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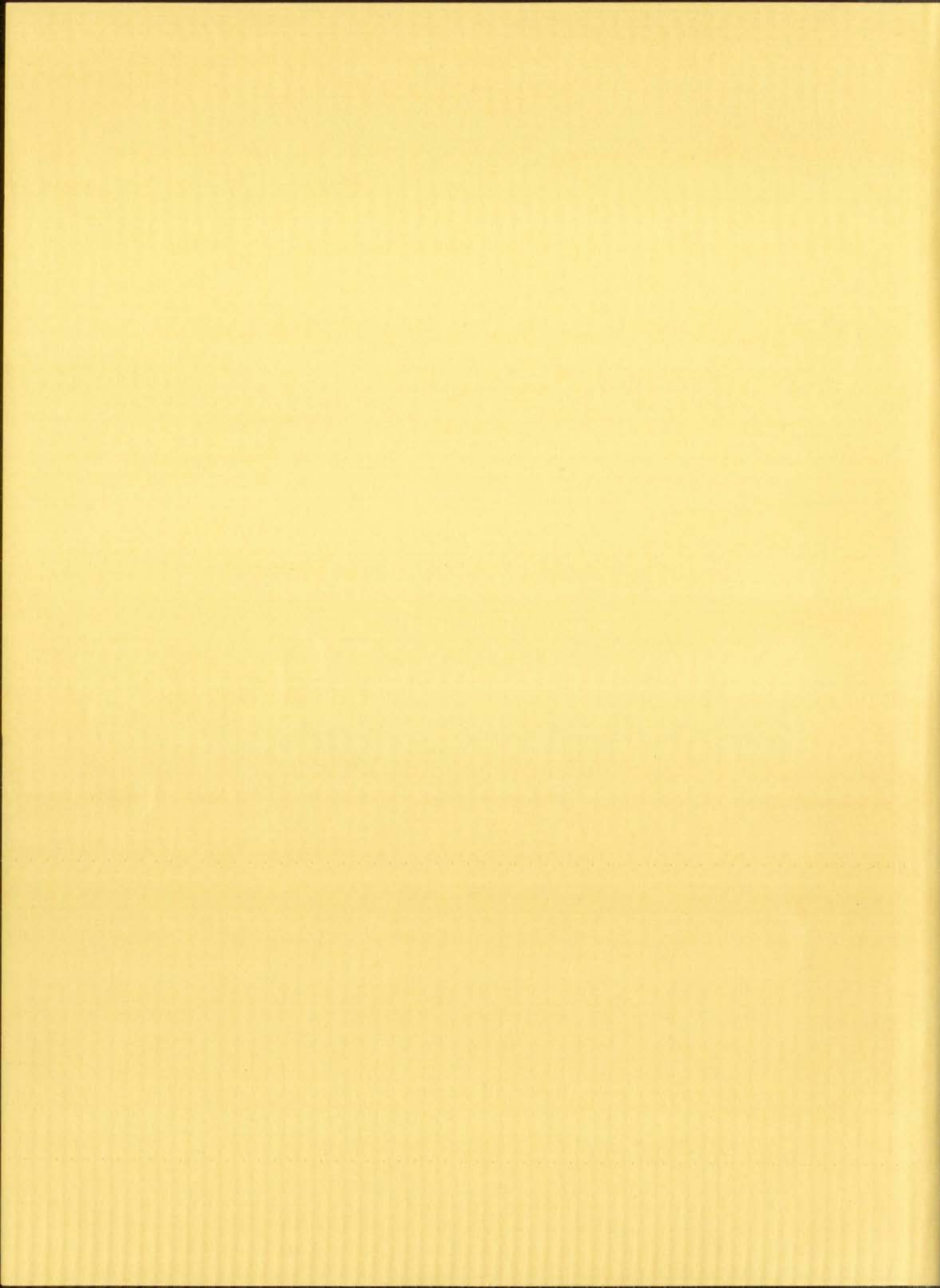
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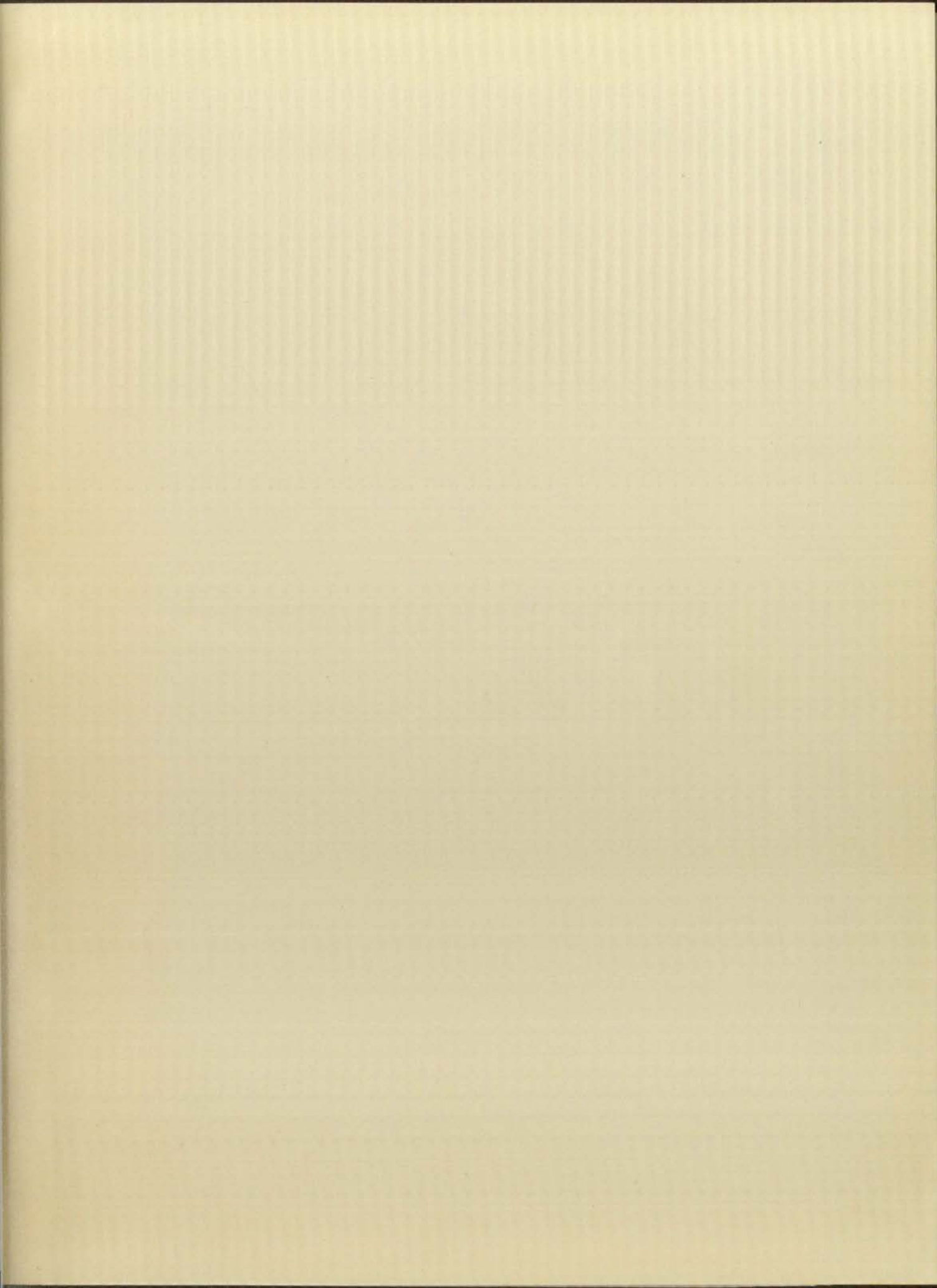
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EXPENDITURES BY STUDENTS
ATTENDING NEW MEXICO SECONDARY SCHOOLS

