

A COMPARATIVE STUDY OF THE INCOME AND EXPENDITURES
OF THE
PUBLIC SCHOOL TEACHERS
OF
WOODWARD COUNTY, OKLAHOMA
1939-1940

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By

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F. E. N.

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CHAPTER I

Introduction

In this volume a comparative study of the annual income and expenditures of the public school teachers of Woodward County, Oklahoma is made. The investigation includes the teaching salary and all additional income from any other source of all the teachers, principals, and superintendents reporting for the year beginning June 1, 1939 and ending May 31, 1940. It includes all expenditures for whatever purpose made during the same period of time.

Purpose of the Study

The general purpose of the investigation is to determine the amount of the income received by the Woodward County teachers during the interval studied and to determine how this income was expended.

Further specific objectives of the study are: (1) to learn whether or not the salaries received are adequate; (2) to learn what additional income the teachers have; (3) to compare teachers' salaries and professional training with those of other occupational groups; (4) to compare the financial status of the Woodward County teachers with that of other teachers in the state.

Importance of the Study

Any study involving the adequacy of the teachers' salary is likely to prove unpopular with the street-corner

soap box orator, the petty politician, and the "us-taxpayers" individual who likes to rant and rave about the high tax rate and the way we must economize by reducing the unjustly high salaries of the public school officials and teachers.

In spite of this, however, good American citizens are committed to the policy of universal education at public expense, and they believe that public ignorance is even more expensive than are good teachers.¹ As Wells states it:

The driving force that makes either for peace or war is engendered where the young are taught. The teacher,....., is the real maker of history; rulers, statesmen, and soldiers do but work out the possibilities of cooperation or conflict the teacher creates..... The politicians and masses of our time dance on the wires of their early education.²

Once people considered teaching a missionary task, undertaken in a joyous spirit of self-sacrifice by those who had renounced worldly pleasures.³ The teacher was expected to derive his remuneration chiefly from the spiritual exhilaration or joy of teaching. If he happened to become slightly anxious about his material welfare, the business people of his community, themselves strenuously pursuing the dollar, were deeply perturbed by the selfishness of a supposedly spiritual-minded profession.

1. Reeder, Ward G., Fundamentals of Public School Administration. (p. 115)

2. Wells, H. G., The Salvaging of Civilization. (p. 39)

3. Elsbree, Willard S., Teachers' Salaries. (pp. 1,2)

Eventually, people began to realize that missionary zeal is hardly sufficient to insure good teaching; that poverty is not always the best guarantee of efficient performance in the classroom; that low salaries in reality are false economy. The more enlightened citizens began to see that, despite prevalent beliefs to the contrary, teachers are much like other people in their desire to earn as much as possible; their desires for the necessities, comforts, and luxuries of life are similar to those of other people. If the best young people are to become teachers, the salaries paid must be high enough to permit them to maintain an adequate standard of living. If the best teachers are to remain in the profession, the salaries paid them must be high enough to permit them to save enough to provide for themselves and their dependents after their teaching career is ended.

The teacher influences the entire community because each man's welfare is partly dependent upon the education given his neighbors' children since one man's vote counts just as much as another's. Teachers' salaries then, as far as they influence the actual instruction of the children, are a matter of vital concern to all. The salaries are sure to influence the quality of the human raw material entering the teaching profession; the public cannot expect to get \$2,000 quality for a salary of \$1,000 or less.⁴ Even

4. Reeder, Ward G., op. cit. (p. 114)

after the good quality is obtained, salaries must be adequate to develop it to its utmost capacities. Salaries must be adequate to allow the teachers to acquire a broad cultural background, to have sufficient leisure for reading, study, recreation, and travel. If all the teacher's time must be spent doing routine work, sewing, cooking, laundering, etc., because of inadequate salaries, she will not be able to have even the patience, tolerance, and sympathy essential for effective work with children. Much less will she be able to impart the enthusiasm and buoyant optimism she should impart in the classroom. Thus, since the teacher's whole emotional tone, as well as her ability to do effective teaching, depends upon the adequacy of the salary, and since the entire community is influenced by the teacher, it is important to know whether or not the teacher's salary is adequate to provide the necessities, comforts, and luxuries desirable during the active teaching interval and to make possible savings to provide for old age.⁵

Nature of the Study

In this study the writer has attempted to find the facts concerning the salaries and other income of the group studied; he has attempted to find the facts concerning their total expenditures for whatever purposes; he has compiled the facts as reported to him; then he has studied

5. Elsbree, Willard S., op. cit. (p. 5)

the facts in the light of other similar studies of different groups in an honest effort to arrive at specific conclusions concerning the adequacy of the income, the proficiency of the group in managing its income, and the comparison of the Woodward County teachers' income and expenditure with other groups studied.

Limitations of the Study

This investigation is limited to the teachers, principals, and superintendents in Woodward County for a one year period, 1939-1940. Woodward County is largely an agricultural region containing only one independent city school system, the city of Woodward. In this county there are eight consolidated school districts, five of which are called independent consolidated because they are located in incorporated towns while the other three, which are not in incorporated towns are called dependent consolidated. These schools are so similar in nature that the writer has grouped them together in this study. They are: Quinlan, Tangier, Mutual, Sharon, Supply, Mooreland, Curtis, and Richmond. Woodward County contains seventy-five common school districts, but fourteen of them do not employ a teacher and operate school; they transfer their pupils to the consolidated schools, leaving a total of sixty-one common school districts actually in operation in 1939-40. Figure 1 shows the location of Woodward County in the northwestern part of Oklahoma, while Figure 2 shows the

various types of school districts in the county, locating each.

One hundred seventy-seven teachers are employed in the county; one hundred seven of them reported in this investigation. Twenty-three of the Woodward city teachers reported; forty-eight of the consolidated school teachers reported; thirty-six of the rural teachers reported. While the writer regrets the lack of one hundred per cent cooperation, he feels that a sufficient number of each type reported to be representative of the county in most items. If apparent discrepancy exists in some instances, the writer is familiar with the situation to such an extent that he is able to explain the cause satisfactorily. For example, the study might indicate that the average salary of the independent consolidated school teacher is slightly higher than the average salary in the independent city school. This is not the case, actually, as will be shown by government statistics.⁶ The cause for the apparent error is the fact that the superintendent and the principals of the consolidated schools did report their salaries, whereas, those in the upper salary brackets in the independent city school did not all report their salaries.

Procedure for the Study

In making this survey the writer, after conferences

6. "Special Salary Tabulations." Research Division, National Education Association, June, 1939. Table III-A. (p. 9)

