicated job content. A wage survey based on job titles which are not precisely defined cannot be entirely satisfactory. It is, however, a useful and valid tool to indicate relative standing if this inherent weakness is kept in mind when conclusions are drawn from such data.

In setting up the job titles for inclusion in the wage survey, all available information on the wage structures of other institutions was analyzed. Only "key" jobs were selected which were deemed to be common to nearly all institutions of higher learning.

In order to avoid confusion, three categories of office work were listed, Clerical, Typist and Stenographic. These were included in the survey sheet under the category heading of "Office Work".¹¹

⁹ See Appendix A, Exhibits A, B, C and D.

¹⁰ J. L. Otis and R. H. Leukart, Job Evaluation, p. 343.

¹¹ See Appendix A, Exhibits A and B.

Office workers doing stenographic work are usually paid higher rates than typists. Clerical work usually denotes filing, operating a mimeograph machine, etc. Irrespective of department, school, or office involved on a college campus, the jobs of many students could be fitted into these three classifications on the basis of job content.

Another general category of work performed on most campuses is "Labor", involving no special skills. Due to the multiplicity of uses for labor, general terms denoting relative degree of difficulty were used.¹² Light work would cover such jobs as sweeping, picking up paper, etc. Heavy or difficult work would range from field work to digging ditches. Most colleges have cafeterias, and students work there for their board or to supplement their income. These various jobs on all campuses are more or less standardized and comparable. Provision was made for indicating separate rates paid for work in the dining rooms and kitchens, but in all instances identical rates were paid for these two subdivisions of cafeteria work.

The last general job group included in the survey concerned "Specialized Work".¹³ In this category the most common type of jobs were listed. Grading papers is a job that students are employed for on almost every college campus. Laboratory and classroom assistants who do no teaching are also common categories of student labor on college campuses.

In view of the prevalence of all of these jobs in most colleges

¹²See Appendix A, Exhibits A and B.

¹³See Appendix A, Exhibits A and B.

and their high degree of standardization as between colleges, they are considered to be "key" jobs. The fact that there is a high degree of standardization between colleges makes these jobs comparable and valid for use in a wage survey.

An examination of Schedules 1 through 8 gives a striking picture of the relative standing of the Oklahoma A. and M. College official wage structure. Approximately the same relative standing exists for the minimum and average rates in the selected institutions regarding all office work and for labor performing light work.¹⁴ Because of this, the analysis of the relationships between these jobs will be on the basis of the minimum wage for the various jobs.

Of the seven selected institutions, four pay a minimum of 60 cents per hour for student clerical help; one pays 55 cents per hour; and two pay 50 cents per hour. At Oklahoma A. and M. College the minimum rate is 30 cents per hour. This is slightly over 50 percent of the average minimum rate paid by the seven selected institutions.¹⁵

The minimum wage rate for student typists in two institutions is 60 cents per hour; in three it is 65 cents per hour; in one it is 55 cents per hour; and in one it is 50 cents per hour. At Oklahoma A. and M. College the minimum rate is 30 cents per hour. This is 50 percent of the average of the minimum rate in the selected institutions. The maximum for this job at Oklahoma A. and M. College is still about 20 percent below the average minimum rate of the

¹⁴See Schedules 1 through 8.

¹⁵See Figure 1.

seven selected institutions. In only one instance does the maximum rate for this job at Oklahoma A. and M. College equal the minimum rate for any of these selected institutions. In no case does it exceed the minimum for any of these schools.¹⁶

An analysis of minimum rates paid stenographers in the selected institutions reveals the average minimum wage to be 62 cents per hour. The official minimum rate at Oklahoma A. and M. College is 30 cents per hour, but the existing minimum wage is 35 cents per hour. This means the existing minimum wage at Oklahoma A. and M. College is 57 percent of the average minimum for the selected institutions.¹⁷

The minimum average wage paid for student labor involving light work at the selected institutions is 59 cents per hour. The official minimum at Oklahoma A. and M. College is 30 cents per hour, but the existing minimum is closer to 25 cents per hour. This is because some students performing work which would fall under this classification are paid less than the rate reported on their time sheet. It is necessary for them to work overtime without additional pay, resulting in their wage rate being near 25 cents per hour. This overtime is not periodic or exceptional--it occurs month after month. In this case, the official minimum wage at Oklahoma A. and M. College is 50 percent of the average minimum wage of the selected institutions, and the existing minimum wage is less than 50 percent of the average minimum wage of the selected institutions. The minimum wage range in the selected

¹⁶See Figure 2 and Schedule 1.

¹⁷See Figure 3.

institutions is from 50 to 75 cents per hour for student labor involving light work.¹⁸

By using the existing minimum wage at Oklahoma A. and M. College instead of the official minimum wage for comparing with the minimum wage of the selected institutions is to put a possible bias in the analysis of some jobs by raising the relative standing of Oklahoma A. and M. College. The same situation could exist at these selected institutions in regard to their existing minimum wage as it relates to their official minimum wage. Department heads in three of these selected institutions verified the official rate as being the "existing rate".

In analyzing the rates paid for student labor for difficult work, the official minimum rate would be misleading because it is less than the existing minimum rate. Because of this, the average rates will be considered for this analysis.

In two instances the selected institutions had no comparable category so this analysis is based on five institutions. The average wage at Oklahoma A. and M. College for this type of work approximates 50 cents per hour in the official scale. At these selected colleges it averages 95 cents per hour. The range in these institutions is from 70 cents per hour to \$1.25 per hour. The average rate at Oklahoma A. and M. College is slightly more than 50 percent of the average rate paid in these selected institutions.¹⁹

The average student wage paid to cafeteria workers at the selected institutions is 73 cents per hour. At Oklahoma A. and M.

¹⁸See Figure 4.

¹⁹See Figures 1 through 8.

College the average rate is estimated to be approximately 50 cents per hour. This sample covers only four of the selected schools as the remaining three did not have their wage structure set up to show this particular category of student labor. The average rate at Oklahoma A. and M. College is 66 percent of the average rate paid students in the selected institutions.²⁰

An analysis of average rates paid student graders reveals that in four of the selected institutions the rate varied from 75 cents per hour to \$1.00 per hour.²¹ The average wage was 85 cents per hour. At Oklahoma A. and M. College the average wage is not available due to the many adjustments granted by various departments without interdepartmental consistency being achieved. It is believed that the actual average wage rate for student graders at Oklahoma A. and M. College would be near the average wage for the graders in the selected institutions. Data to verify this is not available.

From the foregoing analysis it is clearly established that the general level of the wage structure at Oklahoma A. and M. College is below that of the selected institutions. This differential is not uniform, but varies from job to job. This is in marked contrast to the relationships between most of the other institutions where a high degree of similarity was found in the over-all level of the wage structure.²²

This survey reveals that in every instance, with the possible exception of student graders, the Oklahoma A. and M. College student wage structure lies below the student wage structures of the selected

²⁰See Figure 6.

²¹See Figure 7.

²²See Schedules 1 through 8.

institutions. The monetary wage level at Oklahoma A. and M. College varies from 30 to 50 percent below the monetary wage level of these institutions in most job categories. This means that the real wages paid for most jobs performed by student labor at Oklahoma A. and M. College range 30 to 50 percent below the level of real wages paid for comparable jobs in these selected institutions of higher learning.

SCHEDULE 1

STUDENT WAGE RATES

at

Oklahoma A. and M. College
Stillwater, Oklahoma

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Maximum</u>
Clerical	‡ .30	‡ .50
Typing	.30	.50
Stenographic	.30	.50
<u>LABOR:</u> (Involving no special skills)		
Light Work	.30	.50
Heavy or difficult work	.30	.50
Cafeteria	.30	.50
(or)		
Dining room	.30	.50
Kitchen	.30	.50
<u>SPECIALIZED:</u>		
Grading papers	.30	.50
Laboratory or classroom assistant--no teaching	.30	.50

Source: Student Employment Office

SCHEDULE 2
STUDENT WAGE RATES

at

Kansas State College
Manhattan, Kansas

The student wage rate is set at a minimum of 50 cents per hour and a maximum of 75 cents per hour. Any specialized work deserving of more than 75 cents per hour must have a letter of authorization from the Dean.

Source: Direct mail questionnaire.

SCHEDULE 3
STUDENT WAGE RATES

at

Pennsylvania State College
State College, Pa.

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Average</u>
Clerical	\$.60	\$.60
Typing	.65	.65
Stenographic	.75	.75
<u>LABOR:</u> (Involving no special skills)		
Light work	.75	.75
Heavy or difficult work	1.00	1.00
Cafeteria	(Meals--approximately 1 hour per meal)	
(or)		
Kitchen	(Meals--approximately 1 hour per meal)	

SPECIALIZED:

Grading papers

*(These jobs fall to graduate students designated as stipend scholars)

Laboratory or classroom Assistant--no teaching ** (Graduate Assistants only)

*Masters Candidates receiving \$50. monthly plus fees.