By
Max Kaslo

A Thesis

Submitted in Partial Fulfillment of the
Requirement for the Degree of
Master of Arts in Education

University of New Mexico

1951



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MASTER OF ARTS

E. H. Castetter

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August 7, 1950

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EXPENDITURES BY STUDENTS

ATTENDING NEW MEXICO SECONDARY SCHOOLS

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The writer is indebted to Dr. E. H. Fixley for the guidance and criticism that were so sorely needed in the development and completion of this study. He wishes to express gratitude to Dean S. P. Nanninga for the unfailing consideration shown personally and through his staff, and to Dr. Wilson H. Ivins whose challenge and stimulation have served as an Olympian source of inspiration. To the principals and students of the schools whose cooperation made this study possible, heartfelt appreciation is hereby extended.

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CHAPTER

I. INTRODUCTION

The purpose of this study is to investigate the relationship between the variables of the study. The study is designed to provide a comprehensive overview of the topic and to identify the key factors that influence the outcome. The study is organized into several chapters, each of which will focus on a specific aspect of the topic. The first chapter, which is the subject of this introduction, will provide a general overview of the topic and the objectives of the study. The subsequent chapters will delve into the specific details of the study, including the methodology, the data, and the results. The final chapter will provide a summary of the findings and a discussion of their implications.

