EXPENDITURES BY ELEVENTH GRADE PUPILS IN THE FOX HIGH SCHOOL FOR THIRTY-SIX WEEKS DURING 1948-49

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L.H.C.

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CHAPTER I

INTRODUCTION

Research in the Field of Study

Sources of information regarding the expenditures of high school pupils with respect to their actual cash spending during a school year are very limited. Most all expenditure information on education is based on and deals with the per capita cost.

The question which is asked with increasing frequency deals with school costs and finds its inception, in the tax payers mind, in the fact that there is a growing disparity between budgets and enrollment. The fact that schools promote a much more extensive program causes the parents to have to expend more money to give their children the desired educational opportunities.

A study on the subject presented by the Educational Research Service of the National Education Association offers considerable light on the causes why the schools cost more money than they did some years ago. These concern themselves in the main with the decrease in the purchasing power of the dollar and the higher standards of living adapted in the country. The people have earned more cash spending money over the past few years and have spent it more freely.

In 1870 the per pupil cost on education was $9.23.[1] In 1935-36 in a survey run on four groups of cities it was found that the raw per capita expenditures for current educational expense ranged from $68.10 in the small cities to $106.82 in the larger cities. The average for all the cities was $91.36.[2] In 1938 the average amount of money spent in the United States for educational purposes was $72 per pupil.[3] In 1946-47 the average per capita cost of education in the United States was $99. According to the price levels in 1947 the minimum per capita cost of education would have to have been $200 in order to have had the type of program that all American children and youth might have been given the amount and quality of schooling which the postwar era required.[4]

The reason for such an increase in the per capita cost for education over the past few years is due partially because of the fact that schools are rendering a greater service than ever before.

The fact that education is furnished free by tax-supported schools, sometimes through college graduation, explains in large

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[1]William G. Bruce, "Why Schools Cost More," The American School Board Journal, XCVII (August, 1938), 13.

[2]Arthur B. Moehlman, School Administration, pp. 459.

[3]William V. Badger, "Some Aspects of the Economics of Education," School and Society, LXVII (February 21, 1948), 136-40.

[4]John K. Norton, "Good Schools for All Children is America's Obligation," Still Unfinished, XXXVII (March, 1948), 143-46.

part why less than one per cent of the expenditures of the family goes directly to education. At low incomes families rely on the public-school system, and hence below the incomes of $2000 they spend on the average less than $10 annually. At incomes above $5000, education expense runs well above $100 annually, accounted for by the fact that the younger children may be attending private schools while the older youths are going to college where tuition alone may be several hundred dollars per year.[5]

Table 1 gives information as to the relationship of income to money spent on education in New York City in 1935-36.[6]

Table 2 gives the same information as Table 1 except that it deals with people living in small cities in 1935-36.[7]

In a survey made of seven New England cities there was an average of less than $15 contributed to education among the families making below $2,250. This survey covered all families regardless of the number of children.[8]

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[5]U.S. Department of Labor, Family Expenditures in Selected Cities, 1935-36, Bulletin No. 468, VII (Washington: Government Printing Office, 1941), 57-62.

[6]U.S. Department of Labor, Family Expenditures in New York City, 1935-36, Bulletin No. 643, I (Washington: Government Printing Office, 1941), 73-74.

[7]U.S. Department of Labor, Family Expenditures in New York City, 1935-36, Bulletin No. 643, II (Washington: Government Printing Office, 1939), 73-74.

[8]U.S. Department of Labor, Family Expenditures in Seven New England Cities, 1935-36, Bulletin No. 645, (Washington: Government Printing Office, 1941), 73-74.

In 1947-48 the ISSCP[9] made a holding power study in which was found that over 70 per cent of all youth who had dropped out of school over the preceding four years came from families on the low income scale.

TABLE 1

AVERAGE MONEY EXPENDITURES PER INCOME FOR EDUCATION IN NEW YORK CITY

Income Class	Educational Expense
$ 500- 749	$ 20
750- 999	11
1,000-1,249	2
1,250-1,499	2
1,500-1,749	4
1,750-1,999	6
2,000-2,249	9
2,250-2,499	6
2,500-2,999	7
3,000-3,499	20
3,500-3,999	33
4,000-4,999	91
5,000-7,499	90
7,500-9,999	163
10,000-and over	377

Crane found that the expenditures, which were charged to all high school pupils in the Guthrie Senior High School for the years 1931-32, 1932-33, 1933-34, and 1934-35, were as follows: In 1931-32 the charge per class enrollment per pupil was $5.92 and for year's enrollment per pupil was $26.44; in 1932-33 the charge per class enrollment per pupil was $5.39 and for year's enrollment per pupil was $24.26; in 1933-34 the charge per class enrollment per pupil was $3.68 and for the year's enrollment per

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[9]Illinois Secondary School Curriculum Series, How to Conduct The Hidden Tuition Costs Study, Bulletin No. 4, (Springfield, Illinois; Office of the State Superintendent of Public Instruction, 1947-48).