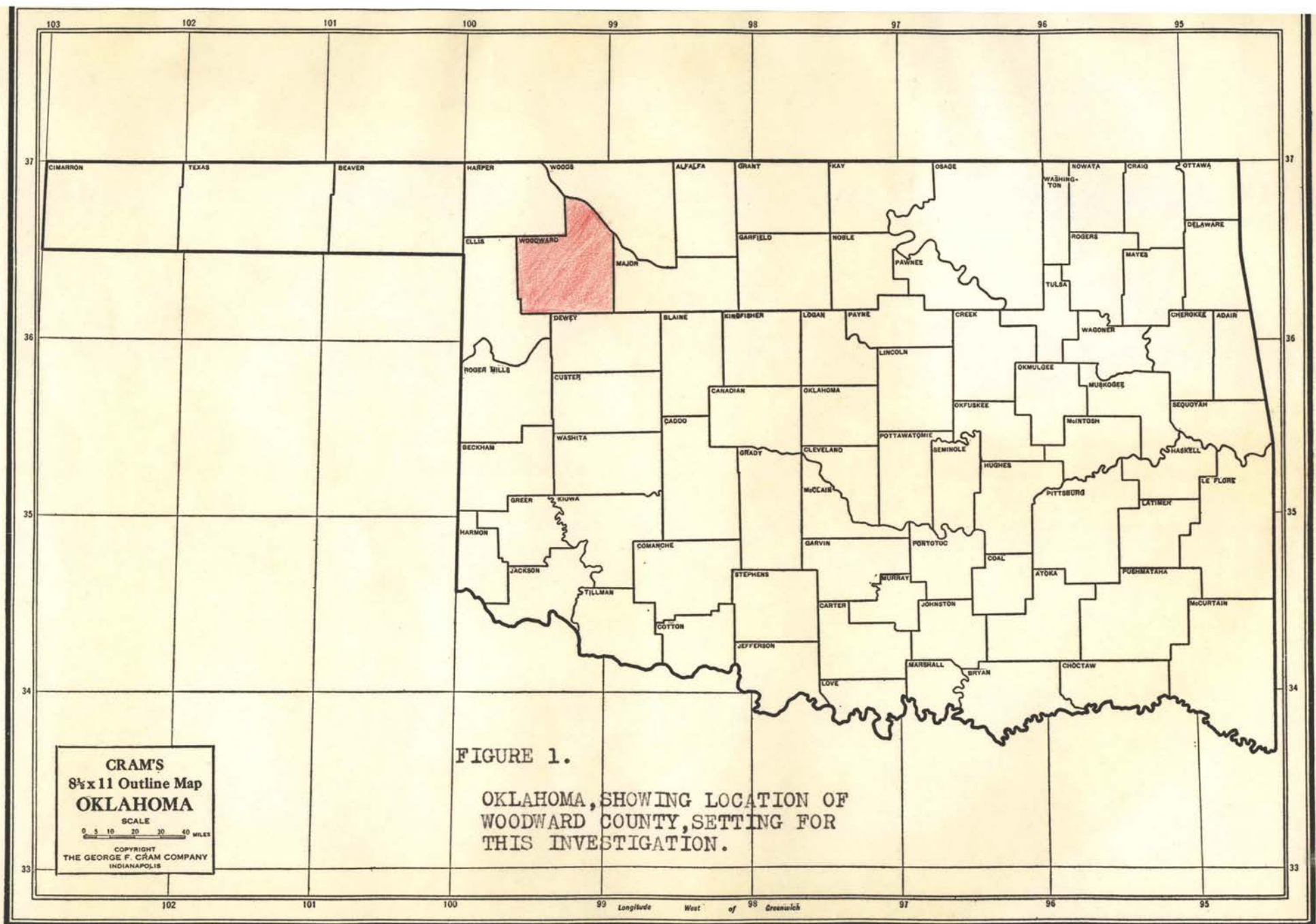





FIGURE 1.

OKLAHOMA, SHOWING LOCATION OF
WOODWARD COUNTY, SETTING FOR
THIS INVESTIGATION.

-  Woodward City
-  Consolidated Districts (8)
-  Common School Districts (75)

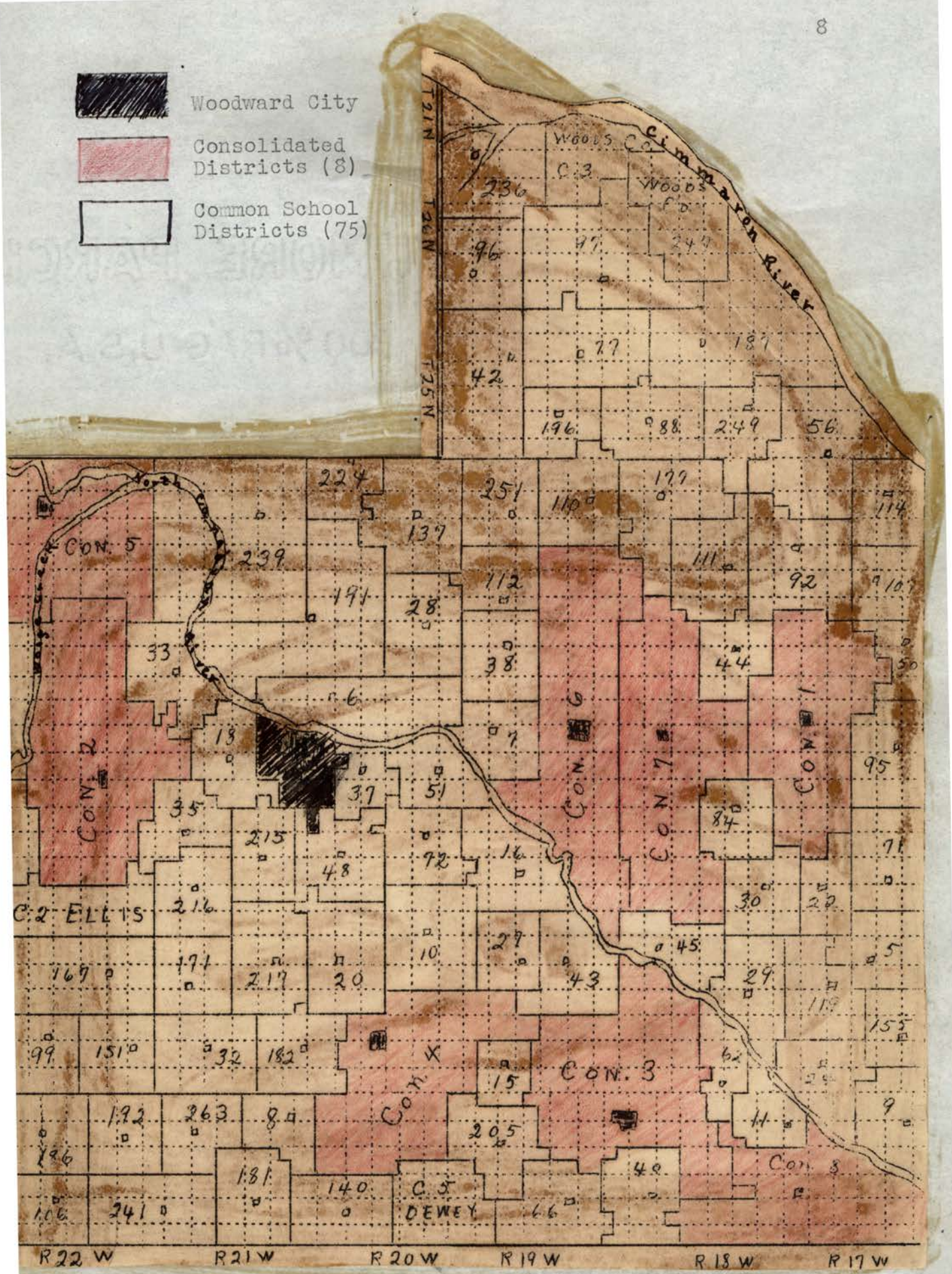


FIGURE 2, WOODWARD COUNTY

and consultation with his advisers, made a questionnaire similar in the main items to one used by others who have completed comparable surveys of other counties.⁷ After mimeographing a sufficient quantity of the questionnaires the writer presented them to the superintendents, principals, and other men teachers at the Woodward County Schoolmasters' Club. Attached to each questionnaire was a letter explaining the purpose of the study and the importance of completely accurate replies to each question. Individual letters were sent to the rural teachers with their questionnaires. The questionnaires for the independent city schools were distributed and collected by the superintendent who sent them to the writer.

The county superintendent cooperated in the survey by allowing the investigator to use his office for interviewing some of the rural teachers, and by accompanying him to some rural schools to collect the questionnaires which had not been returned as promptly as desired.

As a whole, the response of the teachers was gratifying. Had a few more responded, perhaps the findings would have been more accurate; however, in general, the averages appear reliable. For instance, the average salary of the rural teacher in the county as stated by the county

7. Hammons, O. P., Cost of Living and Income of Pottowatomie County Teachers. (pp. 7, 10-12)

superintendent in his records is \$655.04; the average for the thirty-six reporting in the study was \$665.00--only a ten dollar variation.⁸ Upon the return of the questionnaires, the next step in the procedure consisted of a compilation and tabulation of the results. The findings from the questionnaires were then compared with the findings of others in similar studies.

A copy of the questionnaire is included in this chapter, with the findings and results tabulated and interpreted in Chapter Two. In Chapter Three the comparisons are made with the findings of others in similar studies, and in Chapter Four the final summary of findings and the recommendations are presented.

8. Quisenberry, J. F., Woodward County Educational Directory, 1940. (p. 13)

FINANCIAL STATUS OF TEACHERS
Woodward County
Oklahoma
1939-40

ANNUAL INCOME AND EXPENDITURES

Name of Teacher _____

School District _____ Address _____

I. ANNUAL INCOME (1939-40)

1. Annual contract teaching salary _____
2. Annual teaching salary received _____
3. Amount received for warrants cashed _____
4. Amount of warrants not cashed _____
5. Amount of discount on warrants _____
6. Amount of salary from state aid _____
7. Amount of salary from federal aid _____
8. Amount of any income besides salary _____

II. ANNUAL EXPENDITURES (1939-40)

1. Shelter

a. House rent _____	b. Room rent _____
c. Gas, fuel _____	d. Electricity _____
e. Water _____	f. Repairs _____
g. Household help _____	h. Equipment _____
i. Garage rent _____	j. Miscellaneous _____
2. Food

a. Board _____	b. Groceries _____
----------------	--------------------

II. ANNUAL EXPENDITURES (1939-40) Continued

3. Clothing

- a. Clothes bought _____
- b. Laundry _____
- c. Cleaning, pressing, remodeling _____
- d. Tailoring (dressmaking) _____
- e. Other _____

4. Insurance

- a. Property _____ b. Life _____
- c. Accident _____ d. Other _____

5. Interest, Money Borrowed, Debt Payments

- a. Interest paid _____
- b. Payment on debts _____
- c. Money borrowed _____

6. Health

- a. Doctor _____ b. Dentist _____
- c. Oculist _____ d. Medicine _____
- e. Nurse _____ f. Hospital _____
- g. Substitute due to illness _____

7. Care of dependents other than own children

- a. _____ b. _____

8. Support of religious work, charity, civic organizations

- a. Church _____ b. Sunday School _____
- c. Y. M. C. A. _____ d. Y. W. C. A. _____
- e. Boy Scouts _____ f. Campfire Girls _____
- g. Religious literature, books, periodicals _____
- h. Charity _____ i. Civic organizations _____