II. REVIEW OF LITERATURE

The purpose of this chapter is to provide a comprehensive overview of the literature related to the topic. The chapter is organized into several sections, each of which will focus on a specific aspect of the literature. The first section will provide a general overview of the literature and the key findings. The subsequent sections will delve into the specific details of the literature, including the methodology, the data, and the results. The final section will provide a summary of the findings and a discussion of their implications.

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CHAPTER I

INTRODUCTION

The word "free," when applied to institutions or concepts in the United States, is acquiring an elastic connotation. Such terms as "free enterprise" and "free public education" are in common use and are accepted at face value, seldom examined under the radamanthine eye of serious inquiry. How free is "free public education" on the secondary level? Is America's ebullient pride in the democracy of its schools justified? The dynamic nature of today's schools, characterized by the broadening participation of all socioeconomic segments of the population, is introducing a wider range of school activities. These changes in the school and its pupils are demanding new functions that subtly require financial support by the individual students. Commercialized interscholastic athletics, clubs, and other school activities all cost money. Is this cost nominal or prohibitive to some students in New Mexico? Is "free" a specific or relative adjective when applied to high school education?

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to ascertain the expenditures made by students in

connection with their high school attendance in New Mexico; (2) to discover in what areas of the curriculum or extra-curriculum major costs may exist; (3) to learn the amount of income the high school students in New Mexico earn; and (4) to draw pertinent conclusions and make constructive recommendations from the data.

Delimitations of the study. This study is concerned with the expenditures made by students while attending high school for one school year, 1949-50. The survey is limited to students attending ten four-year high schools accredited by the North Central Association. Information from teachers or school administrators is not a part of this survey.

Importance of the study. One of the great concepts of democratic society is the privilege of free public education. This concept was not a revolutionary idea shot into law by the American revolutionists at the Constitutional Convention. A century of evolutionary work was needed to win the acceptance of the idea through the courts. The Kalamazoo decision of 1872 firmly set the legal precedent for tax-financed secondary schools. This decision established the groundwork enabling modern secondary education to grow and flourish, but in the unprecedented growth that followed were seeds of change. New objectives, new methods, new

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segments of the population to be served affect the nature of the school program. The method of financing public schools lags behind the changing function of the schools. Frequently new tasks are assumed by the schools and the source of income to pay for the new services is obscure. In some instances students are asked to share the burden of costs. Fees, dues, assessments, and other such charges are often sources of partial income. This study is important if expenditures by high school students in New Mexico are to be compared to similar outlays by students in other states. Are some New Mexico students handicapped by excessive expenses? When the situation concerning expenditures is known, national and state programs to meet the various exigencies can be developed and pursued.

II. DEFINITIONS OF TERMS

Expenditure. Any money spent by students for fees, dues, assessments, levies, or other cash outlay made in connection with any school activity is considered an "expenditure" for the purpose of this study.

Income. Any money earned by students working during school on a part-time basis or during summer months is considered "income" in this investigation.

segment of the population... the school system... have been the... new tasks and... to pay for the... students and... assessments, and... partial... high school... similar... Mexico... situation... state... developed and...

III. CONCLUSIONS

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III. SOURCES OF THE DATA

The findings in the study were based on a questionnaire submitted to eleven high schools distributed through the state, representing all major areas. Four thousand questionnaires were sent to these schools and the students completed 2,275. Since one school failed to return any of the questionnaires, the data reflects the situation existing in ten high schools of the state.

IV. METHODS OF PROCEDURE

This study was based on certain assumptions and was necessarily limited by the subjectivity of the questionnaire. The technique of survey by questionnaire has been seriously challenged by Sam Duker. The following quotation from his article illustrates the nature of criticism directed against this type of research:

The use of the questionnaire is a vice and a weakness mitigating against the recognition of educational research as a science. The questionnaire seeks secondary information on hearsay evidence concerning facts about which primary information and first-hand data are available. It is the voice of expediency, not that of science, which seeks to justify the procedure as saving time and money. The questionnaire requests opinion from those who have not shown to be qualified to give such opinion.

The questionnaire invites self-serving statements as answers. The respondent seeks to place

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IV. METHODS OF RESEARCH

This study was based on certain assumptions and was necessarily limited by the subjectivity of the questionnaire. The technique of survey by questionnaire has been critically challenged by Ben Nieren. The following quotation from his article illustrates the nature of criticism directed against this type of research:

The use of the questionnaire is a kind of weakness mitigating against the recognition of educational research as a science. The questionnaire seeks secondary information on heavily stereotyped issues concerning family, social, economic, educational and other data and available. It is the voice of expediency, not that of science, which seems to justify the procedure of saving time and money. The questionnaire receives opinion from those who have not known to be qualified to give such opinion.