TABLE 2

AVERAGE MONEY EXPENDITURES PER INCOME FOR EDUCATION IN SMALL CITIES

Income Class	Educational Expense
$ 250- 499	$ 2
500- 749	2
750- 999	3
1,000-1,249	4
1,250-1,499	10
1,500-1,749	5
1,750-1,999	18
2,000-2,249	11
2,250-2,499	12
2,500-2,999	44
3,000-3,499	40

pupil was $16.56; and in 1934-35 the charge per class enrollment per pupil was $4.04 and for the year's enrollment per pupil was $18.18. The average per class enrollment for the four year period was $4.76 and the average per year's enrollment for the four year period was $21.36.[10]

The figures listed above in Crane's work have to do only with fixed charges or tuition fees in the various subject fields in the Guthrie Senior High School. It includes such charges as enrollment fees, laboratory fees, band fees, etc. It does not include other expenditures of the pupils such as money spent on band trips, ballgames, and other school sponsored activities.

"Hidden Tuition Charges in High School Subjects," an article found in The Educational Forum dealt specifically with what this study was about. A dozen or so studies conducted over the past

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[10]Alvin Hugh Crane, "Unit Costs in the Guthrie Senior High School for the Fiscal Years, July 1, 1931 to June 30, 1935," (Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1936), p. 32.

fifteen years revealed that the average cash cost of attending the supposedly free secondary school was about $125 per year per pupil, excluding food, clothing, shelter, and transportation, and that these cost rose sharply from an average of about $95 for freshmen to a little above $150 for seniors.[11] The content of the article just mentioned only covers the tuition charges of courses taken and does not cover extra-curricular activities.

There will be an article in The Educational Forum at a latter date concerning the hidden tuition charges associated with extra-class activities. Such an article will give further light upon the study of the writer.

Factors Affecting the Direct Expenses to Education

The United States Department of Labor in Family Expenditures in Selected Cities, 1935-36 stated that there are a number of factors which explain the differences in direct expense to education.[12]

1. Where the family lives with respect to geographic and community location has an influence upon expense toward education. If one lives in a community which supports extra activities such as band the cost of schooling a pupil is higher.
2. Adequate educational facilities determine educational expense. If a district or school furnished band instru-

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[11]Harold C. Hand, "Hidden Tuition Charges in High School Subjects," The Educational Forum, XIII (May, 1949), 441-48.

[12]U.S. Department of Labor, op. cit., p. 57-62.

ments then money is saved for some individual parent who would have bought an instrument for their child.

3. The furnishing of free text books cuts down expenses.
4. In communities where special lessons in various fields are given there is an expense upon those who take the lessons.
5. The number in the family unit will increase or decrease educational expense.
6. The family income is a very deciding factor as to how much money is spent on education. This was brought out clearly in Table 1 and Table 2.
7. Tuition charges vary in different localities and do add to educational expense.
8. Special courses offered usually have an additional expense.
9. Race has some effect upon educational expense because of the lack of facilities.
10. Parochial-school systems are more expensive than public school systems.

The first eight of these factors have bearing upon the direct cash expenditures of the pupils in the Fox High School where this study was made. The last two, race and parochial-schools, are not influencing factors in the school since neither of them exist in the district. Number 2, 6, and 8 are the factors which effect pupil expenditures in the Fox School.

The American public school is supposed to be free and universal. There is a good reason to believe that one of the

principal reasons why the high school falls so far short of being "universal" is that it is not free. It is impossible to establish cause and effect relationships in such studies, but it is highly probable that the magnitude of hidden tuition charges in connection with the courses and the extra-class activities in these schools has more than a little to do with the fact that economically underprivileged youth drop out in such disproportionly large numbers. The presence of such hidden fees in the Fox High School, where the writer was a teacher, was the cause of this study.

Source and Means of Payment of Income to Occupants of Community

The Fox High School is located in Carter County and in School District Number 74. Fox is in a locale where most of the occupations are in the oil field. There are very few families who live on farms. The majority of the men work in the oil fields for support of their families, and have a weekly, semi-monthly, or monthly check coming in at regular intervals, depending upon the time intervals of payment. Some of the men living on the farms work in the oil fields for their major cash income.

There was a large sum of money paid each month to occupants of the Fox Community in salaries. The characteristic of most of the oil field workers is to live from one month to another. They are very careless, with a few exceptions, as to the way they spend their income. Due to this they are not aware of how much money they spend in the way of educating their children, or how much their children spend on activities pertaining to the school.

The writer noticed the fact that pupils in various activities had cause to spend a noticeable amount of money. This was due partially to the extent of the curriculum in the Fox High School, which will be discussed in the next chapter.

CHAPTER II

PURPOSE OF STUDY

Extent of School Curriculum

The Fox School promoted an extensive curricular and extra-curricular program for a relatively small school. The number of teachers in its system in 1948-49 was twenty-six. It promotes football, basketball, track, bands (high school and grade school), vocal music, F.F.A., F.H.A., 4-H, and dramatics, plus offering many academic courses of study.

There was a noticeable amount of money being spent not only for school supplies, but on sponsored activities. Most of the money being spent seemed to be for F.F.A. projects, F.H.A. projects, band trips, vocal trips, and other sponsored trips. The writer thought of these expenses as hidden tuition fees or charges that the majority of the parents and children are unaware of.