**Doctoral Candidates only - \$1090. per year.

Source: Direct mail questionnaire.

SCHEDULE 4
STUDENT WAGE RATES

at

Iowa State College
Ames, Iowa

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Average</u>
Clerical	\$.55	\$.60
Typing	.55	.60
Stenographic	.60	.65
 <u>LABOR:</u> (Involving no special skills)		
Light work	.55	.60
Heavy or difficult work	.65	.75
Cafeteria	.55	.60
(or)		
Dining room	.55	.60
Kitchen	.55	.60
 <u>SPECIALIZED:</u>		
Grading papers	.55	1.00
Laboratory or classroom assistant--no teaching	.65	1.25

Source: Direct mail questionnaire.

SCHEDULE 5
STUDENT WAGE RATES

at

University of Wyoming
Laramie, Wyoming

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Average</u>
Clerical	\$.60	\$.90
Typing	.60	.90
Stenographic	.60	.90
 <u>LABOR:</u> (Involving no special skills)		
Light work	.60	.85
Heavy or difficult work	.75	1.25
Cafeteria*	.50	.80
(or)		
Dining room	.50	.80
Kitchen	.50	.80
 <u>SPECIALIZED:</u>		
Grading papers	.60	.90
Laboratory or classroom** assistant--no teaching	.60	.90

*Under 60 cents per hour only if no meals involved. Students work three hours a day for three meals. Paid for work in addition.

**Up to \$1.25 if teaching involved.

Source: Direct mail questionnaire.

SCHEDULE 6
STUDENT WAGE RATES

at

Oregon State College
Corvallis, Oregon

<u>OFFICE WORK:</u>	<u>Range</u>	<u>Average</u>
Clerical	\$.50	\$.65 - .70
Typing	.65	.75
Stenographic	.60 - .87	.75
<u>LABOR: (Involving no special skills)</u>		
Light work	.58 - 1.35	.85
Heavy or difficult work	.85 - 1.15	1.15
Cafeteria	.65 - 1.00	.75
(or) Dining room	.65 - 1.00	.75
Kitchen	.65 - 1.00	.75
<u>SPECIALIZED:</u>		
Grading papers	.75 - 1.00	.80
Laboratory or classroom assistant--no teaching	.66 - 1.50	1.00

Source: Direct mail questionnaire.

SCHEDULE 7

CLASSIFICATION and WAGE SCALES FOR STUDENT EMPLOYEES 1948-49

at

Montana State College
Bozeman, Montana

The classification and wage rates, as determined by the Labor Committee in conference with various heads of departments, applies to the normal use of student help in connection with the various collegiate departments.

*1.	Special Assistants.....	Rate: 85¢ to \$1.10 per hour
2.	Student Laboratory Assistants...	" 70¢ " 90¢ " "
3.	Student Readers.....	" 60¢ " 85¢ " "
4.	Student Clerical Help.....	" 60¢ " 75¢ " "
5.	Student Labor.....	" 50¢ " 70¢ " "
*6.	Student Technical Assistant.....	
*7.	Student Department Clerk.....	

In addition to the above classifications, there are students especially qualified and some positions where the work is such that exceptions are in order. Such exceptions must be submitted to, and approved by, the Labor Committee before payroll will be honored. In turning in payrolls, use the above classifications as this will immediately identify the type of work being done. The use of the term "Student Assistant" is too broad.

A different classification applies to certain lines of work as follows:

1. Student Union, Associated student Store and dormitories-
Separate schedule is provided for these units.
2. Physical Plant-
Certain labor regulations require different procedure.
3. Certain types of work--particularly field work--require that student labor be considered the same as other non-student labor, especially when working alongside of non-student labor and doing the same work.

EXPLANATION OF CLASSIFICATION and WAGE SCALES FOR STUDENT EMPLOYEES

A student employee is a person, primarily a student, who obtains wages for services from the institution or from campus organizations which directly service students or faculty. A person under limited registration, who is primarily an employee on or off the campus, is not considered a student employee.

- *1. Special Assistant- A student directly responsible for equipment, instruction and examinations without direct faculty supervision.

SCHEDULE 7 (continued)

2. Student Laboratory Assistant- A student assisting in a laboratory under the supervision of a faculty member or special assistants.
3. Student Reader- Student employed in reading examinations and themes.
4. Student Clerical Help- This classification refers to office work, including dictation, typing, cataloging, filing and general office work.
5. Student Labor- Such labor will be doing work requiring no special skill, such as routine duties, cleaning and washing of glassware, etc.
- *6. Student Technical Assistant- Because of specialized types of training, such students will be extremely unusual. They must be skilled, take responsibility, be mature, have judgment, and be able to make decisions which may directly affect our college community.
- *7. Student Department Clerk- This applies to cases where student clerical help is taking over the responsibilities in an office, as would be done by a full-time department clerk.

*These classifications are unusual and varying classifications. When any department wishes to employ students in any of these classifications, they must get the approval of the dean of their division, with final approval as to classification and wage scale to be determined by the Labor Committee. Use Payroll Approval Forms for Student Employees.

Source: Job classification sheet from Montana State College.

SCHEDULE 8
STUDENT WAGE RATES

at

University of Wisconsin
Madison, Wisconsin

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Average</u>
Clerical	\$.60	\$.60
Typing	.65	.70
Stenographic	.70	.75
<u>LABOR:</u> (Involving no special skills)		
Light work	.65	.75
Heavy or difficult work	.75	.75
Cafeteria	.65	.75
<u>SPECIALIZED:</u>		
Tutoring	1.00 up	

Source: University of Wisconsin Student Employment Bureau.

SCHEDULE 9
COST OF EDUCATION

at

Montana State College
Bozeman, Montana

	<u>Minimum</u>	<u>Average</u>
TUITION	\$ 27.08	\$ 57.08
ROOM	49.50	60.00
BOARD	135.00	152.00

Based on Semester of $4\frac{1}{2}$ months.

Source: Direct mail questionnaire.

SCHEDULE 10
COST OF EDUCATION

at

University of Wisconsin
Madison, Wisconsin

Cost of education for a 38 week academic year varies
from \$475 to \$975. Average cost \$750.

Source: Direct mail questionnaire.

SCHEDULE 11
COST OF EDUCATION

at

Oklahoma A. and M. College
Stillwater, Oklahoma

TUITION \$48 - \$120 (per semester)
ROOM AND BOARD \$200 (per semester)

\$450 - \$650 per school year.

Source: College catalogue.

SCHEDULE 12
COST OF EDUCATION
at
Kansas State College
Manhattan, Kansas

	<u>Minimum</u>	<u>Average</u>
FEEs IN TOTAL	\$120.00	\$120.00
ROOM	90.00	100.00
BOARD	360.00	405.00

Based on 9 months' period.

Source: Direct mail questionnaire.

SCHEDULE 13
COST OF EDUCATION

at

Pennsylvania State College
State College, Pa.

	<u>Minimum</u>
FEES	\$110.00 (per semester)
ROOM (per person, double room)	100.00 (per semester)
BOARD	200.00 (per semester)

Source: Direct mail questionnaire.

SCHEDULE 14
COST OF EDUCATION
at
Iowa State College
Ames, Iowa

	<u>Average</u>
TUITION	\$158.00
ROOM	36.00 (Residence Hall Rate)
BOARD	124.00 (Residence Hall Rate)

The Iowa State College operates on a quarter basis and all data given are given on that basis.

Source: Direct mail questionnaire.

SCHEDULE 15
COST OF EDUCATION

at

University of Wyoming
Laramie, Wyoming

	<u>Average</u>
BOARD	\$405.00
ROOM	110.00
BOOKS and SUPPLIES	72.00
FEES	163.00

Based on school year.

Source: College Catalogue.