The questionnaire invites self-serving statements on answers. The respondent tends to please

himself in the best possible light, not perhaps so much deliberately as instinctively. Failing to do so he does not respond.

The questionnaire fails to produce a sample the reliability of which can be verified. The silent no respondent, like the sphinx, is a perpetual question mark harrassing the truth seeker.¹

In spite of Duker's virulent criticism, this study proceeded with a questionnaire seeking only factual information from the respondents, not opinion or hearsay evidence. Who would know how much a pupil spends except the pupil involved? When school officials were asked for their opinions on student expenditures, it was found that their estimates were as much as 800 per cent too low.² Such authorities as Good, Barr, and Scates state that "The questionnaire is an important instrument in normative survey research."³

With awareness of the difficulties involved in the use of any measuring device, either objective or subjective, a questionnaire was constructed to secure specific information from the students based on the assumption that the

¹ Sam Duker, "The Questionnaire is Questionable," Phi Delta Kappan, 18:386, May, 1948.

² Harold Hand, "Hidden Tuition Charges in High School Subjects," Education Forum, 13:44-48, May, 1948.

³ C. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research. (New York: Appleton Century-Crafts, Inc., 1941), p. 325.

himself in the best possible light, not to say
so much as he really is, but to say
to do so he does not respond.

The questionnaire is a device for
the collection of which can be varied, the
extent of response, like the questionnaire,
generally, is not a matter of the
question.

In spite of these various criticisms, this study

proceeded with a questionnaire which only included infor-

mation from the respondents, not original data, and

hence, who would have been a fairly small group of

people involved. When school officials were asked for their

opinions on student expenditures, it was found that their

estimates were as much as 50 per cent too low. Such

authorities as Wood, Hart, and others stated that "the

questionnaire is an important instrument in psychology

survey research."

With reference to the difficulties involved in the

use of any measuring device, either objective or subjective,

a questionnaire was constructed to measure attitudes in the

matter from the students based on the assumption that the

1. See, for example, "The Questionnaire as a Research Device,"

The Public Opinion, 1930, May, 1930.

2. Harold Ross, "Public Opinion Changes in the School

Subjects," Education Forum, 1934-35, May, 1934.

3. O. V. Good, A. E. Lewis, and G. L. Lewis, The

Measurement of Educational Research, New York: Macmillan

Company, Inc., 1931, p. 113.

students would have the information and would present it accurately. It was further assumed that the school authorities would provide adequate time and facilities for the students to complete the questionnaires. A copy of the questionnaire can be found in the appendix.

Upon receipt of the completed questionnaires, the total amounts of student expenditures and income for 20 per cent of each group were tabulated as a check for consistency of the sampling. Classification of the questionnaires by sex, grade, and income was the next step. Fifty-seven separate groups were identified and all questionnaires were properly grouped. Each group was then tabulated on distribution tables constructed for each of the sixteen questions included in the survey. These grouped distributions served as the raw data from which the findings were made and from which the tables and graphs presented herein were developed. Thirty-five (1.4 per cent) questionnaires, consisting of those with obviously facetious answers, illegible writing, and incomplete information as to grade, age, sex, or other details, were set aside as unusable.

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The literature germane to this study will be discussed in Chapter II. In Chapter III the findings concerned

students would have the opportunity to study the

materials. It was found that the students

also would have the opportunity to study the

materials to a greater extent. A study of the

questionnaire can be found in the appendix.

Upon receipt of the questionnaire, the

total amount of student expenditures for the

cost of each group was calculated and the

of the sampling. The results of the

sex, grade, and income were also

the groups were selected and the

properly grouped. Each group was

which tables were used for each of the

included in the survey. The results

as the two groups were compared

which the results were compared to the

Thirty-five (1.4%) of the students

those with opportunity to study the

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details, now are being

V. CONCLUSION

The literature on the subject of

concern in Chapter 1. The literature on the

with student expenditures will be analyzed and presented in tabular and graphic form. Chapter IV will set forth the findings on student earnings. In the final chapter the summary of the data and the conclusions and recommendations based on these data will be presented.

with some recommendations will be made and presented to
the Board and the public. Chapter IV will set forth the
findings on the basis of the study. In the final chapter the
summary of the study and the conclusions and recommendations
based on those data will be presented.