The number of activities sponsored by the Fox School are numerous in proportion to the number of pupils enrolled in high school. The enrollment during the school year of 1948-49 in high school was 144. Due to the small enrollment in high school the same pupil must participate in any number of these activities in order for the school to promote the program. During the school year 1948-49 the band made five trips to band festivals, and contests not including trips to play at ballgames. The vocal made four trips to festivals and contests. Part of the F.F.A. boys

made four livestock shows, one of which included the Fort Worth Fat Stock Show which was a one week trip. Several of the F.F.A. boys went to the National F.F.A. Convention which was held in Kansas City, Missouri for one week. The dramatic club made seven trips which included festivals and contests. A large number of pupils entered academic contests held at Southeastern State College, Durant, Oklahoma. Six of this same group qualified well enough in the District meet at Durant to participate in the State contest at Norman, Oklahoma, and did. None of the incurred expenses on such trips were paid by the school.

Attitude of Patrons Toward School Activities

The attitude of the majority of the patrons toward school activities was very positive. Some of them had as many as three children in the band and vocal organizations, which caused extensive expenditures from the family income. There was very little said in opposition to the expense of the activities for the community was very proud and boastful about their various organizations. They had cause to be proud because of the fine record some of the organizations had established over a period of years.

The community judges the success of a school year by the records made by various organizations and not by the program of study. In other words, if the band and vocal organizations establish a good record then the school year has been successful, disregarding actual academic work.

Individual Expenditures, Comparative Expenditures and Variance in Expenditures

Since the Fox School does not pay the expenses on any band, vocal, or any other trip, except for athletics, there is a burden placed upon the parents to meet such economic factors. The expenditures of the participants in such activities creates a problem in being able to continue in such activities.

The purpose of this study was to find out the amount of money spent by individual pupils in one grade level for one school year at the Fox School, and to make comparisons of the expenditures of different pupils with respect to the program they were following, and to make this information available to those interested in such problems.

The writer wanted to make available the information as to the comparative expenditures of boys with respect to girls; the comparative expenditures of the boys with respect to each other; the comparative expenditures of the girls with respect to each other; the comparative expenditures of band and non-band members, vocal and non-vocal members, F.F.A. and non-F.F.A. members, etc.; and the cause of the variance in these comparative expenditures.

CHAPTER III

PROCEDURE

Use of Homeroom Program Time Each Morning

The schedule followed at the Fox High School provided a ten minute homeroom program each morning from 8:40 A.M. to 8:50 A.M. This time was used for roll checking, reading of the daily bulletin, and promoting a short homeroom program. The writer was granted permission by the superintendent and principal to use the latter part of this ten minute homeroom period each day for collection of data on this study. The writer missed only three days not handing out slips, but collected data for same at the next homeroom period. The writer being junior class sponsor first explained the problem thoroughly to the pupils in the junior class upon whom the study was made. They were very much interested in the study because the findings were of direct concern to them, causing the data collected to have a very high degree of accuracy. The pupils were very cooperative the whole school year of thirty-six weeks. The number enrolled in the class for the school year 1948-49 was thirty-six. One of these pupils attended only the first four days of school, and another enrolled in the class the second semester. The remaining thirty-four were in attendance for the whole school year. This study was concerned with the thirty-four who were in attendance for the thirty-six weeks. Twenty of this thirty-four were girls and the remaining

fourteen were boys.

Each morning expenditure slips were handed out and taken up. They were given to those who had expended money for the various things, of which they had been informed. These expenditure slips gave the information found in Table 3.

TABLE 3

ONE DAY'S EXPENSE FOR ONE PUPIL

NAME JO ANN BADLEY DATE November 16, 1948

Money spent for	Amount
Registration for Noble Cain	$
Festival at Durant	.25
Expenses on vocal trip	3.00

Each slip was censored by the writer to see that expenditures not included in the study were excluded from the individual's record.

Notebook Kept on Each Individual

A notebook for each individual was kept by the writer. As these expenditure slips were collected, the content of same was transferred into the individual's notebook. Entered in each notebook was the various activities each individual participated in. The transfers of data were listed under the month in which the expense occured and were listed under three headings, (1) school supplies, (2) sponsored activities, and (3) miscellaneous.

The expenditures listed under school supplies included books, paper, pencils, notebooks, etc. Those listed under sponsored activities included school plays, carnivals, ballgames, moneys spent on school sponsored trips, etc. Those listed under miscel-

laneous included new band instruments, flowers for banquet, football jacket, class ring, etc. A sample of one month's expenses for one pupil is shown in Table 4

TABLE 4

ONE MONTH'S EXPENSES FOR ONE PUPIL

Date	School Supplies	Sponsored Activities	Miscellaneous
Nov. 8	pencil $ .05	Band carnival $ .50	
Nov. 16		Registration for Noble Cain Festival at Durant .25	
		Expense on vocal trip 3.00	
Nov. 17			Fox Flash $ .05
Nov. 19		Meal on band trip 1.00	
		Gas for bus on band trip .35	
Total this month	$ .05	$5.10	$ .05
Balance brought forward	10.35	.50	3.00
Total to date	$10.40	$5.60	$3.05

At the end of each month the total of each heading was entered at the bottom of the page. The net total was brought forward from the preceding months and placed under the monthly total; then the net total was entered up to date. This enabled the writer to know at the end of each month how much each pupil

had spent. None of the pupils were informed at any time during the year as to how much they had spent up to that particular time. This eliminated the chance that some pupil might have a tendency to add or leave off some expenditure whichever might suit the spender.

Tabulating the Expenditures of All the Girls and Boys

At the end of the school year each notebook was brought up to date. The writer tabulated all the girls' expenditures, showing the total expenditures of each under each of the three headings. The same procedure was followed in tabulating the boys' expenditures. Table 5 and Table 6 respectively gives the information mentioned above. There was a wide variation in the totals of the individuals which will be explained later in this study.