SCHEDULE 16
COST OF EDUCATION

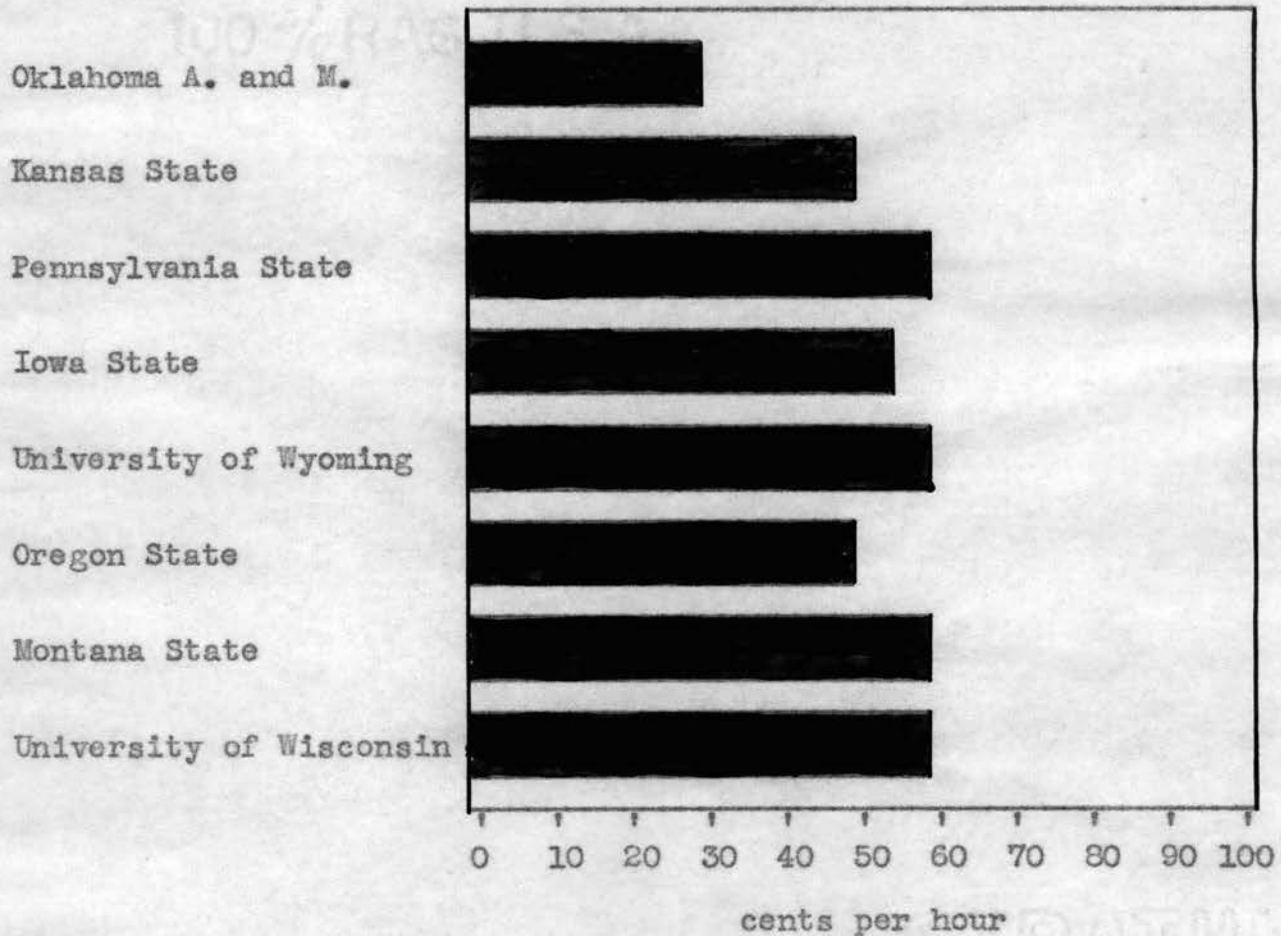
at

Oregon State College
Corvallis, Oregon

	<u>Per term</u>	<u>Yearly</u>
FIXED EXPENSES (Fees)	\$ 52.50	\$132.50
ROOM and BOARD	195.00	560.00
BOOKS and SUPPLIES	25.00	75.00

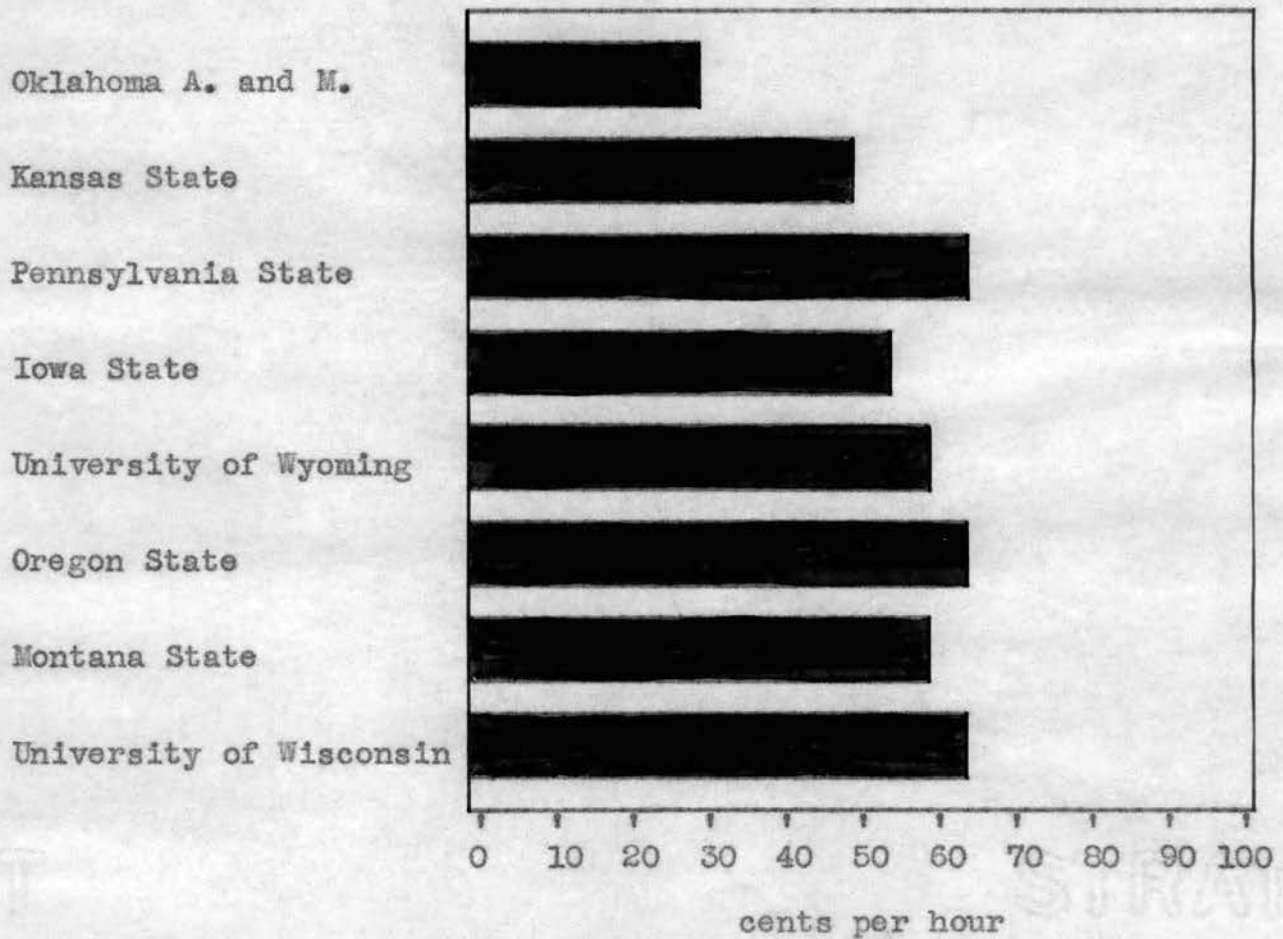
Source: Direct mail questionnaire.

Figure 1. Minimum hourly wages paid student clerical help at eight selected colleges.