EFFICIENCY OF THE PUBLIC SCHOOL

BY
J. H. HARRIS

CHAPTER II

REVIEW OF RELATED STUDIES

Critical examination of the literature bearing upon school expenditures by high school students revealed two main truths: (1) concern for costs to students has been a comparatively recent development, and (2) little intensive research has been conducted on the problem.

The concept of free public high schools has been generally accepted throughout the United States. Schoolmen, confronted with expanding enrollments and curricula, have been constantly at wits' end to meet major financial crises concerning buildings, salaries for teachers, and athletic programs. The seemingly small amounts spent by students for such items as club dues, school publications, laboratory and graduation fees, failed to impress them. The misconception of student expenditures by school authorities was dramatically illustrated in the study reported by H. C. Hand.¹ He pointed out that the median cost to students was \$125, whereas the principals in charge of the schools surveyed had estimated the expenditures of students to be seven to fifteen dollars each.

¹ Harold C. Hand, General Education in the American High School (Chicago: Scott Foresman and Company, 1942), pp. 3-42.

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Much of the concern for student costs stems from the pioneering work of George Counts, in whose book The Selective Character of American Secondary Education² the relationship between the economic level of the student's family and his attendance at high school was overwhelmingly evidenced. Two reports in 1938 reinforced Counts' study with new evidence and a ringing challenge for action. Youth Tell Their Story by Howard Bell,³ and Eckert and Marshall's When Youth Leave School⁴ issued clarion calls to Americans to examine the failure of the public schools to reach all socio-economic segments of the population.

The census of 1940 disclosed some shocking facts concerning public education, one of which was the revelation that 25 per cent of the youth between fourteen and seventeen years of age were not attending school. In the year of the census, the report of the Educational Policies Commission in Education and Economic Well-Being in American Democracy⁵

² George Counts, The Selective Character of American Secondary Education (Chicago: University of Chicago Press, 1922), 162 pp.

³ Howard M. Bell, Youth Tell Their Story (Washington, D. C.: American Council on Education, 1938), 273 pp.

⁴ Ruth E. Eckert and T. O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, 1938), 360 pp.

⁵ Education and Economic Well-Being in American Democracy (Educational Policies Commission of the National Education Association, 1940, Washington, D. C.), pp. 107-109.

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issued further warnings as to the effect of family purse strings on children's attendance at school. The same relationship between dollars and school attendance was again exposed by Bernard Karpinas⁶ in his article in the School Review. In 1944 Warner, Havighurst, and Loeb published a comprehensive work entitled Who Shall Be Educated?⁷ in which more facts relating family income to school attendance were presented.

But it was the depression of the 1930's that forced new and imaginative examination of some of the common assumptions the American culture regarded as secure. Needy students could not afford to attend the free public high schools and were allowed to earn a maximum of six dollars per month by the National Youth Administration. The six-dollar figure was arbitrarily established as an emergency measure. In 1942 the National School Work Council became concerned about the adequacy of this amount and the first serious investigation of costs to students was undertaken as a separate area of investigation. The Council organized a study of student spending in 134 high schools located in

⁶ Bernard D. Karpinas, "School Attendance as Affected by Prevailing Socio-Economic Factors," School Review, 51: 39-49, January, 1943.

⁷ W. E. Warner, R. J. Havighurst, and M. B. Loeb, Who Shall Be Educated? (New York: Harpers and Brothers, 1944), 190 pp.

issued further warning to the school of the danger of
strains on children's attention. The school
relationship between the school and the child
expressed by Bernard Weiner in his article in the same
issue. In 1955 Weiner, Levinson, and Lippman
comprehensive work on the school and the child
more facts relating to the school situation were
presented.

But it was the discussion of the 1950's that
new and imaginative approaches to the school
solutions the American school was required to make. Early
students could not afford to attend the school
schools and were required to attend the school
per month by the National Youth Administration (N.Y.A.)
better figure was estimated as a result of the
measure. In 1942 the National Council on Education
concerned about the quality of the school and the
serious investigation of the school was undertaken
a separate area of investigation. The Council organized
study of student spending in 1942 with results in

© Bernard D. Weiner, "School Attendance and
by Prevalent Social-Economic Factors," *Child Welfare*, 32
39-42, January, 1951.

W. E. Warner, R. C. B. Vignette, and R. F. Lippman,
Child Welfare (New York: National Council on Education, 1951),
199 pp.

twenty-nine states and used data from 19,000 student respondents to a questionnaire. The findings of this comprehensive work, by far the most exhaustive investigation of this subject yet undertaken, would serve well as a present norm except that inflation has vitiated any method of validating the significance of dollars spent in 1942 as compared to dollars spent in 1950.