II. ANNUAL EXPENDITURES (1939-40) Continued

9. Transportation

- a. Payment on automobile _____
- b. Carfare _____ c. Care, upkeep of car _____
- d. Other _____

10. Recreation

- a. Summer travel _____ b. Concerts _____
- b. Games, sports _____ d. Movies _____
- e. Reading materials _____ f. Chewing gum _____
- g. Cosmetics, tobacco, confections, etc. _____
- h. Other _____

11. Professional advancement

- a. Summer school, extension, correspondence _____
- b. Professional books, magazines _____
- c. Professional dues _____
- d. Professional meetings, conventions _____
- e. Other _____

12. Savings and investments out of income

- a. _____ b. _____
- (Kind and amount of each)

13. Taxes

- a. Direct, on personal property and real estate _____
- b. Income tax _____ c. Special tax _____

14. Miscellaneous Expenditures (Itemize, if possible)

- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____

III. Miscellaneous

1. Do you own your own home? _____ Value _____
2. Kind of house _____
3. Do you own other real estate? _____ Value _____
4. Do you live with your parents? _____
5. Are you married? _____
6. Sex: Male _____ Female _____
7. Years of teaching experience _____
8. Years in present system _____
9. College hours' training _____ (Undergraduate)
10. College hours' training _____ (Graduate)
11. Are you teaching in your home community? _____
12. Number of your own children _____ Their ages _____

CHAPTER II
ANNUAL INCOME AND EXPENDITURES
OF THE
WOODWARD COUNTY TEACHERS, 1939-40

This chapter states the findings of the investigation concerning the income and expenditures of the one hundred seven Woodward County teachers reporting for 1939-40.

In Table 1 the total income of the teachers is listed by type of school, showing the number reporting from each, the salary reported by each group, the number reporting income other than salaries and the amount of such additional income, the total income by groups, the average annual salary, and the average annual total income for each group.

The one hundred seven teachers reporting had a total teaching salary of \$95,338 in 1939-40. Twenty of them reported additional income of \$4,347, making a total income of \$99,685 for the one hundred seven teachers, or an average total income of \$931.63 compared with an annual teaching salary of \$891.01 on the average.

The total amount of aid received from state and federal sources was \$18,426, according to the reports received. All this was state aid except the sum of \$2,040 federal aid paid on the salaries of two teachers of vocational agriculture. It is possible that the amount of state aid is not accurately reported in all instances, due to the fact that there are three funds

TABLE I
INCOME OF WOODWARD COUNTY TEACHERS, 1939-1940

School	Number Report- ing	Salary	Other		Total Income	Average	
			No.	Amt.		Salary	Income
Independent							
Woodward	23	\$22,255	4	\$ 827	\$23,082	\$ 967.61	\$1,003.56
Independent Consolidated							
	48	49,141	10	2,920	52,061	1,021.69	1,084.38
Quinlan	6	5,680	4	960	6,640	946.66	1,106.66
Tangier	4	3,610	2	650	4,263	903.25	1,065.75
Mutual	3	3,045	2	1,100	4,145	1,015.00	1,381.66
Sharon	9	8,397	0	---	8,397	933.00	933.00
Supply	8	9,014	1	100	9,114	1,126.77	1,174.25
Mooreland	12	13,960	1	110	14,070	1,163.33	1,172.50
Curtis	3	2,727	0	---	2,727	909.00	909.00
Richmond	3	2,705	0	---	2,705	901.70	901.70
Rural	36	23,942	6	600	24,542	665.00	681.72
Grand Total	107	95,338	20	4,347	99,685	891.01	931.63

which may be considered state aid, and some teachers reported only the salary they received from secondary aid fund, considering the homestead exemption replacement fund and primary aid fund as local sources. County and state records were checked where possible in an effort to correct this item, but some teachers did not give their names in the questionnaire. Hence it was impossible to determine completely the accuracy of this item.

Woodward County's only independent city school, Woodward, had twenty-three teachers reporting a total salary of \$22,255; four of these teachers reported additional income amounting to \$827, making a total income of \$23,082. The amount of state aid reported by the twenty-three teachers was \$8,702; the average salary for the group was \$967.61 and the average income was \$1,003.56, according to the reports submitted.

The eight independent consolidated schools, namely; Quinlan, Tangier, Mutual, Sharon, Supply, Mooreland, Curtis, and Richmond, had a total of forty-eight teachers reporting a total salary of \$49,141. Ten of these reported \$2,920 additional income, making a total income of \$23,082. The average salary for the consolidated teachers reporting was \$1,021.69, while the average annual income was \$1,084.38.

The thirty-six rural teachers replying showed an annual salary of \$23,942; six of these reported additional income of \$600, making a total income of \$24,542 for the rural teachers. This is an average of \$665 in salary and

an average total income of \$681.72 for each teacher reporting in the rural group. According to the records, the amount of state aid received by these teachers was \$4,014.

Table II shows the frequency of the salaries reported. The salary range is listed as under \$600 to \$2,200. In the group receiving salaries below \$600 there were eight teachers reporting; one from the independent city school, one from the independent consolidated schools, and six from the rural schools. In the group from \$600 to \$700 eighteen teachers reported; all were from the rural schools. Twenty were in the \$700 to \$800 salary interval, twelve of them in the rural schools and eight in the consolidated schools. Twenty-nine teachers reported in the \$800 to \$900 interval; twenty-two consolidated school teachers and seven city school teachers. In the \$900 to \$1,000 interval, twelve teachers from the independent city school reported. Three of the seven reporting in the \$1,000 to \$1,100 interval were from the independent city school and four from the consolidated schools. Two teachers from each of these types of schools reported a salary in the \$1,100 to \$1,200 interval, while the remaining teachers reporting were all from the consolidated schools and were distributed as follows: three, in the \$1,300-\$1,400 interval; one in the \$1,400-\$1,500 interval; one in each of the \$1,700-\$2,000 intervals; two in the \$2,100-\$2,200 interval.

According to the information compiled in Table II, the mode salary for the rural teachers falls in the \$601-\$700

TABLE II
 CONTRACT SALARIES OF WOODWARD COUNTY TEACHERS
 1939-1940

Class Intervals	Ind. Dist.	Con. Dist.	Rural	Total
Below \$600	1	1	6	8
\$ 601--\$ 700			18	18
701-- 800		8	12	20
801-- 900	7	22		29
901-- 1,000	10	2		12
1,001-- 1,100	3	4		7
1,101-- 1,200	2	2		4
1,201-- 1,300				0
1,301-- 1,400		3		3
1,401-- 1,500		1		1
1,501-- 1,600				0
1,601-- 1,700				0
1,701-- 1,800		1		1
1,801-- 1,900		1		1
1,901-- 2,000		1		1
2,001-- 2,100				0
2,101-- 2,200		2		2
Total	23	48	36	107

interval; the mode for consolidated salaries is in the \$801-\$900 interval and for the independent district, in the \$901-\$1,000 interval.

The expenditures of the Woodward County teachers for the various items generally considered necessary for living in America are listed by tables in the following pages. Table III shows the expenditures for shelter, including house rent, room rent, fuel, electricity, water, repairs, equipment, household help, etc.

Fifty teachers reported an expenditure of \$5,320, an average of \$106.40 for house rent; this is an average of \$49.72 for the entire one hundred seven teachers. Thirty-nine teachers reported having spent \$3,100 for room rent, an average of \$79.48 each, or \$28.97 for each of the one hundred seven. Forty reported \$1,319 spent for gas or other fuel; this averages \$32.98 for each of the 40 or \$12.32 for each of the one hundred seven. For electricity fifty spent \$1,144, an average of \$22.88 or \$10.69 for each of the one hundred seven. Thirty-three reported an expenditure of \$374 for water, averaging \$11.33 for each, or \$3.49 for each of the one hundred seven. The cost of repairs reported by twenty teachers was \$1,062, and average of \$53.10 each, or \$9.98 for each of the one hundred seven. For servants or household help, twenty-two reported they spent \$768, averaging \$34.91 each, or \$7.18 each for the one hundred seven. Thirty-six teachers reported an expenditure of \$2,789 for

household equipment; this is an average of \$80.25, or \$26.06 for the entire average. Garage rent cost six of the teachers \$98, an average of \$16.33 or \$0.91 each for the one hundred seven. For miscellaneous items connected with maintaining the home, seventeen teachers reported an expense of \$1,335, an average of \$78.53 each or an average of \$12.47 for each of the one hundred seven teachers in the survey. The total expenditures reported by the one hundred seven teachers for the items listed under shelter was \$10,430, or an average of \$97.47.

In Table IV are listed the expenditures of the teachers for food including board and groceries. Some of them reported expenses on each, so evidently they boarded only part of the time. Forty teachers listed an expense of \$5,981 for board and eighty-four listed \$12,950 spent for groceries; this makes an average of \$144.52 for each teacher reporting on board and \$166.07 for each reporting on groceries. The average for the entire group is \$55.89 for board and \$130.19 for groceries. The total food bill reported was \$19,931, averaging \$160.57 for those reporting this item or \$186.27 for the one hundred seven.