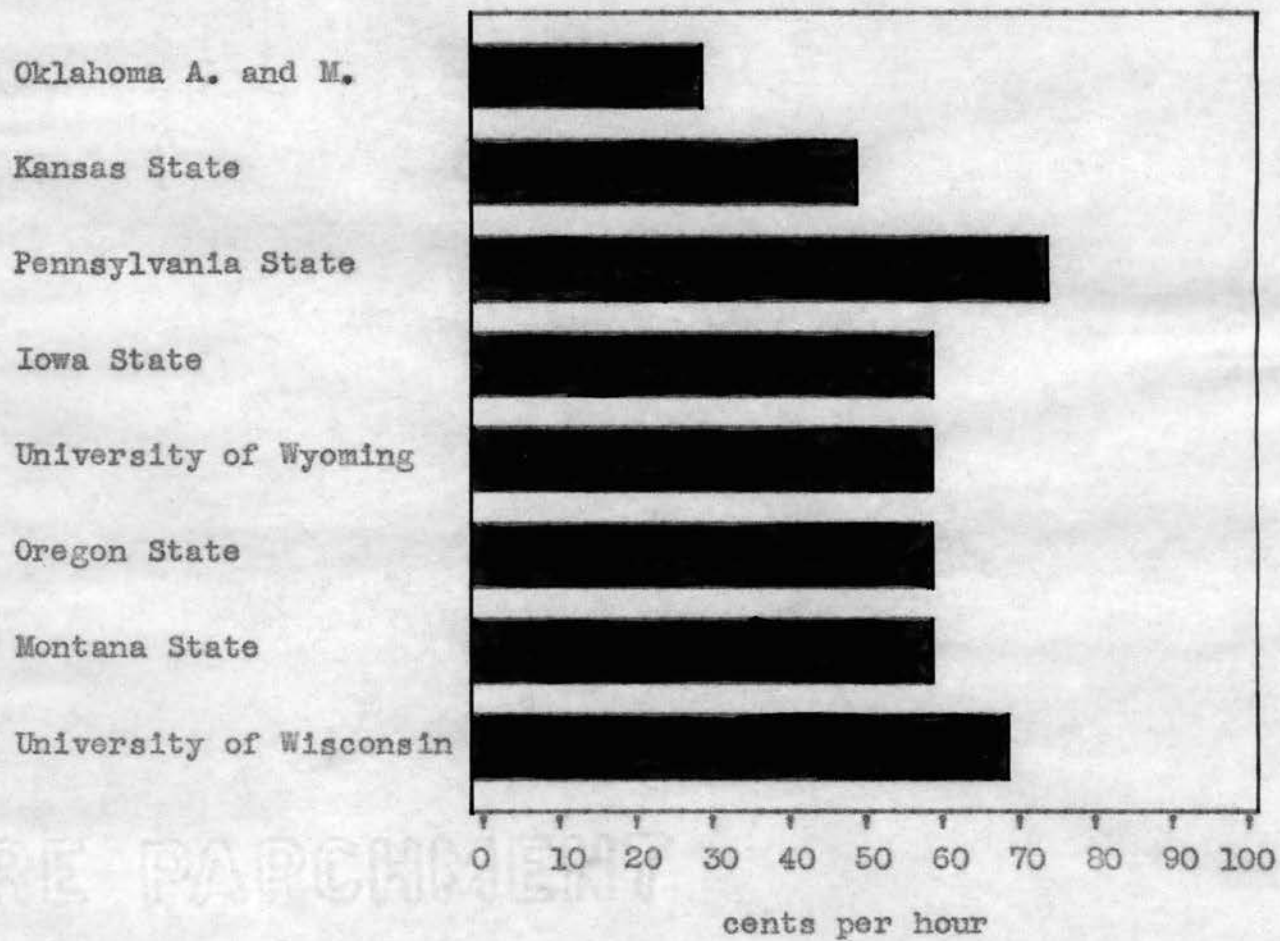
Source: Direct mail questionnaire.

Figure 2. Minimum hourly wage rates paid student typists at eight selected colleges.



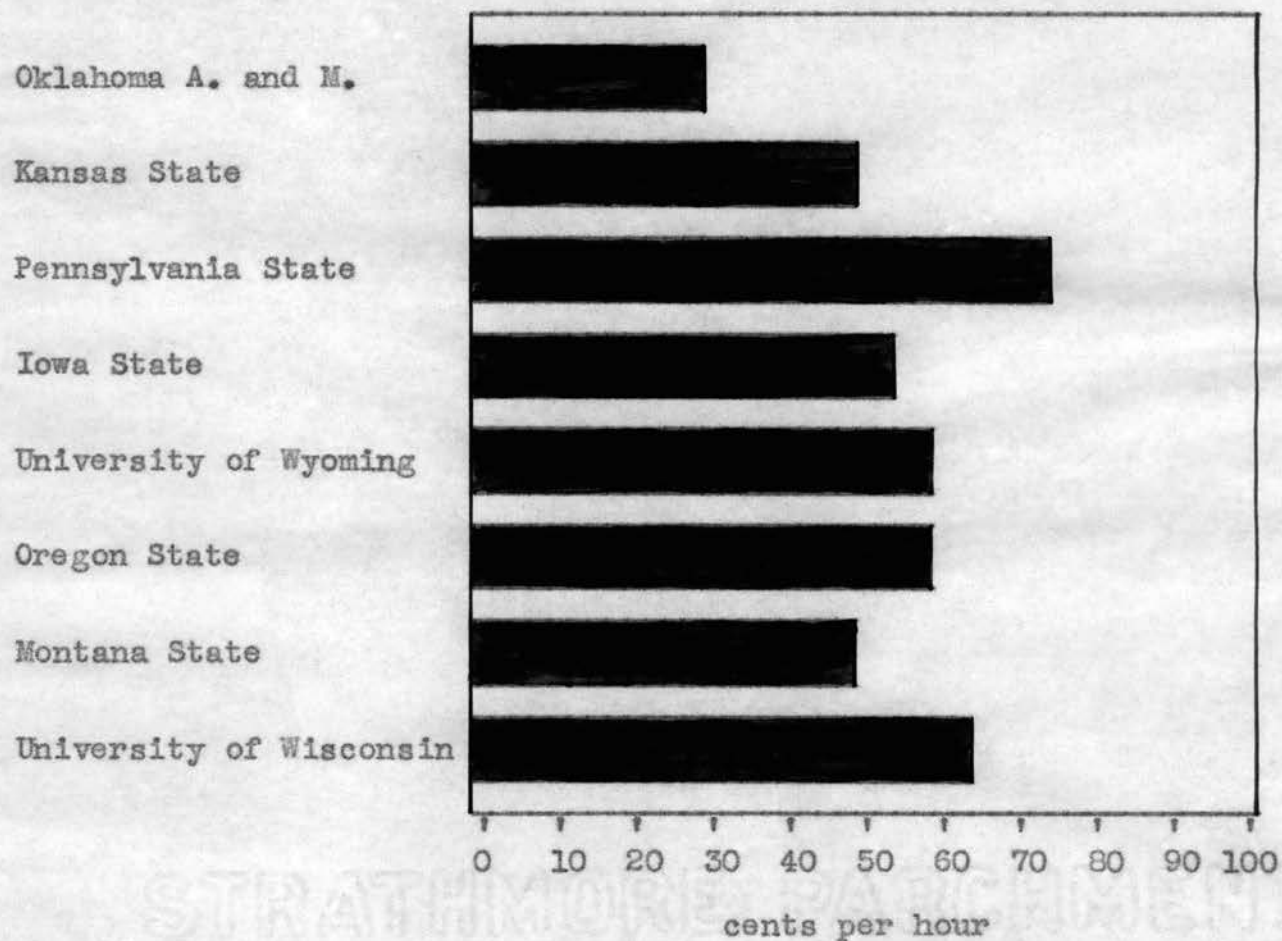
Source: Direct mail questionnaire.

Figure 3. Minimum hourly wage rates paid student stenographers at eight selected colleges.