A table of the monthly expenditures of all the girls and all the boys and their totals was made. Table 7 shows the monthly expenditures of the girls. The boys' monthly expenditures are shown in Table 8.

The writer took the girls' expenditures and tabulated their totals according to the individual's classification with respect to the program followed. That is with respect to band, non-band etc. Table 9 gives the information mentioned above. The same procedure was followed using the boys' expenditures which is shown in Table 10.

TABLE 5

DIFFERENTIATED EXPENDITURES OF GIRLS

Name	School Supplies	Sponsored Activities	Miscellaneous	Total
BADLEY, JO ANN	$ 24.05	$ 36.55	$ 16.67	$ 77.27
BRISCOE, JOAN	29.60	23.45	33.65	86.70
CAMP, PATRICIA	18.33	21.97	22.60	62.90
CAMPBELL, GLENNA	20.52	4.35	14.20	39.07
ELKINS, LOVEADA	15.20	11.55	13.95	40.70
FLETCHER, PATSY	16.80	21.42	18.80	57.02
GWINN, MYRNA FERN	16.22	3.62	17.70	37.54
JOHNSON, CARMELITA	32.30	10.20	14.20	56.70
KENNEDY, DIMPLE	17.65	6.85	16.20	40.70
KILLINGSWORTH, KATHALEE	20.70	.85	15.07	36.62
LETTEER, JEAN	17.23	32.68	18.20	68.11
LEWIS, IMA JEAN	23.43	13.17	25.77	62.37
LINDSEY, MARY	13.55	3.05	16.20	32.80
McCOY, BENNIE RUTH	15.66	1.15	14.20	31.01
McGLASSON, OTHELLA	30.50	19.70	32.80	83.00
PEEK, ROSA LEE	31.58	9.85	22.65	64.08
PENNINGTON, JOYCE	24.47	.60	14.12	39.19
PHELPS, LaJOY	27.58	22.59	16.20	66.37
SMITH, JIM ANN	19.10	22.10	91.75	132.95
SMITH, KATHLEEN	24.84	1.45	25.52	51.81
Total	$439.31	$267.15	$460.45	$1166.91

TABLE 6

DIFFERENTIATED EXPENDITURES OF BOYS

Name	School Supplies	Sponsored Activities	Miscellaneous	Total
BRANDT, RONNIE	$ 66.70	$ 8.15	$ 19.52	$ 94.37
DICKERSON, LEONARD	54.24	.20	15.12	69.56
EDDINGTON J.A.	56.70	12.90	33.72	103.32
FARNSWORTH, TOM	19.13	13.01	18.02	50.16
FORE, LARRY	62.54	16.70	27.03	106.27
HOLMES, MANSEL	59.08	2.85	1.05	62.98
HOPSON, RICHARD	43.10	67.06	15.52	125.68
McGLASSON, BOB	47.00	21.86	25.12	93.98
MILLER, BOBBY	72.52	7.41	28.27	108.20
PENNY, ALLEN	46.10	7.66	18.12	71.88
PRESLEY, JACKY JOE	31.88	2.40	15.12	49.40
WILLIAMS, ROYCE	54.38	4.70	15.12	74.20
WRIGHT, BILL	29.95	2.65	16.12	48.72
WRIGHT, DONALD	54.28	2.70	17.52	74.50
Total	$697.60	$170.25	$265.37	$1133.22

TABLE 7

MONTHLY EXPENDITURES OF GIRLS

Name	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
BADLEY	$ 9.95	$ 3.90	$ 5.20	$ 16.27	$ 6.50	$ 8.35	$ 8.85	$15.10	$ 3.15
BRISCOE	13.87	29.95	4.75	12.30	.55	10.80	9.20	5.28	.70
CAMP	13.08	8.65	3.00	11.60	.20	1.55	15.90	8.07	.85
CAMPBELL	6.74	4.15	2.70	11.70	8.10	.65	.20	1.50	3.33
ELKINS	7.45	4.35	.45	10.25	2.10	5.50	8.75	.85	1.00
FLETCHER	13.10	6.31	9.60	15.71	1.10	1.85	.20	8.75	.40
GWINN	14.02	4.00	4.15	.25	10.50	.30	.35	1.00	2.97
JOHNSON	13.15	3.30	2.55	13.45	4.10	13.25	.70	6.00	.20
KENNEDY	7.42	6.78	7.45	11.30	2.40	.85	1.35	3.15	.00
KILLINGSWORTH	10.20	3.85	.65	10.62	.40	.30	8.05	.80	1.75
LETTEER	14.43	5.01	8.62	15.65	1.05	.45	7.30	11.50	4.10
LEWIS	13.10	7.16	19.27	4.63	3.10	1.15	8.71	2.80	2.45
LINDSEY	10.95	3.95	3.60	10.30	.45	1.40	1.70	.25	.20
McCOY	10.41	3.45	.20	10.20	.00	4.70	1.35	.00	.70
McGLASSON	9.97	25.40	2.60	18.05	.95	10.23	4.15	3.10	8.55
PEEK	11.52	9.06	2.25	10.55	.50	9.40	12.05	.30	8.45
PENNINGTON	6.04	3.88	.25	11.72	1.10	15.25	.45	.70	.25
PHELPS	14.18	6.41	4.95	10.75	3.05	10.85	11.20	2.53	2.45
SMITH, J.	93.80	1.95	12.95	1.40	5.30	1.85	8.85	5.55	1.30
SMITH, K.	16.81	6.53	2.40	19.72	2.20	1.20	1.00	1.20	.75
Total	$310.19	$147.34	$97.59	$225.97	$53.65	$99.88	$110.31	$78.43	$43.55