Clothing expenditures are listed in Table V, including clothes bought, laundry, cleaning, pressing, remodeling, tailoring, dressmaking, and other items.

All one hundred seven teachers reported expenditures for new clothing in the amount of \$11,051, an average of \$103.28 each. Fifty-six reported \$1,185 spent for laundry of clothing; this is an average of \$21.16 for those listing

TABLE III
EXPENDITURES FOR SHELTER BY WOODWARD COUNTY TEACHERS
1939-1940

Item	Amount Spent	No. Rep't'g.	Average Rep't'g.	Average for 107
House Rent	\$5,320	50	\$106.40	\$49.72
Room Rent	3,100	39	79.48	28.97
Gas, Fuel	1,319	40	32.98	12.32
Electricity	1,144	50	22.88	10.69
Water	373	22	11.33	3.49
Repairs	1,062	20	53.10	9.92
Household Help	768	22	34.91	7.18
Household Equip.	2,789	36	80.25	26.06
Garage Rent	98	6	16.33	.91
Miscellaneous	1,335	17	78.53	12.47
Total	10,430	94	110.95	97.47

TABLE IV
EXPENDITURES FOR FOOD BY WOODWARD COUNTY TEACHERS
1939-1940

Item	Amount Spent	No. Rep't'g.	Average Rep't'g.	Average for 107
Board	\$ 5,981	40	\$144.52	\$ 55.89
Groceries	13,950	84	166.07	130.19
Total	19,931	102	195.40	186.27

TABLE V
EXPENDITURES FOR CLOTHING BY WOODWARD COUNTY TEACHERS
1939-1940

Item	Amount Spent	No. Rep't'g.	Average Rep't'g.	Average for 107
Clothes bought	\$11,051	107	\$103.28	\$103.28
Laundry	1,185	56	21.16	11.07
Cleaning, etc.	1,339	101	13.25	12.51
Tailoring	192	27	7.10	1.79
Total	13,799	107	128.96	128.96

this item or \$11.07 for each of the one hundred seven reporting. For cleaning, pressing, and remodeling one hundred one teachers reported a cost of \$1,339, averaging \$13.25 each or \$12.51 for the one hundred seven. For tailoring twenty-six reported an expenditure of \$32 which is an average of \$1.23 each or \$0.29 for each of the one hundred seven. Twenty-seven reported \$192 spent for dressmaking and other items, averaging \$7.10 or \$1.79 for each of the one hundred seven. The total expenditure for clothing reported was \$13,799; this is an average of \$128.96 for each of the one hundred seven teachers studied.

Table VI shows the expenditures of the Woodward County teachers for insurance in 1939-1940. The eighty-one who reported insurance listed a total of \$3,523 paid on premiums during the year. These payments were apportioned as follows: property insurance, twenty teachers reported \$393, an average of \$19.65; life insurance, seventy-two teachers reported \$2,774, an average of \$38.48; health and accident, eighteen teachers reported \$356, an average of \$19.77.

The Woodward County teachers borrowed a total of \$11,269, paid \$10,804 on debts and \$1,345 interest, according to the figures in Table VII. Fifty teachers reported money borrowed, forty-seven reported debt payments, and forty-six reported interest payments. The average amount of money borrowed was \$225.38; the average paid on debts was \$235; the average interest paid was \$29.24.

TABLE VI
EXPENDITURES FOR INSURANCE BY WOODWARD COUNTY TEACHERS
1939-1940

Kind	Premium Paid-- Annual	Number Rep't'g.	Average Rep't'g.	Average for 107
Property	\$ 393	20	\$19.65	\$ 3.37
Life	2,774	72	38.48	25.92
Health and Accident	356	18	19.77	3.23
Total	3,523	81	43.49	32.92

TABLE VII
EXPENDITURES FOR INTEREST AND DEBT PAYMENT BY
WOODWARD COUNTY TEACHERS, 1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Interest	\$ 1,345	46	\$ 29.24	\$ 12.57
Debt Payments	10,804	47	235.00	100.97
Money Borrowed	11,269	50	225.38	105.22

Table VIII lists the itemized expenditures of the Woodward County teachers for various health services during 1939-40. The one hundred two teachers reporting expenditures for some phase of health service listed their expenses at a total of \$3,724 which would average \$36.52 for each of them or \$34.80 for each of the entire group reporting in the study. This total was secured by compiling the following individual items in the specified amounts: doctor, \$1,523 reported by fifty-eight teachers, averaging \$262.60 each or \$142.34 for each of the one hundred seven; dentist, \$706 reported by eighty teachers, averaging \$8.82 each or \$6.59 each when applied to all participating in the study; oculist, \$347 for the thirty-two reporting, an average of \$10.84 each, or \$3.24 each considering one hundred seven; medicine, \$444 reported by 61 teachers, averaging \$7.28 each or \$4.15 each for one hundred seven; nurse, \$70 reported by two individuals, an average of \$35 each or \$0.65 each when applied to the whole group; hospital, \$562 reported by 14, averaging \$40.58 for them or \$5.31 for each of one hundred seven; substitute teacher, due to illness, \$72 reported by eleven teachers, an average of \$6.54 each or \$0.67 each if spread to cover the one hundred seven in the study. Only five of the teachers were fortunate enough or healthy enough to escape some health service expenditures during the year, according to their replies on the questionnaire. Considering the amount of illness among pupils, this is not at all surprising.

TABLE VIII
EXPENDITURES FOR HEALTH SERVICES BY WOODWARD COUNTY
TEACHERS, 1939-1940

Type of Service	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Doctor	\$1,523	58	\$262.60	\$142.34
Dentist	706	80	8.82	6.59
Oculist	347	32	10.84	3.24
Medicine	444	61	7.28	4.15
Nurse	562	14	40.58	5.31
Substitute due to illness	72	11	6.54	.67
Total	3,724	102	36.52	34.80

TABLE IX
EXPENDITURES FOR DEPENDENTS OTHER THAN OWN CHILDREN
WOODWARD COUNTY TEACHERS, 1939-1940

Type of School district	No. Rep't'g. Dependents	No. Dependents Rep'ted.	Average age	Amount Spent
Independent	3	3	\$100.00	\$ 300
Consolidated	14	17	121.71	1,704
Rural	7	7	56.28	394
Total	24	27	99.99	2,398

The teachers of Woodward County reported that they helped support a total of twenty-seven dependents other than their own children. Only twenty-four of the one hundred seven reported this item of expenditure and the amount they contributed was \$2,398, according to the figures stated in Table IX. This is divided as follows: three teachers in the independent school reported contributing \$300 toward the support of three adults (parents in each case); fourteen consolidated school teachers reported contributing \$1,704 toward the support of seventeen dependents other than own children (parents, brothers, or sisters in school in each case); seven rural school teachers reported contributing \$394 to seven dependents (parents in each case).

For the support of religious work, charity, and civic organizations, one hundred one teachers reported an expenditure of \$3,669 which is an average of \$36.32 each or \$34.28 for each of the one hundred seven. This contribution was distributed as follows: church, \$2,606 reported by ninety-six teachers, averaging \$27.70 each; Sunday School, \$285 reported by fifty, averaging \$5.70; Y. W. C. A., \$1.00, reported by only one teacher, Boy Scouts, \$75 reported by eighteen teachers, an average of \$4.16; religious literature, \$297 reported by thirty-seven teachers, averaging \$8.03; charity and civic organizations, forty teachers reported \$405, an average of \$10.12. This information is listed in Table X.

TABLE X
EXPENDITURES FOR RELIGION, CHARITY, AND CIVIC
ORGANIZATIONS, WOODWARD COUNTY TEACHERS
1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Church	\$2,606	96	\$27.70	\$24.35
Sunday School	285	50	5.70	2.64
Y. W. (M) C. A.	1	1	1.00	.01
Boy Scouts	75	18	4.16	.70
Religious Lit.	297	37	8.03	2.59
Charity, Civic Organizations	405	40	10.12	3.78
Total	3,669	101	36.32	34.28

TABLE XI
EXPENDITURES FOR TRANSPORTATION BY
WOODWARD COUNTY TEACHERS 1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Payment on Car	\$10,795	48	\$224.91	\$100.88
Car Fare	618	24	25.25	5.77
Care, Upkeep on Car	8,218	77	106.74	76.80
Total	19,641	97	202.48	183.56

Table XI shows the annual expenditures of the Woodward County teachers for transportation during 1939-40. Ninety-seven of the one hundred seven participating in the study reported transportation costs of some nature. The total cost was \$19,641, an average of \$202.48 each. This cost consisted of the following items in the stated sums: Payment on cars, \$10,795 by forty-eight teachers, averaging \$224.91; car fare, \$618 by twenty-four teachers, averaging \$25.25; care and upkeep of cars, \$8,218 by seventy-seven teachers, averaging \$106.74.