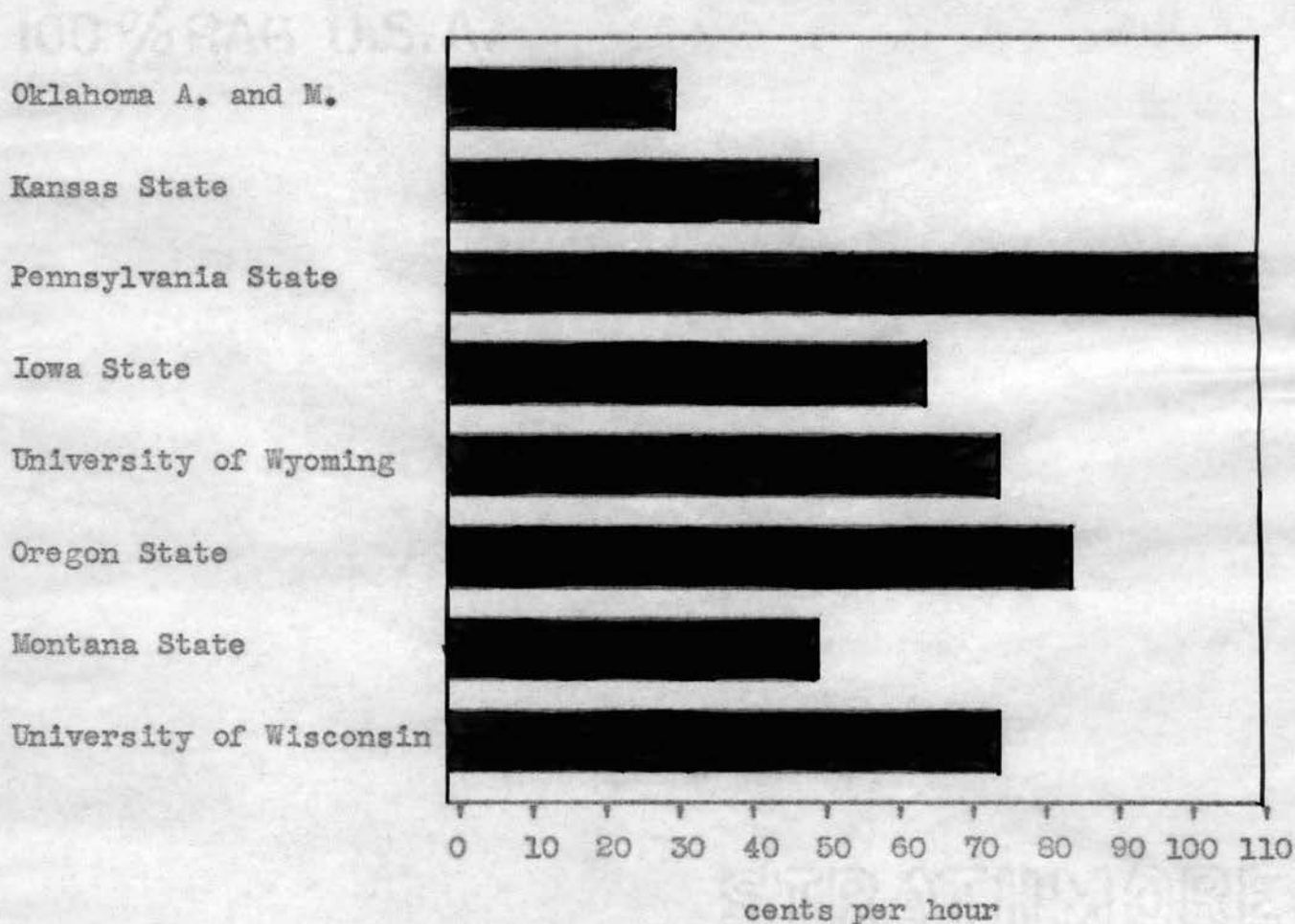
Source: Direct mail questionnaire.

Figure 4. Minimum hourly wage rates paid for student labor involving light work at eight selected colleges.



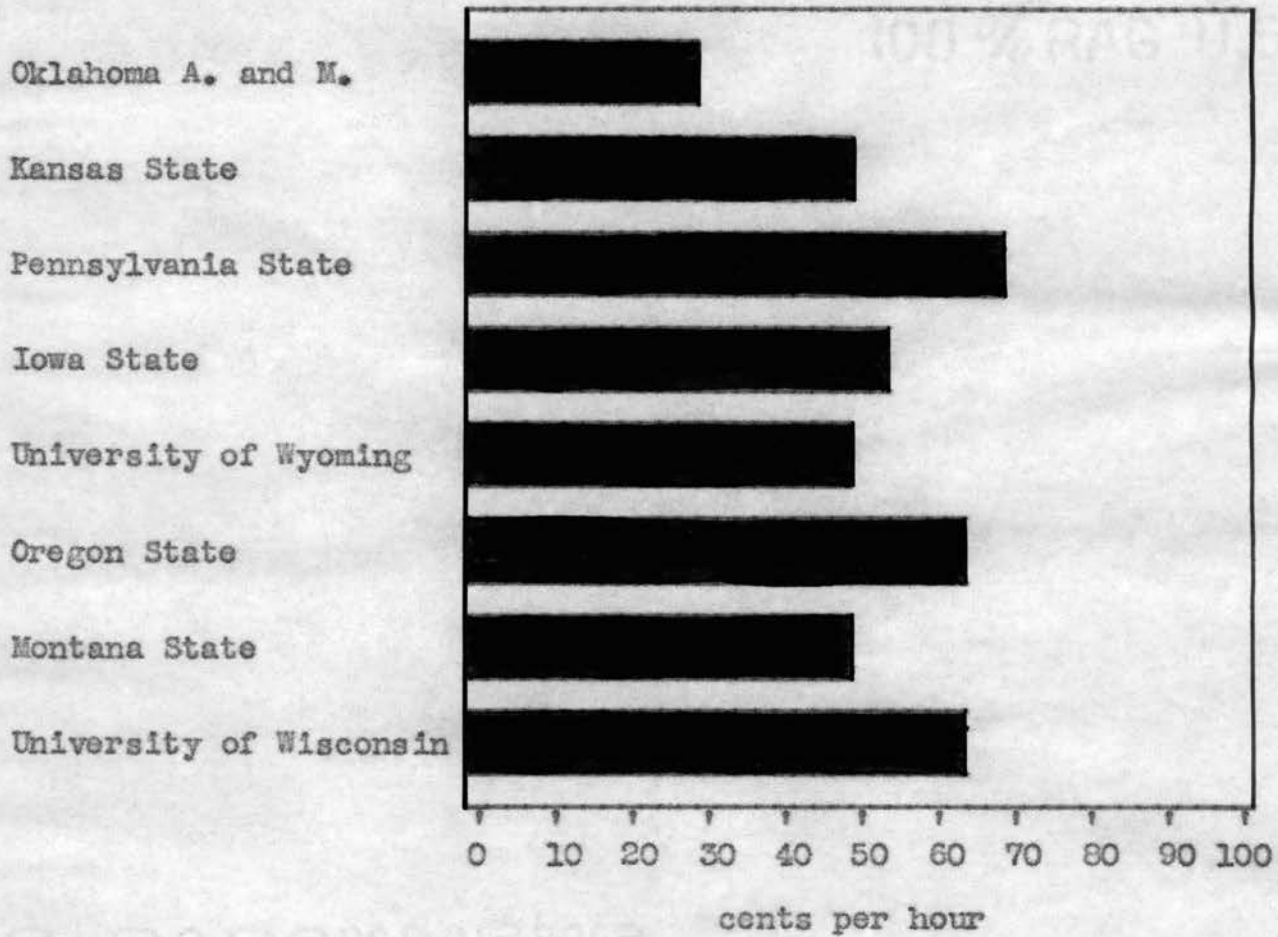
Source: Direct mail questionnaire.

Figure 5. Minimum hourly wage rates paid student labor involving heavy or difficult work at eight selected colleges.



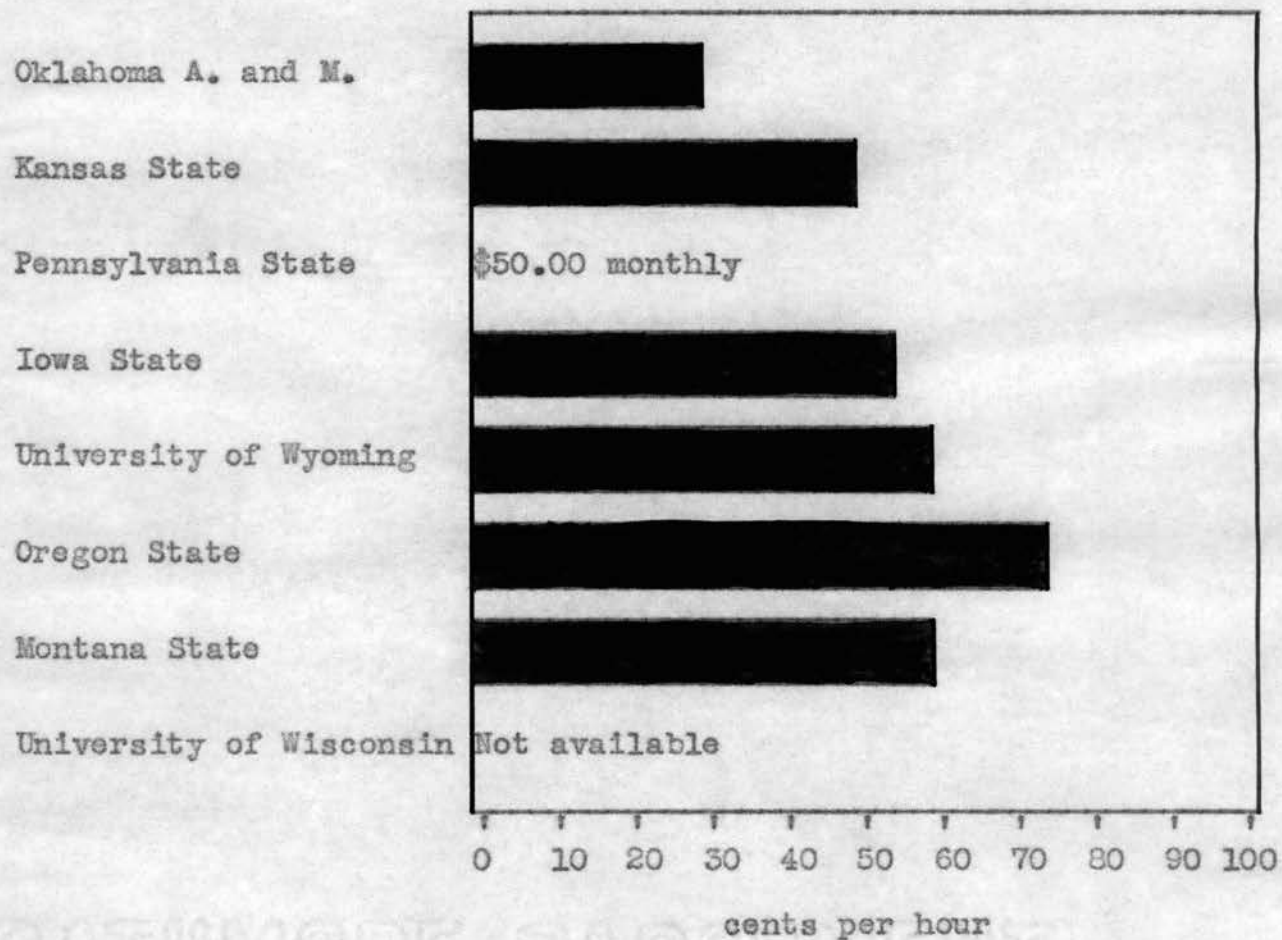
Source: Direct mail questionnaire.