During 1942 Paul Jacobson appealed for a more nearly adequate work assistance program in the high schools in these words: "Assistance for needy but able pupils, earned by doing necessary work in the community or at the school and sufficient in amount to keep them in school at a comfortable, not luxurious, level, is an education must in a democracy."⁸ Specific reports on the study made by the National School Work Council were written by Jacobson and published in the National Association of Secondary School Principals Bulletin⁹ and the School Review¹⁰ in 1944.

William Rosenstengel, in his article entitled "Are

⁸ Paul B. Jacobson, "Cost of High School Attendance," School Review, 50:554-6, October, 1942.

⁹ Paul B. Jacobson, "Cost of Attending High School," National Association of Secondary School Principals Bulletin, 22:3-28, January, 1944.

¹⁰ Paul B. Jacobson, "Personal Expenses of High School Students," School Review, 52:350-5, June, 1944.

Twenty-nine states and over 10,000 students
applied to a questionnaire. The findings of this survey
showed that the most extensive investigation of
this subject yet undertaken, would serve well as a basis
for work except that inflation has vitiated any method of val-
uating the significance of dollars spent in 1945 as compared
to dollars spent in 1930.

During 1943 Paul Jacobson appeared for a year as
educator work assistance program in the high schools in these
words: "Assistance for needy but able pupils, secured by
being necessary work in the community or at the school and
efficient in amount to keep them in school at a substantial
not taxation, level, is an education goal in a democracy."
Specific reports on the study made by the National School
Work Council were written by Jacobson and published in the
National Association of Secondary School Principals Bulletin
and the School Review in 1944.
William Rosenzweig, in his article entitled "A"

9 Paul E. Jacobson, "Cost of High School Attendance,"
School Review, 50:284-8, October, 1942.
10 Paul E. Jacobson, "Cost of Attending High School,"
National Association of Secondary School Principals Bulletin,
22:2-28, January, 1944.
11 Paul E. Jacobson, "Personal Expenses of High School
Students," School Review, 52:280-8, June, 1944.

High Schools Free?"¹¹ reported a mean expenditure for high school students of \$104 per year and concluded, "There are today many who cannot afford the expenses involved in going to high school." Grace Wright found that average expenditures of pupils ranged from \$62.96 in the ninth grade to \$109.14 in the twelfth grade.¹²

The senior prom was criticized by Sidney C. Gould as "costly, exclusive, deserted."¹³ Gould found that the cost of the prom averaged eight dollars per bid, but that the after-prom expenses averaged thirty-five dollars a couple.

The most recent investigation of student expenditures was made by Harold Hand, who surveyed the charges levied by schools for such items as science laboratory fees, gymnasium lockers and equipment, art courses, and dues for school clubs and other activities. He concluded that, "Typically speaking, the size of the family purse is the most significant thing to know about an American child if one is trying to predict how long he will remain in school."¹⁴

¹¹ William E. Rosenstengel, "Are High Schools Free?," Nation's Schools, 34:21, June, 1944.

¹² Grace S. Wright, "High School Attendance and Family Income," School Life, 29:7-10, June, 1944.

¹³ Sidney C. Gould, "Senior Prom: Costly, Exclusive, Deserted," Clearing House, 22:339-40, February, 1948.

¹⁴ Harold C. Hand, "Hidden Tuition Charges in High School Subjects," Educational Forum, 13:441-48, May, 1949.

High School... school students... today many the school... to high school... turn of people... first is in the... The school... "socially, economically, and... of the more advanced... after-school... The school... was made by... schools and... lockers and... and other... this also of... to know about... how long...

-
1. William... the first...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
 9. ...
 10. ...

It can be seen that relatively few investigations have been conducted in this field compared to other problems in education, such as school taxation or teachers' qualifications. Perhaps more attention will be directed into this area since the publication of Harold Hand's bulletin How to Conduct the Hidden Tuition Costs Study which outlines in general one procedure for determining student expenditures.¹⁵

¹⁵ Harold C. Hand, How to Conduct the Hidden Tuition Costs Study (Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 4. Springfield, Illinois: Office of the State Superintendent of Public Instruction, May, 1949), 51 pp.

It can be seen that the following have been contacted in this field work as well as other persons in education, such as school teachers or librarians. Perhaps more attention will be directed into this area since the publication of Harold Hand's Bulletin No. 12 Conduct the Hidden Child in the Field which outlines a general one procedure for determining student expenditures.