TABLE 8

MONTHLY EXPENDITURES OF BOYS

Name	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
BRANDT	$ 11.50	$ 19.30	$ 6.10	$ 13.22	$ 1.50	$ .65	$ 21.45	$ 1.95	$ 18.70
DICKERSON	12.65	19.00	.25	12.27	2.11	17.63	.45	.20	5.00
EDDINGTON	24.50	7.35	5.85	24.62	.40	2.10	.70	3.70	34.10
FARNSWORTH	15.78	5.10	7.52	13.12	1.44	.85	.90	3.20	2.25
FORE	9.73	15.55	10.85	24.21	.75	.55	.45	30.93	13.25
HOLMES	7.28	1.15	1.10	1.29	4.65	.40	40.52	1.55	5.04
HOPSON	23.36	3.35	21.00	12.47	.45	32.80	29.80	1.50	.95
McGLASSON	23.60	4.70	12.70	22.12	.55	27.31	.10	1.45	1.45
MILLER	10.73	3.45	18.00	12.12	2.50	4.50	.70	1.90	54.30
PENNY	7.70	3.15	8.21	16.87	.20	5.70	.30	29.25	.50
PRESLEY	10.68	4.00	2.20	17.52	.25	.25	.50	.20	13.80
WILLIAMS	23.95	3.50	.70	12.32	3.15	1.15	22.40	2.55	4.48
WRIGHT, B	5.50	3.50	.10	13.12	2.35	.40	.50	18.85	4.40
WRIGHT, D	5.13	3.00	.95	14.12	5.00	12.75	.15	32.85	.55
Total	$192.09	$96.10	$95.53	$209.39	$25.30	$107.04	$118.92	$130.08	$158.77

TABLE 9

CLASSIFICATION OF GIRLS AS TO PROGRAM

Name	Band	Non-Band	Vocal	Non-Vocal	F.H.A.	Non-F.H.A.
BADLEY	$ 77.27		$ 77.27		$ 77.27	
BRISCOE	86.70		86.70		86.70	
CAMP	62.90		62.90		62.90	
CAMPBELL		$ 39.07	39.07		39.07	
ELKINS		40.70		$ 40.70	40.70	
FLETCHER	57.02		57.02			$ 57.02
GWINN		37.54		37.54		37.54
JOHNSON		56.70	56.70		56.70	
KENNEDY		40.70	40.70			40.70
KILLINGSWORTH		36.62		36.62	36.62	
LETTEER	68.11		68.11			68.11
LEWIS	62.37		62.37		62.37	
LINDSEY		32.80		32.80	32.80	
McCOY		31.01	31.01		31.01	
McGLASSON	83.00		83.00			83.00
PEEK		64.08		64.08	64.08	
PENNINGTON		39.19		39.19	39.19	
PHELPS		66.37	66.37		66.37	
SMITH, J.	132.95		132.95		132.95	
SMITH, K.		51.81		51.81	51.81	
Total	$630.32	$536.59	$864.17	$302.74	$880.54	$286.37

TABLE 9--(Continued)

Student Council	Non-Student Council	Academic	Non-Academic	Dramatics	Non-Dramatics
	$ 77.27		$ 77.27	$ 77.27	
$ 86.70			86.70		$ 86.70
	62.90		62.90	62.90	
	39.07		39.07		39.07
	40.70		40.70	40.70	
	57.02	$ 57.02			57.02
	37.54	37.54			37.54
56.70			56.70		56.70
	40.70		40.70		40.70
	36.62	36.62			36.62
68.11		68.11			68.11
	62.37		62.37	62.37	
	32.80		32.80		32.80
	31.01		31.01		31.01
	83.00		83.00		83.00
	64.08		64.08		64.08
	39.19		39.19		39.19
	66.37		66.37	66.37	
	132.95	132.95		132.95	
	51.81		51.81		51.81
$211.51	$955.40	$295.62	$871.29	$442.56	$724.35

TABLE 10

CLASSIFICATION OF BOYS AS TO PROGRAM

Name	Band	Non-Band	Vocal	Non-Vocal	F.F.A.	Non-F.F.A.
BRANDT		$ 94.37		$ 94.37	$ 94.37	
DICKERSON		69.56		69.56	69.56	
EDDINGTON		103.32	$103.32		103.32	
FARNSWORTH		50.16		50.16		$50.16
FORE		106.27	106.27		106.27	
HOLMES		62.98		62.98	62.98	
HOPSON		125.68		125.68	125.68	
McGLASSON		93.98		93.98	93.98	
MILLER		108.20		108.20	108.20	
PENNY		71.88		71.88	71.88	
PRESLEY		49.40		49.40		49.40
WILLIAMS		74.20		74.20	74.20	
WRIGHT, B.		48.72		48.72	48.72	
WRIGHT, D.		74.50		74.50	74.50	
Total	$00.00	$1133.22	$209.59	$923.63	$1033.66	$99.56