Figure 6. Minimum hourly wage rate paid student cafeteria or dining room workers at eight selected colleges.



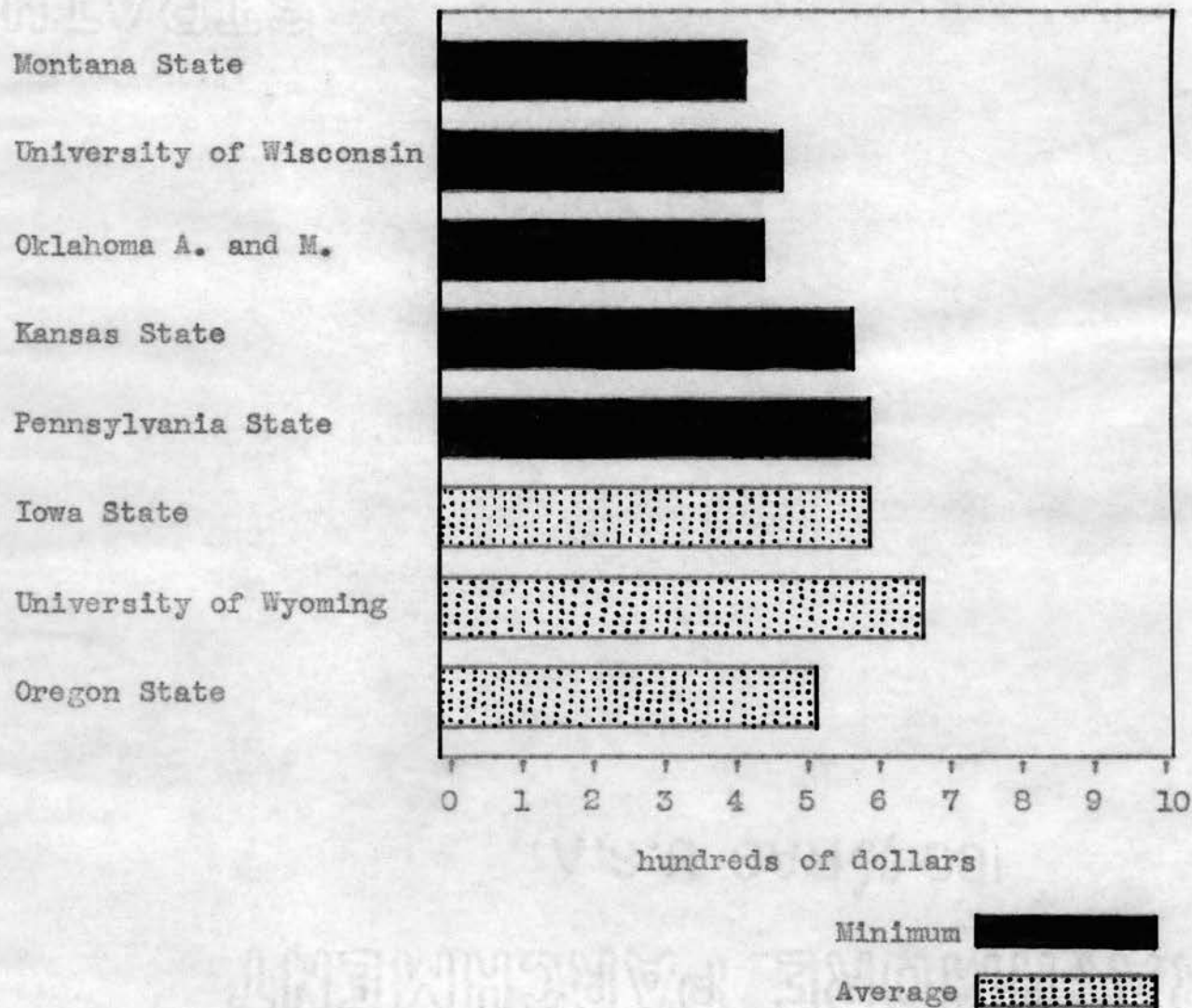
Source: Direct mail questionnaire.

Figure 7. Minimum hourly wage rates paid to student graders at eight selected colleges.



Source: Direct mail questionnaire.

Figure 8. Cost of education for ten selected colleges, adjusted to a nine months' basis.



Source: Direct mail questionnaires and college catalogues.

CHAPTER V

AN ADEQUATE STUDENT EMPLOYMENT SERVICE

Administration

Student employment predominates as the principle method of providing financial assistance to college students. It has been estimated that 30 to 50 percent of all college students must work to provide a part of the funds for meeting their costs of education.¹ This means that the Employment Office occupies an important position on the campus.

The philosophy of student financial aid has not been adequately studied as yet.² The lack of agreement on the subject is evident from the conflicting views of experts in the field of education administration. This means that objective criteria to evaluate the established goals of a given employment program are lacking. There are, however, certain recommendations dealing with the administration of student aid programs that have been advanced by authors in the field:³

We cannot overemphasize how important it is for any institution to have a definite philosophy of student aid and to have clear and definitely worked out policies. This should be done in terms of the objectives of the college, its resources for aid, and the percentage of the student body who need and are worthy of assistance.

Probably the most frequently encountered proposal is that for unification. All financial aid activities for students, irrespective

¹Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education, p. 147.

²Ibid., p. 150.

³S. C. Newman, op. cit., p. 52; and American Council on Education Studies, op. cit., p. 63.

of whether it is in the form of fellowships, scholarships, part-time work or loans, should be centrally administered. This enables the college financial assistance program to be carried through most effectively and avoids overlapping, duplication or contradictory policies being carried on, as is likely to be the case where centralization has not taken place.

In most colleges the number of jobs available is not sufficient to take care of all students desiring work. The number of jobs available is determined in a large measure by the location of the institution. Urban and industrialized areas offer more in the way of off-campus employment. Some schools have been forced to develop a large number of jobs on their campus. Such jobs are important not only because they are numerous, but they can be better controlled, can be made less exploitive, and are less subject to sharp fluctuations due to outside economic trends.⁴

Not all schools view student employment as a means of financial aid; in some institutions the emphasis is on the value of the services to the institution. A study prepared under the auspices of the American Council on Education Studies, stated:⁵

Jobs financed by the institution, particularly under special aid plans, are sometimes scaled at a slightly higher hourly rate than corresponding outside jobs in order to reduce the time spent on employment by the student. On the other hand, some colleges try to stretch available student labor funds by paying low hourly rates. There is little justification for this policy, although there is some justification for the usual practice of scaling at a lower hourly rate jobs which permit time for study as against those which do not.

If the purpose of the school is to assist as many as possible

⁴S. C. Newman, Op. cit., p. 63.

⁵American Council on Education Studies, Op. cit., p. 69.

attend school, a more reasonable approach would be to limit the amount earned or the number of hours worked. Reduction in hourly wages represents not only a monetary cost to the student, but it increases the time which must be spent earning his subsistence. This, if carried far enough, may well mean impairing the working students' opportunity to secure a well-rounded college education.

On the Oklahoma A. and M. College campus a great many independent hiring units are involved. In cases such as this, where many departments insist on selection and hiring of their own student personnel, the criteria established by the Student Employment Committee governing selection of student personnel may be overlooked by the various departments. It would be better to require the various departments to hire only students who had received certificates of availability issued by the Student Employment Office. This certificate would be issued only after an interview and check to see if the student meets the college's previously set criteria for student employment aid. This would concentrate responsibility for and insure the carrying out of the employment program as outlined by the student Employment Committee.