Expenditures for recreation as reported by the one hundred seven teachers total \$6,032 which is an average of \$56.37. The items composing this total follow: travel, \$2,886 reported by sixty-one, averaging \$47.31; reading material, \$736 reported by eighty-four, averaging \$8.76; concerts, \$71 reported by fourteen, averaging \$5.07; games and sports, \$388, reported by fifty, averaging \$7.76; movies \$863 reported by ninety-two, averaging \$9.38; cosmetics, tobacco, chewing gum, candy and other confections, \$1,288 reported by one hundred seven averaging \$12.03. These expenditures are listed in Table XII.

Table XIII shows the Woodward County teachers' expenditures for professional growth during the year 1939-40. The total cost reported by one hundred five teachers figured \$9,026 which is an average of \$85.96 each. The following listed items composed this total: summer school, extension and correspondence studies, \$7,031 reported by sixty-seven averaging \$104.94; professional books and magazines, \$517

TABLE XII
EXPENDITURES FOR RECREATION BY THE WOODWARD
COUNTY TEACHERS, 1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Travel	\$2,886	61	\$47.31	\$26.97
Reading material	736	84	8.76	6.87
Concerts	71	14	5.07	.66
Games, sports	388	50	7.76	3.62
Movies	863	92	9.38	8.06
Cosmetics, gum, candy, tobacco	1,288	107	12.03	12.03
Total	6,032	107	56.37	56.37

TABLE XIII
EXPENDITURES FOR PROFESSIONAL GROWTH BY
WOODWARD COUNTY TEACHERS, 1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Average for 107
Summer school, Exten., Corres.	\$7,031	67	\$104.94	\$65.71
Professional books, magazines	517	55	9.40	4.83
Professional organization dues	284	94	3.02	2.65
Professional meetings, conventions	1,194	100	11.94	11.25
Total	9,026	105	85.96	84.35

reported by fifty-five, averaging \$9.40; professional organizations, \$284 reported by ninety-four averaging \$3.02; professional meetings or conventions, \$1,194 reported by one hundred, averaging \$11.94.

Table XIV shows the savings and investments the Woodward County teachers reported from their income for the year 1939-1940. Thirty-eight teachers reported a saving of \$6,930 which is an average of \$182.37 each. Nine teachers from the independent city school reported a \$2,432 saving which averages \$270.02 each; nineteen independent consolidated school teachers reported a saving of \$2,638 which is an average of \$138.84; nine rural teachers reported a saving of \$1,860 which is an average of \$206.67. The average saving for each of the one hundred seven teachers reporting is \$64.70 according to their reports.

The expenditures of the Woodward County teachers for taxes are itemized in Table XV. Twenty-four reported a direct tax of \$1,006 or an average of \$41.92 on personal property and real estate; nine reported the sum of \$25 spent for income tax; fifty-one reported \$1,146 spent on special taxes. Apparently some of the teachers forgot about the driver's license and the tax tokens when they reported their tax bill. However it is possible that they included this expenditure in some other item. The total tax bill reported was \$2,177 by eighty-four, averaging \$25.91 each.

Miscellaneous expenditures were grouped under six headings including gifts, personal care, dues for lodge and club membership, postage, school supplies, and other items too

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TABLE XIV
 SAVINGS AND INVESTMENTS FROM INCOME BY
 WOODWARD COUNTY TEACHERS, 1939-1940

Type of School District	Amount Saved	Number Rep't'g.	Average Rep't'g.	Average for 107
Independent	\$2,432	9	\$270.02	---
Independent Consolidated	2,638	19	138.84	---
Rural	1,860	9	206.67	---
Total	6,930	38	182.37	\$64.70

TABLE XV
 EXPENDITURE FOR TAXES BY WOODWARD COUNTY TEACHERS, 1939-1940

Tax Item	Number Rep't'g.	Amount Paid	Average Rep't'g.	Average for 107
Direct	24	\$1,006	\$41.92	\$ 9.40
Income	9	25	2.77	.23
Special	51	1,146	22.47	10.71
Total	84	2,177	25.91	20.34

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numerous to list. Twenty teachers reported such miscellaneous expenditures in the total amount of \$766, an average of \$38.30 each. For gifts seven teachers reported having spent \$120, an average of \$17.14. Nine teachers reported \$98 spent for personal care, averaging \$10.88. One teacher reported \$11 spent for membership in lodges and clubs. Two teachers said they spent \$12 for postage. Nine teachers spent \$402 for school supplies, and two spent \$123 for other miscellaneous items. Table XVI shows these expenditures.

Table XVII gives a summary of the total expenditures reported by the teachers of Woodward County for the year 1939-1940. In this table the amount spent for each item is stated, together with the number of teachers who reported an expenditure for the item. Column four of the table gives an average amount spent by those reporting the item, while column five gives the percentage of the total expenditure each item is. In the total column at the bottom of the table, the sum given as the average expenditure is secured by dividing the total expenditure by the total number reporting. It is not the sum of the averages in column four.

In this chapter the writer has presented an accurate report of his findings concerning the income and the expenditures of the Woodward County teachers for 1939-1940 as reported to him in the questionnaires submitted. He can not presume to say that these findings in every case present a true picture of the situation in the entire county since some of the teachers did not return their questionnaires. However he has carefully compiled and tabulated the information available and has

TABLE XVI
 MISCELLANEOUS EXPENDITURES BY
 WOODWARD COUNTY TEACHERS
 1939-1940

Item	Number Rep't'g.	Amount Spent	Average Rep't'g.	Average for 107
Gifts	7	\$120	\$17.14	\$1.12
Personal Care	9	98	10.88	.91
Lodge dues, etc.	1	11	11.00	.10
Postage	2	12	6.00	.11
School Supplies	9	402	44.66	3.75
Other	2	123	61.50	1.15
Total	20	766	38.30	7.15

TABLE XVII
SUMMARY OF ANNUAL EXPENDITURES
WOODWARD COUNTY TEACHERS
1939-1940

Item	Amount Spent	Number Rep't'g.	Average Rep't'g.	Per cent of Total
Shelter	\$10,430	94	\$110.95	10.8
Food	19,931	102	195.40	20.6
Clothing	13,799	107	128.96	14.3
Insurance	3,523	81	43.49	3.7
Interest, and Debt Payment	1,810	65	27.84	1.9
Health	3,724	102	36.52	3.9
Dependents	2,398	24	99.99	2.6
Religion, etc.	3,669	101	36.32	3.0
Transportation	19,641	97	202.48	20.3
Recreation	6,032	107	56.37	6.3
Professional Advancement	9,026	105	85.96	9.4
Taxes	2,177	84	25.91	2.3
Miscellaneous	766	20	38.30	.9
Total	96,926	107	905.85*	100.0

* Refer to explanation of Table XVII, page 34.

reported his findings as accurately as possible. In Chapter III these findings will be discussed, analyzed, and compared. Several significant facts are obvious from the findings of this study. These will be pointed out specifically in Chapter III and Chapter IV.

CHAPTER III
FINANCIAL STATUS OF WOODWARD COUNTY TEACHERS
1939-1940

In Chapter I the purposes of this study were stated as follows: (1) to determine the amount of the income received and how this income was expended by the Woodward County teachers; (2) to learn what income the teachers received in addition to their teaching salaries; (3) to learn whether or not the salaries were adequate; (4) to learn how the Woodward County teachers compare with others in professional training and experience; (5) to compare the financial status of the Woodward County teachers with that of other teachers.

The first two chapters were devoted to an explanation of the methods used in making this investigation and to a detailed report of the facts as revealed by the study. Thus the first two purposes were accomplished. In this chapter, the writer considers the three remaining objectives.

In discussing the adequacy of teachers' salaries many questions arise to demand clarification. Some of these questions follow: Is the salary adequate to cover the teacher's expenditures? Is the salary adequate to provide the standard of living the teachers must maintain? Is the salary adequate to provide a savings for old age? Is the salary adequate to permit the support of a family? Can the salary meet other occupational competition?

A comparison of the total average salary (\$891.01; Table I) and the total average expenditures (905.85; Table XVII)

indicates a negative answer for the question, "Is the salary adequate to cover the teacher's expenditures?" When other income reported is added to the teaching salary, the total income is an average of \$931.63, which leaves the average margin of \$25.78 unexpended. This helps to answer question three. An average of \$25.78 saved each year for the active time of employment would hardly permit a teacher to retire financially independent. The average teacher lives fifteen years after retirement; the meager savings of the average teacher in this group would not provide a fund adequate to permit the maintenance of a very comfortable standard of living for that length of time.

The questions of the standard of living maintained and the number of dependents supported are somewhat bound together. The size of the family as well as the amount of the income has a definite bearing on the standard of living which can be maintained with a given salary.

The standard of living is a controversial issue in the study of any group of families or individuals. Perhaps it is true, as is commonly stated, that there are as many standards of living in a community as there are homes. Standards obviously differ among teachers, as indicated by the amounts reported spent for different items; for example, some teachers spent more for transportation than for food, shelter, and clothing, while others spent more for clothing than for food shelter, and transportation.