TABLE 10--(Continued)

Student Council	Non-Student Council	Academic	Non-Academic	Shop	Non-Shop
	$ 94.37		$ 94.37	$ 94.37	
	69.56		69.56	69.56	
$103.32			103.32	103.32	
	50.16	$ 50.16			$ 50.16
106.27			106.27	106.27	
	62.98	62.98		62.98	
	125.68		125.68		125.68
	93.98		93.98		93.98
	108.20		108.20	108.20	
	71.88		71.88	71.88	
	49.40		49.40	49.40	
	74.20		74.20	74.20	
	48.72		48.72	48.72	
	74.50		74.50	74.50	
$209.59	$923.63	$113.14	$1020.08	$863.40	$269.82

CHAPTER IV

FINDINGS

Comparison of Boy's Monthly Expenditures

The range and amount of expenditures per month was very noticeable. The least amount of money spent in one month was by Bob McGlasson and Bill Wright. Each of whom spent 10¢. McGlasson's expenditure was in the month of March and Wright's in November. The largest amount spent in one month was in May and was spent by Bobby Miller. Miller spent $54.30, which was accounted for by the fact that he bought a cedar chest, his industrial art project which amounted to $15, and bought feed for 100 chickens, his F.F.A. project, amounting to $39.30.

There were four boys who spent less than a dollar in November, six who spent less than a dollar in January, six who spent less than a dollar in February, ten who spent less than a dollar in March, two who spent less than a dollar in April, and three who spent less than a dollar in May.

The greatest total monthly expenditure of $209.39 for all the boys was in December. This was accounted for by the fact that the senior rings and football jackets came in and were paid for. The average expenditure for all the boys in December was $14.95. The month having the least total amount of expenditures was January with $25.30. This was accounted for by the fact that it was the first month after Christmas and there were very few extra-

curricular activities in the school because of the cold weather. The average expenditure for all the boys in January was $1.81.

Comparison of Girl's Monthly Expenditures

The findings in general on the monthly expenditures of girls does not differ too much from that found on the boys. The least amount of money spent in one month was by Bennie Ruth McCoy and Dimple Kennedy. McCoy had no expenditures for the months of January and April and Kennedy had none for May. The greatest amount of money spent in any one month was by Jim Ann Smith, who spent $93.80 in the month of September. This was accounted for by two reasons: (1) It was the first month of school and all school books and supplies had to be bought; and (2) she purchased a musical instrument costing $85.

There were four girls who spent less than a dollar in November, one who spent less than a dollar in December, seven who spent less than a dollar in January, five who spent less than a dollar in February, five who spent less than a dollar in March, six who spent less than a dollar in April, and one who spent less than a dollar in May.

The least total monthly expenditure of $43.55 was in May. The average monthly expenditure for that month by girls was $2.18 per girl. The month having the greatest total expenditure of $310.19 was September. This was accounted for because of September being the first month of school in which school books and supplies are bought. Another factor being the musical instrument purchased by Smith as mentioned before.

Comparison of Boys' and Girls' Expenditures

The differences between boys' and girls' expenditures was accounted for by the type of program they followed. Twelve of the fourteen boys in this study were in vocational agriculture. One of the requirements of F.F.A. members was that they must have a project. Another requirement was that they must keep an accurate record of the cost of such projects. The expenditure information on such projects, which were listed with the pupils yearly expenditures, was very accurate. Twelve of the fourteen boys being in vocational agriculture, partially accounts for their expenses exceeding that of the girls. Table 11 shows the total monthly expenditures of the boys and girls.

The girls participated in more extra-curricular activities than the boys. This fact had great bearing upon the expenditures by the girls. Fifteen of the twenty girls in this study also belonged to F.H.A. The expense in vocational home economics however was small in comparison to those in vocational agriculture.

The least amount spent in vocational home economics was $2.45 by Mary Lindsey compared to $17.40 spent by Bill Wright, which was the smallest amount spent in vocational agriculture. The greatest amount spent in vocational home economics was $20.45 spent by Rosa Lee Peek compared to $99.36 spent by Richard Hopson in vocational agriculture.

The excessive spending by Hopson was accounted for by the fact that not only did he have an agriculture project, but he attended four major shows and showed his project. All incurred expenses were paid by him. He also attended the National F.F.A.

TABLE 11

COMPARISON OF GIRLS' AND BOYS'
EXPENDITURES AS TO MONTHS

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Total for Girls	$310.19	$147.34	$97.59	$225.97	$53.65	$ 99.88	$110.31	$ 78.43	$ 43.55
Total for Boys	192.09	96.10	95.53	209.39	25.30	107.04	118.92	130.08	158.77
Average for Girls	15.51	7.37	4.88	11.30	2.68	4.99	5.52	3.92	2.18
Average for Boys	13.72	6.86	6.82	14.96	1.81	7.65	8.49	9.29	11.34

Convention held in Kansas City, Missouri for one week.

The average amount of money spent by F.H.A. members in vocational home economics alone was $9.70. The average amount spent in vocational agriculture was $42.79. The average for all vocational expenditures was $24.41. The writer found in the content of the article in The Educational Forum that the least amount spent on vocational courses was 10¢ and the greatest amount was $39.50.[1] Some of the schools furnish everything. This accounts for the expense of only 10¢ in the above case. Other schools, such as where the $39.50 was spent, do not furnish anything. The average for all schools was not listed.