10 Harold F. Hand, How to Conduct the Hidden Child
Coast Study (Chicago: Bureau of Child Welfare, 1935)
School Curriculum Project, Illinois State Department of Education
Illinois: Office of the State Superintendent of Education
Innovation, May, 1935, p. 25.

THE
BUREAU OF
EDUCATION

CHAPTER III

EXPENDITURES MADE BY STUDENTS

How much money do students spend in connection with their high school attendance in New Mexico? The following analysis of the data gathered from the questionnaires will provide an insight into the problem within the high schools of the state as reflected by the specific conditions existing in the ten schools participating in this study. The discussion of expenditures by students is comprehensive. No arbitrary classification of costs into such areas as "hidden tuition" or "social charges" was attempted. The findings on student expenditures are presented in this chapter in detail for each item. If the reader is interested only in the highlights or in a summary of the findings, he should turn to Chapter V.

A detailed analysis of total expenditures reported by all respondents is presented in Table I, Page 15, representing the composite spending by the students for all school purposes as itemized in the remaining sixteen tables in this chapter.

The range of total expenditures was great, extending from \$9. reported by freshman and sophomore boys, to \$710. reported by senior boys. The median as a measure of central tendency was employed in this and all following analyses to

EXPERIMENTAL STUDY

How much money is required to provide a satisfactory education for their high school graduates? This question is the subject of the analysis of the data obtained from the questionnaire which provides an insight into the problem within the high schools of the state as reflected by the specific conditions existing in the ten schools which have been selected for study. The discussion of experimental design is supplementary to the arbitrary classification of cases and is not a part of the "tution" or "actual" design, as suggested. The first part of student experience is presented in this chapter in detail for each item. It is the purpose of this chapter to present the rights of the student in the experimental design.

Chapter V

A detailed analysis of the experimental design is presented by all respondents in Chapter V. The design is presented in Chapter V, including the components presented in the chapters for all schools purpose as indicated in the preceding chapter table in this chapter.

The range of experimental design is presented in Chapter V, from 38, reported by the respondents in the questionnaire, to 39, reported by the respondents in the questionnaire. The number of respondents of each design was reported in the questionnaire and is presented in the

TABLE I

RANGE OF TOTAL SCHOOL EXPENDITURES
BY 2,240 HIGH SCHOOL STUDENTS

Group	Low	Q1	Median	Q3	High
Freshman boys	\$ 9.00	\$23.00	\$ 53.60	\$ 63.40	\$550.
Freshman girls	11.00	25.85	40.00	70.15	555.
Sophomore boys	9.00	30.10	46.40	90.00	447.
Sophomore girls	12.00	29.50	48.00	103.75	585.
Junior boys	10.00	45.62	64.00	120.00	358.
Junior girls	13.00	16.19	67.70	119.00	459.
Senior boys	11.00	90.58	135.00	167.36	710.
Senior girls	12.00	90.88	125.30	198.46	590.
All boys	9.00	33.00	77.00	112.50	710.
All girls	11.00	34.62	78.00	115.00	590.
Grand total	9.00	34.11	77.00	113.75	710.

TABLE I

RANGE OF TOTAL SCHOOL EXPENDITURE
BY 2,860 HIGH SCHOOL STUDENTS

Group	Low	High	Median	Q3	Q1
Freshman boys	\$ 8.00	\$25.00	\$ 8.00	\$ 8.00	\$ 8.00
Freshman girls	11.00	28.00	10.00	10.00	10.00
Sophomore boys	9.00	20.10	18.00	18.00	18.00
Sophomore girls	11.00	20.00	18.00	18.00	18.00
Junior boys	10.00	25.00	18.00	18.00	18.00
Junior girls	12.00	18.00	18.00	18.00	18.00
Senior boys	11.00	20.00	18.00	18.00	18.00
Senior girls	12.00	20.00	18.00	18.00	18.00
All boys	8.00	25.10	18.00	18.00	18.00
All girls	11.00	28.00	18.00	18.00	18.00
Grand total	8.00	25.11	18.00	18.00	18.00

offset undue influence of extreme cases.¹

The median total expenditure for all school purposes was found to be \$77. Little difference existed between medians for all boys and all girls as groups. However, the freshman boys were found to have a median expenditure of \$53.60 while the median expenditure for freshman girls was \$40., representing the greatest single difference within a class. The lowest median expenditure was the \$40. found for freshman girls and the highest, \$135., was found for senior boys. Seniors as a class were found to have a median total expenditure approximately twice that of the juniors and three times that of the freshmen and sophomores.

Figure I, Page 17, shows the median total expenditures reported by all respondents, and facilitates comparisons between class and sex.