Some of the teachers have saved enough to own homes, but the majority have not. Table XVIII shows the number of teachers owning their homes and the value of these homes, etc. according to their reports. In the independent city school four of the twenty-three teachers own homes with a total value of \$10,250, or an average value of \$2,560. For the teachers reporting in this group 17.4 per cent own their own homes. Seven of the forty-eight teachers in the independent consolidated schools own homes with a total value of \$25,500, an average value of \$3,645. Fourteen and five-tenths per cent of this group are home owners. Nine rural teachers reported owning homes worth a total of \$11,800 which is an average of \$1,311 for each one reporting the item. The total value of the homes reported is \$47,550 which is an average value of \$2,377 for the twenty homes owned by the 18.6 per cent of the teachers covered in the investigation.

Since the standard of living and the expenditures must be influenced by sex, marital status, and number of dependents a study of these factors is included. Table XIX lists the one hundred seven teachers reporting, classifying them by type of school, by sex, and by marital status. In the independent school two married men, one single man, seven married women, and thirteen married women reported. In the independent consolidated schools fourteen married men, eight single men, twelve married women, and seventeen single women reported. The total was as follows: married teachers, fifty-three, nineteen men and thirty-four women; single teachers, fifty-four, thirteen men and forty-one women.

TABLE XVIII
HOME OWNERSHIP AMONG WOODWARD COUNTY TEACHERS
1939-1940

Type of School	Rent	Live with Parents	Own Home	Value of Home	Average Value	Per cent Owning
Independent	12	7	4	\$10,250	\$2,562	17.4
Consolidated	34	7	7	25,500	3,645	14.5
Rural	10	17	9	11,800	1,311	25.0
Total	56	31	20	47,550	2,377	18.6

TABLE XIX
MARITAL STATUS AND SEX OF WOODWARD COUNTY TEACHERS
1939-1940

Sex	Total			Married		Single		
	M.	S.	Indep.	Consol.	Rural	Indep.	Consol.	Rural
Male	19	13	2	14	3	1	8	4
Female	34	41	7	15	12	13	11	17
Total	53	54	9	29	15	14	19	21

Table XX shows the average total expenditures for the chief items listed by the teachers reporting. The teachers are grouped as single or married, then the total average is given for each size family. The average is also given for the superintendents of the eight consolidated schools. According to this table, the eight superintendent spent an average of \$364 for shelter, \$324 for food, \$187 for clothing, \$213 for transportation, and \$935 for all other items listed. Their expenditures totaled \$1,854 on the average while their salary averaged only \$1,473. They reported an average additional income in the amount of \$725 which, applied to total expenditures, leaves an average margin of \$244. It is to be noted that their eight men had a total of eleven dependent children and that they contributed an average of \$58 each to dependents other than own children. The average single teacher spent \$108 for shelter, \$165 for food, \$123 for clothing, \$171 for transportation, and \$555 for all other items listed. This is a total of \$1,122, while the average salary is \$1,048. Other income totals \$758, an average of \$14.04. Adding this to the salary and subtracting from the expenditures, a deficit of \$59.60 remains to be made up by borrowing.

The average married teacher, with or without children, spent \$216 for shelter, \$208 for food, \$131 for clothing, \$194 for transportation, and \$389 for all other items listed. This made an average of \$1,144 spent while the average salary was \$926. The additional income of \$2,162 averaged \$40, leaving a balance of \$178 to be borrowed or owed. The same table lists the average expenditure of the twenty-seven married teachers with no children, two in the family, man and

TABLE XX

COMPARATIVE COSTS FOR MAINTAINING FAMILIES BY WOODWARD COUNTY TEACHERS

1939-1940

Number Rep't'g.	Number in Family	Average Salary	Average expenditures					Total
			Shelter	Food	Clothing	Transport.	Others	
8	(Superin- tendents)	\$1,473	\$364	\$324	\$187	\$213	\$935	\$1,954
54	1	1,048	108	165	123	171	555	1,122
27	2	809	172	175	119	206	338	1,009
15	3	1,052	266	207	144	203	499	1,336
7	4	1,103	262	300	151	169	345	1,225
2	5	830	311	270	86	182.50	511.50	1,361
2	6	1,050	174	170	182	73.50	393.50	1,038
53	(Total married)	926	216	208	131	194	389	1,144

wife or woman and husband; the fifteen married teachers with three in family; the seven with four in the family; the two with five; the two with six in the family.

As will be seen by a comparison of the figures in this table, the expenditures do not necessarily increase with the size of the family; neither does the income, however. The only explanation is that the teacher with a family of three or four children has to maintain a lower standard of living or he has to sacrifice professional advancement in order to supplement his salary sufficiently to provide for his family's needs--to say nothing of his family's wants.

This comparison brings us to the further discussion of the standard of living which teachers are expected to maintain. Of the five different levels or standards of living described by Harry¹, the teacher is accorded the right to maintain the fourth standard. This is called the minimum comfort, or American standard because it is the standard maintained by most skilled workmen in the United States. The budget in this level would allow for: (1) Food: adequate for nourishment, with some possibility of choice. (2) Shelter: safe, physically, and morally, sanitary, with some privacy for individuals and some degree of comfort. (3) Clothing: suitable for the work which has to be done, comfortable for the climate, with opportunity for choice and beauty. (4) Surplus: for saving and well-being, for the spiritual, mental, physical, and social sides of life.

1. Harry, David P., Cost of Living of Teachers in the State of New York. (p. 14-15)

In order to avoid big controversial issues over the number of pairs of hose allowed or whether the teacher shall be allowed six or seven dresses at this level of living, Elsbree² selects the two items of the budget most basic, most nearly stable, and most readily calculable. He makes the percentage of the salary spent for these two items the common criterion for judging the absolute adequacy of the teacher's salary. These two basic items are food and shelter. If more than fifty per cent of the salary must be spent for shelter and food, then the income is considered inadequate since the balance left is not enough to provide properly for the remaining items in the budget.

It must be noted that all the budgets planned by the United States Bureau of Labor Statics and similar agencies are planned for the laboring man and his family. Several occupational differences exist which would demand variations in the percentage allotted different items. Clothing, for example, would probably cost more for the teacher than for the laboring man; food probably would cost less, due to difference in physical activity. Figure 3 shows the way the Woodward County teachers' dollar was spent in 1939-40. These percentages show that the salaries were adequate, based on Elsbree's³ criterion, food and shelter percentage. For food, 20.6 per cent of the income was spent, 10.8 per cent for shelter, making a total of 31.4 per cent for the two.

2. Elsbree, Willard S., op. cit. (p. 30)

3. Elsbree, Willard S., loc. cit.

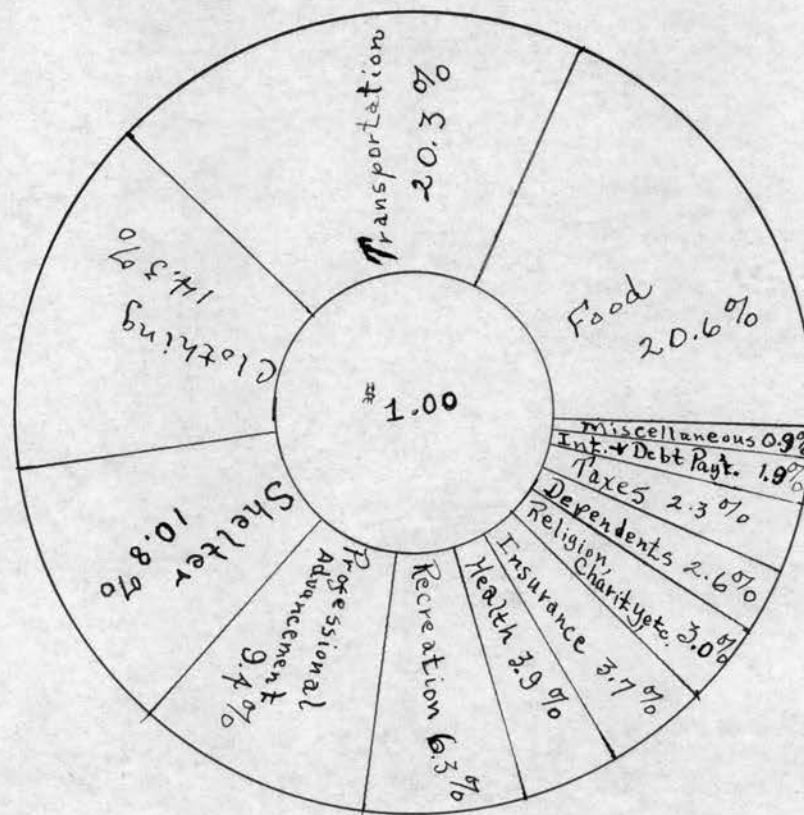


FIGURE 3

HOW THE WOODWARD COUNTY TEACHERS' DOLLAR WAS SPENT

1939-1940

However, in the majority of instances in Woodward County transportation is an item which is one of the absolute necessities for the rural teacher. As Figure 3 shows, 20.3 per cent of the total expenditures went for transportation. No doubt this is too high, but Woodward County is a very sparsely populated region, especially in the rural areas, the school districts are large, the homes far apart, and the schools not very near towns in most instances. This explains the fact that a large expenditure for transportation would be a necessity rather than a luxury as might appear on first thought. Another item essential in the school teacher's budget, but lacking in that of most laboring men, is the item of professional advancement, which accounted for 9.4 per cent of the Woodward County teachers' expenditures for 1939-40.