The total expenditures for all the girls on school supplies was $439.31 as compared to $697.60 for the boys. The average expense for girls was $21.97 while that of the boys was $49.83. The difference of $27.86 in the averages was due to the expenses on vocational agriculture projects.

The girls spent $267.15 as compared to $170.25 spent by the boys on sponsored activities. The average expense for the girls was $13.36 compared to $11.35 for boys. The difference of $2.01 in the averages was little in this case. The girls had a tendency to take part in more extra-curricular activities than did the boys.

The total expenditures of girls on miscellaneous spending was $460.45 compared to $265.37 by the boys. The average for the girls was $23.02 compared to $17.69 for the boys. The difference

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[1]Hand, op. cit., p. 447.

of $5.33 in the average was accounted for by the fact that two girls, McGlasson and Briscoe, bought lighted batons costing $18.60 each.

The total expenditure of all girls was $1166.91 compared to $1133.22 spent by the boys. The average expenditure by girls was $58.35 compared to $75.55 by the boys. Here the difference in the averages was $17.20 for the year's spending. The total expenditure for all the pupils in this study was $2300.13. The average expenditure for all the pupils for the year was $67.65. Table 12 shows the total expenditures under school supplies, sponsored activities, and miscellaneous. The expense in vocational agriculture was the factor causing such variance. The money spent on projects was not a loss, but was actually an investment, for when the project was sold in most every case some profit was made.

TABLE 12

COMPARISON OF GIRLS' AND BOYS' EXPENDITURES AS TO SCHOOL SUPPLIES, SPONSORED ACTIVITIES, AND MISCELLANEOUS

	School Supplies	Sponsored Activities	Miscellaneous
Total for Girls	$439.31	$267.15	$460.45
Total for Boys	697.60	170.25	265.37
Average for Girls	21.97	13.36	23.02
Average for Boys	49.83	12.16	18.96

A survey was made of a sample group at Indiana University[2]

[2]Mary M. Crawford, Student Folkways and Spending at Indiana University, 1940-41, pp. 173.

as to the money spent on school supplies and activities. This survey disclosed that the average money spent was $98.43. This figure was somewhat higher than the $67.65 which was the average for the pupils in the Fox High School. There was no comparison made of these two expenditures for one was on the university level and the other on the high school level. The survey on the university level was made in 1940-41 and the survey on the high school level was made in 1948-49. The value of the dollar in 1940-41 and 1948-49 would have to be considered since it would have an influencing factor on expenses.

Cause of Variance in Expenditures

The writer will point out some of the apparent causes of the differences in expenditures. Eight girls in the band had total expenditures of $630.32 compared to $536.59 for the twelve girls not in band. The average expenditure of girls who were in the band was $78.92 compared to $46.38. The difference in the averages was $32.54 more for those in band.

There was a total of fifteen, two boys and thirteen girls, in the vocal organization. The remaining nineteen, of which twelve were boys and seven were girls, were non-vocal. The total expenditures of those in vocal was $1073.76, with an average of $71.58. Those in non-vocal had a total expenditure of $1226.37 with an average of $64.55. The differences in averages was $7.03 more for those in the vocal organization.

The comparison of fifteen girl's expenditures with respect to being a member of the F.H.A. and five non-F.H.A. revealed that

those in F.H.A. spent a total of $880.54 as compared to $286.37 by non-F.H.A. The average for the F.H.A. participants was $58.70 as compared to $57.27. The difference in the averages was $1.43 more for the F.H.A. pupils.

The total expenditures for twelve boys who were members of the F.F.A. was $1033.66 compared to $99.56 for two non-F.F.A. members. The average for those in F.F.A. was $86.14 as compared to $49.78 by non-F.F.A. members. The difference in the averages was $36.36.

There were five of the pupils in the student council. The total expenditure of those five was $421.10 with an average of $84.22. The other twenty-nine, not in the student council, had a total expenditure of $1879.03 with an average of $64.79. The difference in the averages between student council members' expenditures and non-student council members' was $19.43. This difference may be accounted for by the fact that the student council members take part in more activities and are the most outstanding pupils in school.

Upon comparing the expenditures of those who entered academic contests and those who did not, the writer found the following facts. There were six pupils entering academic contests. These six pupil's expenditures were $408.76 with an average of $68.13. The total for twenty-eight non-academic participants was $1891.37 with an average of $67.55. The difference in the averages was 58¢ more for those participating in academic contests.

The only pupils taking shop were boys. Eleven boys took shop and three did not. The total expenditures of those taking

shop was $863.40 as compared to $269.82 for those not taking shop. The average for those taking shop was $78.49 compared to $89.94 for those not taking shop. The difference in the averages in this case was $11.45 more for the non-shop. This was accounted for by the fact that only three boys did not take shop. Two of these, Hopson and McGlasson, were boys who took such a large part in F.F.A., and Hopson spent the greatest amount of money of any boy in this study.

Those participating in dramatic spent more than those not in dramatics. The total expenditures for the six who were members of the dramatic club was $442.56 as compared to $1857.57 for the twenty-eight not in dramatics. The average for the dramatic members was $73.43 compared to $66.34 for the non-dramatic members. The difference in the averages was $7.09 more for those in dramatics.

In each of the comparisions made with respect to program followed, excepting one, the participants average expenditures were always more than the non-participants. The one exceptional case was the shop and non-shop.