Elimination of Wage Inequities

This study of the structure of student wages at Oklahoma A. and M. College has clearly revealed the existence of wage inequities within the student wage structure. These inequities result from different wage rates being paid for comparable jobs, adjustments being made in hours worked, and "soldiering" on the job. The marked wage differentials existing between similar jobs as a result of these three practices both within and between supervisory units, clearly indicates the need of a program to achieve internal

consistency in the student wage structure.

The low relative standing of the official student wage structure at Oklahoma A. and M. College points to the need for a reconsideration of the basis of determining what the wage rate should be.

Internal consistency in a wage structure can best be achieved by installation of a job evaluation program. The method of job evaluation adopted by three schools was job classification. Copies of the schedules of job classes and the respective wage rates are included in this study in Appendix C. There is no one "best" method of job evaluation. These job classification sheets from other schools are included to show how some schools have attempted to achieve internal consistency in their wage structure.

The decision to undertake a job evaluation program must be arrived at by top administrative authority.⁶ It means abandoning any basis for wage rate adjustments other than agreed-upon observations and facts interpreted in terms of established standards.⁷

In order to secure the cooperation of the supervisors it is essential that they understand the program does originate at top administrative levels. They should also be aware of the major goal of the program--the establishment of a wage structure which has internal consistency; where the wage rate for the job is determined on the basis of job content.

In view of the high degree of professional competence required to carry through such a program to its successful conclusion, it is

⁶J. L. Otis and R. H. Leukart, Job Evaluation, p. 150.

⁷Ibid., p. 150.

believed that the Student Employment Committee should make the following recommendations to the President of Oklahoma A. and M. College:

The President--

1. Appoint a Job Evaluation Committee comprised of qualified competent, and experienced personnel from the staff of the School of Commerce and the School of Engineering. The function of this committee would be to study the existing situation at Oklahoma A. and M. College and decide upon the method of job evaluation best suited to correcting wage inequities in the existing student wage structure on this campus.
2. Empower this committee to inaugurate and carry through, with every assistance, a job evaluation program designed to achieve internal consistency in the structure of student wages at Oklahoma A. and M. College.

In its over-all aspects, the official wage structure at Oklahoma A. and M. College is much lower than the general wage structure of these selected institutions. In some job categories the absolute level of the wage structure at Oklahoma A. and M. College is higher relative to the selected institutions than in other job categories. All are relatively low.

Due to varying wage ranges for similar work, adjustments, and "soldiering", the existing wage structure at Oklahoma A. and M. College is higher than the official structure. It is probable that the installation of a higher wage range and the elimination of wage inequities by a job evaluation program will not materially increase the total wage bill expended for student labor. Any increase will

be far less than a cursory inspection of the relative official rates would indicate. The Student Employment Committee's goal of enabling as many students as possible to remain in school is consistent with higher wage rates. The advantage claimed for low student wage rates in "spreading the available funds" may be achieved by either placing limitations on the total number of hours worked each month, or by placing a limitation on the amount earned. In both cases the end result is the same. The total student wage bill could be regulated either by varying the number of students employed or by varying the number of hours they are allowed to work. This solution avoids the adverse effects which an excessive number of hours of employment has on a student's scholastic standing and on his opportunity to secure a well-rounded college education.

In view of this, it is recommended that the Job Evaluation Committee meet with the Student Employment Committee and adjust the over-all student wage structure upwards until it is either on the general level of the selected, comparable institutions, or until it reaches limits imposed by budgetary considerations. If the present wage structure is modified in accordance with the foregoing suggestions, it is believed that wage inequities in the current structure of student wages will be eliminated. It is further believed that the objectives of the Student Employment Committee will be more completely realized.

APPENDIX A

EXHIBIT A

February 19, 1949

Dr. Robert L. Stearns, President
University of Colorado
Boulder, Colorado

Dear Dr. Stearns:

I am in need of some specific information concerning student wage structures on your campus. This information is needed to complete a study which will be submitted as partially meeting the requirements for a M. S. degree in Economics.

In the accompanying reply sheet the most common job classifications are listed. In the event these classifications do not match yours exactly can you give me the rates for jobs that would fall approximately within the classifications that are listed?

The wage rates desired are those paid to students who are working for the college. In the event different departments pay different wages for the same type work, can you give me the average or typical wage paid for each type of work?

I am enclosing a reply sheet and a stamped, self-addressed envelope for your convenience.

Any information you can give me concerning these student wages will be appreciated.

Sincerely,

Ward Blocker
Graduate Student

EXHIBIT B

SOURCE SHEET

STUDENT WAGE RATES

at

What are the hourly rates paid to student employees performing the following types of work for your college:

<u>OFFICE WORK:</u>	<u>Minimum</u>	<u>Average</u>
Clerical	_____	_____
Typing	_____	_____
Stenographic	_____	_____
<u>LABOR:</u> (Involving no special skills)		
Light work	_____	_____
Heavy or difficult work	_____	_____
Cafeteria	_____	_____
(or)		
Dining room	_____	_____
Kitchen	_____	_____
<u>SPECIALIZED:</u>		
Grading papers	_____	_____
Laboratory or classroom assistant--no teaching	_____	_____

EXHIBIT C

February 9, 1949

Dr. Robert L. Stearne, President
University of Colorado
Boulder, Colorado

Dear Dr. Stearne:

I am in need of some information concerning the cost of education at your institution. Can you furnish me the minimum and average costs of the three major items in a student's budget at your institution?

This information is needed to complete a study I am making in partial fulfillment of a requirement for the M. S. degree in Economics at this institution.

This information is usually obtainable from your college catalogue, but I have been unable to locate a current copy on the campus.

For your convenience, I am enclosing a brief reply sheet and a stamped, self-addressed envelope.

Any information concerning these three educational cost elements listed on the reply sheet will be greatly appreciated.

Sincerely,

Ward Elocker
Graduate Student

EXHIBIT D

SOURCE SHEET

EDUCATIONAL AND LIVING COSTS

at

What are the following costs* of students attending school on your campus at the present time?

	<u>Minimum</u>	<u>Average</u>
TUITION	_____	_____
ROOM	_____	_____
BOARD	_____	_____

Other cost of living items you may have information on:

_____	_____	_____
_____	_____	_____
_____	_____	_____

*Based on semester of $4\frac{1}{2}$ months.

EXHIBIT E

SURVEY OF STUDENT WAGES

Oklahoma A. and M. College

1. What type work do students working under your supervision perform (clerical, typing, stenographic, labor, janitor, grader, etc.)? _____
2. Are all students performing the same type of work under you paid at the same official rate? Yes No

If answer is No, are the differences based on:

1. Seniority on job _____
2. Need of student _____
3. Ability of student _____
4. Other (what) _____

- (a) What is the maximum official rate paid? _____
- (b) What is the minimum official rate paid? _____

3. Do you "pad" your students time sheets so they secure a higher hourly rate than the rate reported on the time sheet? Yes No

If answer is Yes, are these "adjusted" rates:

1. The same for identical jobs _____
2. Based on student's ability _____
3. Based on seniority on the job _____
4. Based on need of the student _____
5. Other (what) _____

- (a) What is the maximum "adjusted" rate paid? _____
- (b) What is the minimum "adjusted" rate paid? _____

4. Do students working under your supervision "pad" their hours to your knowledge? Yes No
5. What percentage (if any) of the students working under your supervision "soldier" on the job? _____
6. Do you feel student wage rates are:
1. Too high _____
2. Too low _____
3. Satisfactory _____

If answer is 1 or 2, what should the hourly rate be? _____

7. Are you aware of other supervisors "adjusting" student employees

EXHIBIT B (continued)

rates above the official rates reported on the time sheets?

Yes No

If answer is yes:

1. What work do these students perform? _____
2. If known, what is their "adjusted" hourly rate? _____

EXHIBIT 3 (continued)

12. What is the average number of hours per month you work? _____
13. What is your classification? _____

APPENDIX B

TABLE 1

POPULATION OF CITIES WHERE SELECTED COLLEGES ARE LOCATED

<u>COLLEGE</u>	<u>LOCATION</u>	<u>POPULATION</u> ¹
Montana State College	Bozeman, Montana	8,665
University of Wisconsin	Madison, Wisconsin	67,447
Oklahoma A. and M.	Stillwater, Oklahoma	10,097
Kansas State	Manhattan, Kansas	11,659
Pennsylvania State	State College, Pa.	6,226
Iowa State	Ames, Iowa	12,555
University of Wyoming	Laramie, Wyoming	10,627
Oregon State	Corvallis, Oregon	8,392

¹United States 1940 Census Report.