Thus, we see that for items which are necessities to the Woodward County teachers they spent: 20.6 per cent for food, 20.3 per cent for transportation, 14.3 per cent for clothing, 10.8 per cent for shelter and 9.4 per cent for professional advancement, making a total of 75.4 per cent of their total expenditures for necessities. For the remaining items on their budget, they spent the following specified percentages: health, 3.9; insurance, 3.7; religion, charitable, and civic organizations, 3; care of dependents other than own children, 2.6; taxes, 2.3; interest, and payment on debts, 1.9; all other expenditures, .9.

Table XXI and Table XXII show the average salaries of various other schools in Oklahoma comparable to Woodward.

TABLE XXI

COMPARATIVE SALARIES IN FIFTEEN OKLAHOMA SCHOOLS, 1939*

Population 5,000-10,000

City	Elementary			Jr. High School			High School		
	No. Rep.	Mean	Median	No. Rep.	Mean	Median	No. Rep.	Mean	Median
Altus	22	\$ 900	\$ 900	9	\$ 928	\$ 930	12	\$1,208	\$1,200
Anadarko	20	900	900	10	950	950	11	1,359	990
Blackwell	32	834	838	15	1,030	1,035	24	1,235	1,178
Bristow	22	1,077	1,100	8	1,213	1,220	19	1,403	1,350
Cushing	33	992	968	6	1,133	1,100	27	1,183	1,158
Duncan	34	941	945	17	1,050	1,050	17	1,279	1,175
Durant	27	900	900	13	996	990	14	1,186	1,143
Guthrie	26	1,000	1,000	14	1,136	1,083	13	1,273	1,275
Holdenville	25	914	918	10	1,010	983	8	1,013	1,025
Hugo	21	860	870	--	---	---	12	1,000	971
Miami	34	885	867	13	1,110	1,110	14	1,364	1,178
Norman	36	1,022	1,031	10	1,140	1,150	19	1,182	1,125
Sand Springs	30	883	900	--	---	---	29	1,229	997
Stillwater	24	1,088	1,100	14	1,229	1,200	16	1,381	1,400
Woodward	24	1,000	1,000	--	---	---	10	1,110	1,100
Total	410	952	950	139	1,078	1,059	245	1,237	1,180

* Special Salary Tabulations, Research Division, National Educational Association, June 1939. (Tabulations III-A, Page 9)

TABLE XXII
 COMPARATIVE SALARIES IN TEN OKLAHOMA SCHOOLS, 1939*
 Population 2,500-5,000

City	Elementary			Jr. High School			High School		
	No. Rep.	Mean	Median	No. Rep.	Mean	Median	No. Rep.	Mean	Median
Chandler	9	\$ 900	\$ 900	--	\$---	\$---	9	\$ 983	\$ 950
Claremore	19	966	956	3	---	---	10	1,210	1,171
Cordell	10	900	900	4	---	---	5	1,270	1,025
Drumright	38	953	950	--	---	---	21	1,260	1,258
Frederick	18	1,089	938	5	870	875	6	983	1,000
Maud	14	871	858	--	---	---	9	1,039	964
Okemah	14	857	856	7	893	900	10	950	933
Pawnee	10	960	956	--	---	---	11	1,286	1,250
Purcell	15	903	906	--	---	---	7	936	950
Sulphur	20	945	927	7	921	942	7	1,007	988
Total	167	945	929	26	912	929	95	1,118	1,103

* Special Salary Tabulations, Research Division, National Educational Association, June 1939. (Tabulations III-A, Page 16)

Since a state-wide salary schedule on a minimum basis prevails, it may be safely assumed that the state-wide salary average does not vary greatly from the salary average in Woodward County. Table XXIII shows a comparison of the Woodward County teachers' expenditure percentages with the expenditure percentages of Seminole and Pottowatomie Counties, Oklahoma in 1935-36 and with percentages given by the United States Department of Labor for the average family in the United States with an income of \$1,000 (the nearest one to that of the average of the teachers studied). Since the percentages are given, the comparison may be considered reliable, even though prices may have varied slightly.

As Table XXIII shows, Woodward County teachers spent a slightly greater per cent of their income for food than either of the other counties, but the teachers' percentage expenditure for food was less than half that of the average family with a similar income; 20.6 per cent for Woodward County teachers, 18.5 per cent for Seminole County teachers, 17.6 per cent for Pottowatomie County teachers, and 44.3 per cent of the average family went for food. It might be pointed out the average family studied consisted of five members while the average family of the teachers studied consisted of a little more than two members. This would partly account for the difference in percentage necessary for food; in addition, it might be pointed out that the average laboring man's physical activity would, in all probability be greater than the average teacher's; hence the need for greater quantities of food.

TABLE XXIII
 COMPARISON OF WOODWARD COUNTY TEACHERS' EXPENDITURES
 WITH THOSE OF OTHER TEACHERS AND THE NATIONAL
 AVERAGE FAMILY WITH \$1,000 INCOME YEARLY

Item	Percentages			
	Woodward	Seminole	Pottowatomie	Nat. Ave.
Food	20.6	18.5	17.6	44.3
Transportation	20.3	16.0	12.5	4.3
Clothing	14.3	13.2	13.4	9.2
Shelter	10.8	10.2	18.6	30.7
Professional Advancement	9.4	9.4	7.1	.8
Recreation	6.3	3.8	4.5	3.8
Health	3.9	4.6	4.4	4.9
Insurance	3.7	4.5	5.2	--
Religion, etc.	3.	3.2	3.2	1.3
Dependents	2.6	5.5	3.7	.4
Taxes	2.3	.9	1.6	--
Interest & Debt Payment	1.9	9.4	7.1	--
Miscellaneous	.9	.8	1.1	.3
Total	100.0	100.0	100.0	100.0

* Bureau of Labor Statistics, United States Department of Labor, "Income, Family Size, and Economic Level of the Family". Serial Number R-1064. (Table 10, p. 20)

Each item in the budget may be compared in a similar manner by studying Table XXIII.

The writer has made a detailed study of the costs of various commodities commonly called necessities in food and in clothing. He has also studied rents and transportation costs in an effort to determine whether or not the investigated teachers were extravagant in their expenditures. Table XXIV is an itemized list of staple groceries at the average prices quoted by local stores in the county during the year. Table XXV is an itemized list of common clothing as priced by the local merchants. Table XXVI is an itemized list of common automobile needs. Table XXVII shows the cost of board and room per month for the single teachers, regardless of whether or not they lived at home, rented a room and did their own cooking, or roomed and boarded in the home of others. This item is comparatively low, reflecting the true situation which is that more than half the single teachers did "light-housekeeping". This means they prepared their own meals, cared for their own rooms, etc.

After a careful study of this information, the writer concludes that the average Woodward County teacher's salary compares favorably with the average for teachers of similar schools in the state; that his expenditures appear to have been well managed when compared with those of similar position and with those of similar income; that his salary plus other income could be made to cover his present standard of living if he could be persuaded to lower his transportation costs

TABLE XXIV
 AVERAGE RETAIL GROCERY PRICES, WOODWARD COUNTY
 OKLAHOMA
 1939-1940

Item	Quantity	Price
Milk (Condensed)	14½ oz.	.06 2/3
Flour	48 lbs.	1.69
Meal	5 lbs.	.12
Sugar	10 lbs.	.51
Coffee	1 lb.	.25
Tomatoes	No. 2 can	.06 2/3
Beans	10 lbs.	.49
Shortening	4 lbs.	.38
Breakfast Cereal	13 oz.	.10
Granulated Soap	24 oz.	.17
Rice	4½ lbs.	.25
Bread	20 oz.	.10
Pork	1 lb.	.19
Beef	1 lb.	.27

TABLE XXV
 AVERAGE CLOTHING COSTS, WOODWARD COUNTY, OKLAHOMA
 1939-1940

Item	Cost
Sheets	.79
Muslin	.08
Cotton Dress Prints	.15
Ladies' Hose	.89
Men's Hose	.25
School Dresses	6.90
Overalls	.98
Shoes	2.98
Staple Suit	19.75
Blanket	2.98
Girls' Dresses	1.98
Boys' Shirts	.79
Underwear	.25
Women's Hats	1.98
Men's Hats	2.98
Men's Shirts	.98
Women's Coats (Summer)	10.00
Women's Coats (Winter)	25.00
Men's Coats	19.75

TABLE XXVI
 AVERAGE COST OF COMMON AUTOMOBILE NEEDS,
 WOODWARD COUNTY, OKLAHOMA
 1939-1940

Item	Cost
Automobile (new)	\$875.00
Tire (600 x 16)	12.00
Tube	1.60
Gas, per gallon	.16
Oil, per quart	.25
Lubricant, per pound	.15
Car Washed	1.00
Car Greased	1.00

TABLE XXVII
 AVERAGE MONTHLY COST OF FOOD AND SHELTER,
 WOODWARD COUNTY TEACHERS
 1939-1940

	Shelter	Food	Total
Single Teachers	\$ 9.00	\$13.75	\$22.75
Married Teachers	18.00	17.33	35.33

which appear relatively higher than positive necessity demands.