The writer found by research that seventy-five per cent of forty bands in Oklahoma depend wholly or in part on the band member's paying his own expenses.[3] This is true at the Fox School and accounts for many of the expenses incurred there.

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[3]Guy L. Carr, "Financing the Public School Band in Oklahoma," (Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1936), p. 58-59.

CHAPTER V

CONCLUSION

Value of Study

There seemed to be a difference in the money spent by participants and non-participants in the various activities, ranging from 58¢ with respect to academic and non-academic to $36.36 with respect to F.F.A. and non-F.F.A. In each case the participants spent more money than the non-participants, except in the case of shop and non-shop.

There is a way of testing the reliability of the difference between two means. This is done by getting the t-distribution. Let it be assumed that this same study be made on the total population of eleventh grade pupils in the United States and let it further be assumed that in this total population there is no actual difference in the expenditures of the various group. The difference in the means of such a universe or population will form a t-shaped curve. Now if the difference in the means of any two groups in the sample here taken falls in the extreme 5 per cent of the area of this curve, we will reject the null hypothesis and admit that it is unreasonable to assume that a true sample from a population where there actually is no difference between means will by chance fall into this extreme position. Such a difference will be referred to as statistically significent. On the other hand, if the difference found in any sample falls nearer

the mean of this t-shaped curve than the 5 per cent level it must be assumed that chance might well have placed a sample from a population, where in fact there is no difference in the means, at such a point in the distribution. Such a difference will be referred to as not being statistically significent.

The writer found that for thirty-four pupils as a sampling the t-value of the difference for band and non-band members was 1.388 as compared to 1.95996 at the 5 per cent level for the entire population. The t-value 1.388 falls below 1.95996. Such a t-value may be found by chance in a sampling from a population where there is no actual difference between the expenses of the band and the non-band members, and such difference therefore is not statistically significent.

The same procedure was followed on the thirty-four pupils in vocal and non-vocal. The t-value for the difference between vocal and non-vocal was .651 as compared to the t-value 1.95996 at the 5 per cent level for the entire population. The t-value .651 falls far below the t-value 1.95996 for the entire population. This indicates that there was no statistically significent difference between the expenditures of vocal and non-vocal members.

The thirty-four pupil's expenditures in student council and non-student council gave a t-value of 1.943 as compared to 1.95996 at the 5 per cent level for the entire population. The t-value of 1.943 falls below the t-value 1.94996, signifying that there was no statistically significent difference in the expenditures of student council and non-student council members.

The expenditures of the thirty-four pupils in academic and

non-academic activities gave a t-value of .053 as compared to 1.95996 at the 5 per cent level for the entire population. Scince .053 was far below 1.95996 there was no statistically significent difference between the expenditures of those in academic and non-academic activities.

The t-value for thirty-four pupils in dramatics and non-dramatics was .650 as compared to 1.95996 at the 5 per cent level for the total population. The t-value .650 was below 1.95996 showing that there was no statistically significent difference between dramatic and non-dramatic pupils.

There were fourteen boys in F.F.A. The t-value of those in F.F.A. and non-F.F.A. was 2.204 as compared to 2.145 at the 5 per cent level for the entire population. The t-value 2.204 was above 2.145 showing that there was a statistically significent difference between the expenditures of F.F.A. and non-F.F.A. members.

The same fourteen boys in F.F.A. were in shop. The t-value for the fourteen boys in shop and non-shop was .593 compared to 2.145 at the 5 per cent level for the entire population. The t-value .593 for shop and non-shop pupils was below 2.145, showing that there was no statistically significent difference between the expenditures of the shop and non-shop boys.

There were twenty girls in F.H.A. and non-F.H.A. The t-value for the twenty girls in F.H.A. and non-F.H.A. was .112 as compared to 2.086 at the 5 per cent level for the entire population. Since the t-value .112 was below 2.086 there was no statistically significent difference between the expenditures of F.H.A. and

non-F.H.A. pupils.

It is reasonable to believe that the writer did not select a sample group which varied from the entire population. The fact that at the 5 per cent level only five out of one hundred do have differences, shows further that in the cases above the sample groups were not exceptions.

It is unreasonable to believe that in the case of the F.F.A., where there was a difference in expenditures shown, that the sample group of fourteen boys was an exception. It is reasonable to believe however, that from the results obtained with respect to the entire population there was an actual difference between the expenditures of F.F.A. and non-F.F.A. members.

This study has value in the light that it makes available information regarding the differences in the expenditures of pupils with respect to the program followed. The cost of the various activities a pupil takes part in however has little to do with what the pupil actually participates in.

The American people generally buy what they want if they feel that by so doing they have satisfied a need and have received something of value. Excessive cost does not enter into the conditions except to postpone the day when the need will be satisfied.

The fact that so many of our schools have what we refer to as hidden tuition fees has a tendency to deprive our children from the educational opportunities they desire. Statements are made relative to equality of educational opportunities. This cannot be as long as there are so many hidden tuition fees and charges that the average family cannot afford.

Such activities in which hidden charges are made and that are promoted by the school should be supported by the school. This would tend to give each child an equal and just opportunity to participate.

This study disclosed the amount of money one might expect to spend over a school year if they participated in the various activities. The study shows that to give the children the educational opportunities desired the parent must be economically equipped to support the program unless the program is supported by the school.

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