TABLE 2

ENROLLMENT IN SELECTED COLLEGES

<u>COLLEGE</u>	<u>ENROLLMENT</u> ¹
Pennsylvania State	12,546
Oklahoma A. and M.	11,195
Iowa State	10,756
University of Wisconsin	25,514
Kansas State	7,642
Montana State	3,664
University of Wyoming	3,665
Oregon State	8,199

¹Educational Directory of U. S. Office of Education, 1947-48.

APPENDIX C

MONTANA STATE UNIVERSITY

Missoula, Montana

(Date)TO: _____
(Supervisor) (Department)

FROM: Student Employment Committee

Attached herewith you will please find a Classification and Rate Scale for Student Employment which has been approved by President McCain to be placed in effect as of July 1, 1948. These rates are an "across the board" increase of 5¢ per hour above 1947-48. The plan of operation is the same as was in effect during 1947-48. However, for your information and guidance the procedure is as follows:

- (1) The supervisor is responsible for the selection of student help. Official appointments are not required. He is also responsible for having payrolls properly filled out and approved and at the Business Office not later than the first day of the month, unless it falls on Sunday. Then it should be in the Business Office on the second; otherwise there may be a delay of one month before the student is paid.
- (2) The supervisor is responsible for determining the classification of the employee and the rate to be paid within that classification. The Classification should be inserted in the column on the monthly Labor Payroll form under the heading "Position or Kind of Service" or on the "Daily Time Report", if used, under "Charge". When employees' services involve more than one classification, he should be classified according to the type of work which occupies the greater part of his time.
- (3) The rates within a classification are to be used at the discretion of the supervisor; however, in general, beginners should be employed at the lowest rate for that classification.
- (4) Supervisors not wishing to pay different rates within a classification should use the median for that classification.
- (5) The supervisor may, at his discretion, pay lower rates in the event the student is able to study or have leisure time on the job.
- (6) If a higher rate than indicated by the classification is desired, the supervisor should prepare a written memorandum justifying the request which should be sent to the chairman (E. K. Badgley) of the Student Employment Committee in ample time, before submission of a payroll, for the committee to review the case (one week).

- (7) The Business Office will check payrolls as follows:
- (A) Extensions or computations
 - (B) Vary rates with a classification
 - (C) Effect on budget

(8) Students serving as teaching or laboratory assistants must have at least a "C" average before appointment and it is recommended that students working on other regular jobs also maintain a "C" average. In no instances should students be employed on these other regular jobs that are on probation. No work and/or earnings limitations are being established this year. The supervisor is responsible for ascertaining a student's scholastic record and compliance with scholastic standards.

(9) When the services of a student are discontinued, an "Employer's Report" form, supplied by Mrs. Leigh at the Student Employment Office should be filled out and sent to her as a matter of record.

CLASSIFICATION AND RATE SCALE FOR STUDENT EMPLOYEES

Effective July 1, 1948

Accounting Classification: Student Assistants (50¢ to 80¢)
(Work primarily in professional field)

<u>Classification</u>	<u>Type of Service</u>
SA1	Grading papers, 60¢ to 70¢
	Laboratory or classroom assistant
SA2a	Little or no instructional work, 60¢ to 70¢
SA2b	Semi-instructional, 70¢ to 80¢
	Library assistants (rates determined by experience and ability)
SA3a	Working under supervision, 50¢ to 60¢
SA3b	Work includes some supervision of other student assistants, 60¢ to 70¢
SA4	Specialized assistant requiring training and skills, etc., not acquired in the department for which the student is working, 70¢ to 80¢

Accounting Classification: Clerks (55¢ to 95¢)
(Work not necessarily within the student's professional field)

<u>Classification</u>	<u>Type of Service</u>
C1	Working under direct supervision and not using any special skills, 55¢ to 65¢
C2	Working under direct supervision using some special skills such as typing or bookkeeping, 60¢ to 70¢

C3	Stenographer, 70¢ to 80¢
C4	Using special skills with little supervision, 75¢ to 85¢
C5	Special skills and exercising some responsibility of supervising others, 85¢ to 95¢

Accounting Classification: Labor (55¢ to 90¢)
(Work may not be related to professional field and
may be done under varying conditions.)

<u>Classification</u>	<u>Type of Service</u>
L1	Janitors and similarly employed persons on regular assignment, 70¢
L2	Special service under normal working conditions, 80¢
L3	Work done at odd and inconvenient times or of unusual difficulty 90¢
L4	Kitchen workers, 55¢ and 65¢ (65¢ for second year or more of service)
L5	Dining room assistants, 55¢ and 65¢ (same as above)
L6	Stockroom attendants, 65¢
L7	Telephone operators, 55¢ and 65¢ (same as above)

THE UNIVERSITY OF WISCONSIN
Student Employment Bureau

Rates of Pay for Student Work

Board and Room

Room and 3 meals daily in private home	21 hours of work and 3 evenings in a week for care of children.
Room and 3 meals daily in private homes where there are no children and in boarding and fraternity houses	26 hours a week
Room and 2 meals daily	18 hours a week
Room and 1 meal daily	10-12 hours a week
Room only	5 - 7 hours a week
(Variation in number of hours to allow for difference in value of room or meal and nature of work. The principle meal is worth more than a light breakfast.)	
Board - 3 meals daily	2½ hours daily
Overtime waiting on table, washing dishes, or where work is paid in cash	65-75 cents an hr.

Office Work

Clerical	60 cents an hr.
Typing	65-70 cents an hr.
Stenography	70-75 cents an hr.
(Depending upon Ability of Worker)	

Miscellaneous

Odd jobs, manual labor, ironing, housework, etc...	75 cents an hr.
Care of children	
for students <u>under</u> 18 years of age	30 cents an hr.
for students <u>18 years of age and over</u>	45 cents an hr.
Evening care of children	
asleep - 3 hours before 11 P.M.	60 cents
Waiting on table for dinners, teas, etc.	65-75 cents an hr.
(Bus fare additional)	
(For a regular arrangement with definite hrs, a weekly rate may be made.)	
Technical Work (depending upon skill or worker)	Rates vary
Tutoring, translating - for graduate students and experienced teachers	\$1.00 an hour and up
Typing topics, theses (depending upon copy, footnote, foreign languages, etc.)	
Double Space.	14 cents a page and up
Single Space.	28 cents a page and up
Carbons.....	1 cent for each carbon
Tabulations and charts	75 cents an hr.

Store Work 65 cents an hr. and up
Student Employment Bureau
Memorial Union Building

Job Classification and Wage Rates for
Student Employees, University of Wyoming

<u>Classification</u>	<u>Description</u>	<u>Examples of Jobs Included</u>	<u>Recommended Wage Rates</u>	<u>Remarks</u>
1. Construction work.	Skilled and common labor used in building or other construction.	Carpenters, plumbers, mechanics, unskilled heavy laborers used in ditch digging, shoveling sand & gravel, wheeling concrete, etc.	75¢ to \$1.25	Considerable skill and experience are required for receipt of the maximum rate.
2. Custodial services and farm labor.	Men employed in building and campus maintenance, and employed on farms.	Janitors, ground keepers, general clean-up workers in laboratories, etc.	60¢ to 85¢	Is recommended that 75¢ be paid to employees with one year experience in the same job and 85¢ to students with two years service.
3. Sales, food handling and service	Kitchen, fountain, and dining-room employees.	Cooks, waitresses, cashiers, fountain workers, dish washers, bookstore clerks, etc.	50¢ to 80¢	Wages of 70¢ or more should be paid only to people who have considerable responsibility connected with their job. Wages under 60¢ should be paid only to employees who receive meals as a part of their compensation or who have free time to study during the employment period, such as game room keepers.

4. Office work.

Students employed in work which does not involve manual labor.

Stenographers, typists, file clerks, telephone operators, Post Office employees, newspaper and radio editors & workers, library assistants, film inspectors, projectionists, but not including paper readers.

50¢ to
90¢

Students paid 70¢ or more should have outside experience or have been employed with the department two years or more. Wages under 60¢ should be paid only to workers who have an opportunity to study during the employment period.

5. Laboratory, teaching, & research assistants.

Students employed in paper reading, teaching, or assisting in teaching & supervising or assisting in supervising laboratories.

Paper readers, research assistants, tutors, assistant instructors, accompanists, music transcribers, coaching assistants, life guards, etc.

60¢ to
\$1.25

Wages of \$1.00 or more should be paid only to those students actually teaching, supervising laboratories, or conducting research where technical knowledge is required.

Adopted by the Committee on Pay Scales and Job Classifications, August 12, 1948

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Typist: Elizabeth Blocker