However, the writer realizes that the "plus other income" statement involves a sacrifice of professional proficiency which will be advantageous to neither the school nor the teacher. The teaching salary alone is definitely not adequate to meet the teachers' present standard of living, and one of three things must be done: (1) the teacher must lower his standard of living, (2) he must find other means of adding to his income during the time he should be making professional advancement, or (3) he must receive an increase in salary.

A reference to the material contained in Table XIV, showing the savings and investments of the teachers from their income as \$64.70 each, and to Table XVIII showing the percentage of teachers owning their homes, will convince even the most skeptical person that the salary is inadequate to provide for a very secure old age after retirement. The adequacy of the salary to induce capable young teachers to enter the profession is also questionable. This is in harmony with the trend in other parts of the United States.⁴ The Carnegie Foundation for the Advancement of Teaching has conducted a study which shows that at present the more mentally capable young men are preparing for more remunerative professions than teaching. To the writer's own knowledge

4. Learned, W. S. and Wood, B. DeK., Student and His Knowledge, 1938. The Carnegie Foundation for the Advancement of Teaching, New York City.

this is the situation which prevails in Woodward County at the present time and has prevailed there during the past six years.

At present the level of experience, tenure, and college preparation among Woodward County teachers compares favorably with those of the nation as a whole, considering average salary paid in each group. Figures released by the Research Division of the National Education Association in March 1940⁵ show that the average classroom teacher in the American public schools has had more than three years of educational training above high school graduation. The average teacher in the Woodward County survey has had an average of one hundred twenty semester hours of college credit. This is practically the equivalent of four years of college training, since one generally completes the four year course for a Bachelor's Degree with one hundred twenty-four semester hours. Table XXVIII shows this information together with the average college preparation of the teachers of each sex, each marital group, and each type of school.

Table XXIX shows the experience and tenure of the Woodward County teachers. In this phase Woodward County apparently is in line with national trends. The average experience of the teacher and the average tenure tends to increase from rural school to consolidated school to independent city school in Woodward County as in the nation. However, as

5. National Education Association of the United States, The Status of the Teaching Profession, Research Bulletin, Volume XVIII, Number 2, March 1940. (p. 56-57)

TABLE XXVIII
COLLEGE PREPARATION OF WOODWARD COUNTY TEACHERS
1939-1940

	Ind.	Ind. Con.	Rural	Average
Married men	151	139	78	130
Single Men	192	139	117	136
Married Women	131	113	91	108
Single Women	141	139	88	119
Average	143	130	91	120

TABLE XXIX
EXPERIENCE AND TENURE, WOODWARD COUNTY TEACHERS
1939-1940

	Indep.		Ind. Con.		Rural		Average	
	All Sch.	Pres. Sch.	All Sch.	Pres. Sch.	All Sch.	Pres. Sch.	All Sch.	Pres. Sch.
Married Men	3.5	1.5	12.0	5.0	9.7	3.3	10.7	4.4
Single Men	6.0	6.0	3.3	1.5	4.8	1.2	4.1	1.8
Married Women	12.1	8.0	8.7	3.3	8.0	1.4	9.1	3.5
Single Women	10.3	6.0	5.0	2.2	9.9	2.0	8.7	3.4
Total	10.0	7.3	8.0	3.2	9.0	1.6	8.5	3.4

Table XXIX shows, there is a slight difference in the national and county averages. In the rural schools, Woodward County teachers have an average of nine years experience, the consolidated teachers an average of eight years, and the independent teachers an average of ten years, whereas, the national averages are five, nine, and eleven years respectively.⁶ No figures on national average tenure were available for comparison but the average tenure for Woodward County teachers was 1.6, 3.2, and 7.3 years respectively for rural, consolidated, and independent schools.

In the matter of average salaries, Woodward County also conforms to the national trend in general. However, the fact that not all the teachers in the consolidated and city schools reported caused an apparent inconsistency which would not be the case if the upper salary bracket teachers of the independent school and the lower salary bracket teachers of the consolidated schools had reported.

The rural teacher's average salary is \$665 compared with the national average; the consolidated teachers reporting showed an average salary of \$1,084 which is in reality slightly high for the entire personnel if all had reported; the independent school shows an average salary of \$1,003 which is slightly low for the entire personnel if all had reported. It is to be regretted that not all the teachers responded to the questionnaire. However, many significant and interesting facts have been discovered in spite of this one obstacle.

6. Ibid. (p. 58-59)

Thus far the writer has drawn a comparison of the Woodward County teachers with other groups of teachers in the state and nation considering salary, income expenditures, standard of living, training, tenure, experience, and savings. It has been found that the Woodward County teachers in a general way are financially and professionally similar to other groups studied.

8 Consideration must now be given to the comparison of the teaching profession in its ability to compete with other professions in securing desirable recruits. In other words, how does the salary compare? Are the teachers able to save enough for a comfortable old age? Are new teachers of high quality in the process of training now? These points have been slightly touched upon already, but deserve more specific mention.

Public school teaching has been ranked eleventh in a group of sixteen occupations according to estimated average earnings during a working lifetime. The occupations ranked above public school teaching are medicine, law, dentistry, engineering, architecture, college teaching, social work, journalism, ministry, and library work. On the same basis the skilled trades, nursing, unskilled labor, farming, and farm labor fall below public school teaching. The minimum salary of the lowest professional grade in the classified service of the federal government is \$2,000. This is about \$100 higher than the average salary of all city teachers and more than \$1,150 above that for rural teachers.

As long as this situation prevails it is likely that the condition described in the Carnegie Foundation report will

7. Ibid. (p. 61)

8. Hoff, A. G., "An Equitable Basis for Determining Teachers' Salaries", American School Board Journal, Dec. 1939. (p. 21)

continue to exist. The report shows that students enrolled in the areas preparing for teachers ranked at the bottom of the distributions of the scores achieved on reliable measuring instruments when compared with students in engineering, medicine, journalism, and commerce ranking respectively in the higher brackets. The students in these areas are predominantly men who have selected these fields because they have learned that adequate incomes for the maintenance of a desirable standard of living for a man and his family are more probable than in the field of teaching.

In the opinion of the writer, the solution for this problem lies in making provisions in the salary schedule for a more adequate income for men teachers and for women teachers having dependent children to support. This is justifiable on the grounds that equal service in the classroom does not necessarily mean equal service to society. A man who provides for the economic needs of a wife and children, unquestionably renders more service to society than the teacher who maintains himself alone. The differentiation made by assigning supervisory and administrative duties with additional remuneration to teachers with families is a step in this direction, but is not an adequate solution.

CHAPTER IV

SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. The 107 teachers reporting in Woodward County had a total salary of \$95,338 and a total expenditure of \$96,926, a deficit of \$1,588.
2. The 107 teachers showed a total of \$4,347 income other than salary, making their total income \$99,685 and leaving them a total balance of \$2,659 after expenditures were made.
3. The average cost of living for each teacher was \$905.85 for the year while the average salary was \$891.01, showing that the annual salary is inadequate to provide the standard of living the teacher considers desirable.
4. Many teachers found it necessary to work at other tasks and to do their own cooking, laundry, etc. in order to make their income cover their expenditures. This raises the question of maximum efficiency in performing classroom duties.
5. No teacher retirement fund is provided in the county.
6. For professional advancement, the teachers spent 9.4 per cent of their total expenditures.
7. Necessities represent 75 per cent of the Woodward County teacher's expenditures.
8. Teachers of this county rank favorably with teachers in the state and nation in the matters of training, experience, tenure and salary.
9. The teachers' expenditure for transportation appears slightly higher than justified by necessity; however, it is not too high considering unusual local distribution of population.

10. The teachers' salary is inadequate to attract the most desirable youth to enter the profession.

RECOMMENDATIONS

1. Salaries must be raised to equal the salaries in other professions requiring comparable ability and training.
2. Salary schedules should contain allowances for legal dependents.
3. Teachers should budget their income and actually live within their budget--but the likelihood is that they will not on present salary and present professional requirements.
4. Salary schedules should make provision for annual increment beyond the five years of experience of the present schedule.
5. Salary schedules should provide additional pay for summer months if teacher studies or makes educational tours, or monthly salaries for the nine months' term should be increased to permit desirable professional growth.

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