Expenditures for school supplies. School supplies represent the most frequent expenditures by students. In Table II, Page 18, is an analysis of student spending for such supply items as pencils, paper, pens, notebooks, ink, and erasers.

Nearly all (98 per cent) of the students reported spending money for these school supplies. The lowest

¹ Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1946), 493 pp.

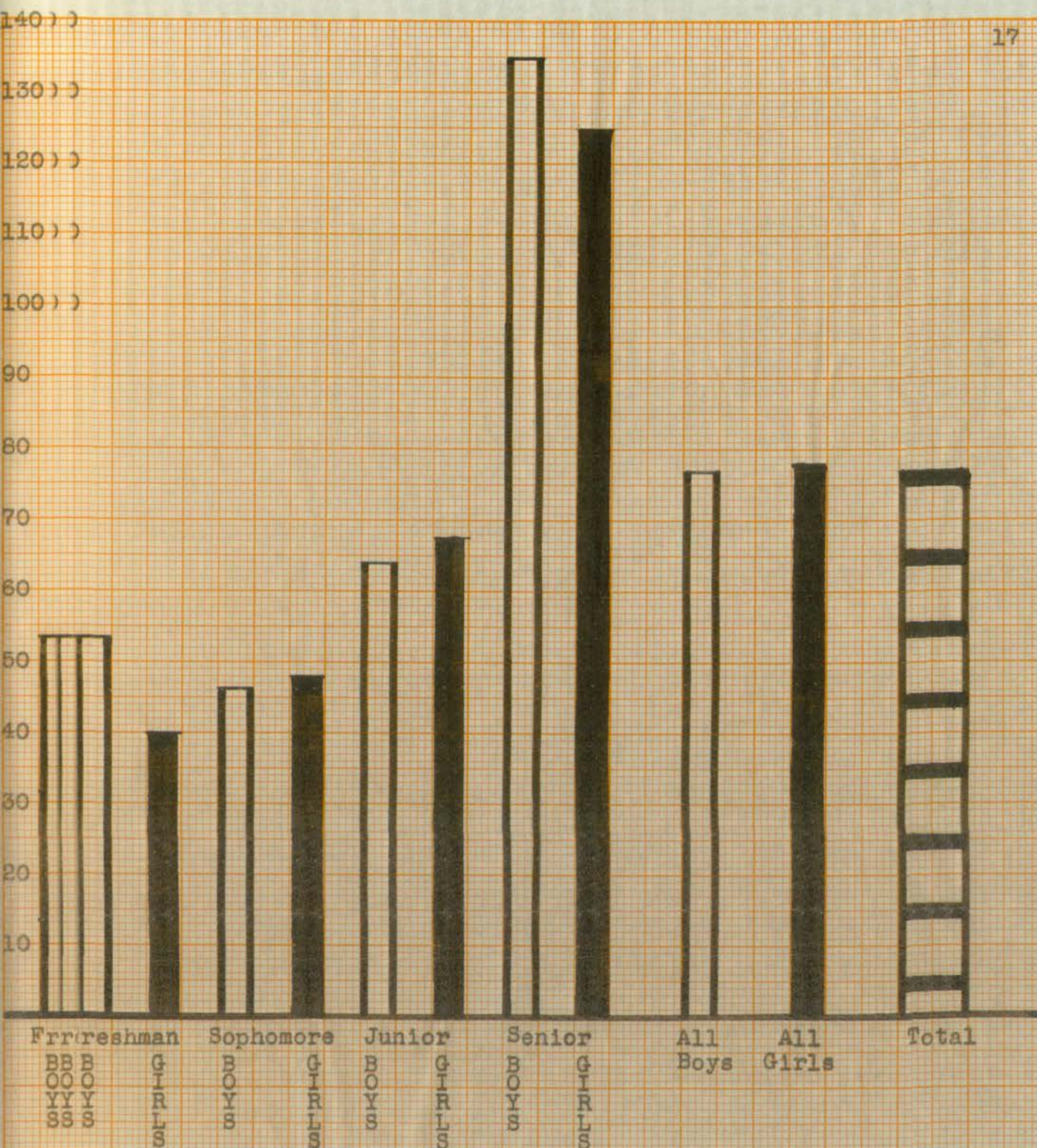


FIGURE I

MEDIAN TOTAL EXPENDITURES BY 2,240 HIGH SCHOOL STUDENTS

140
130
120
110
100
90
80
70
60
50
40
30
20
10

Freshman Boys
Freshman Girls
Sophomore Boys
Sophomore Girls
Junior Boys
Junior Girls
Senior Boys
Senior Girls
Total

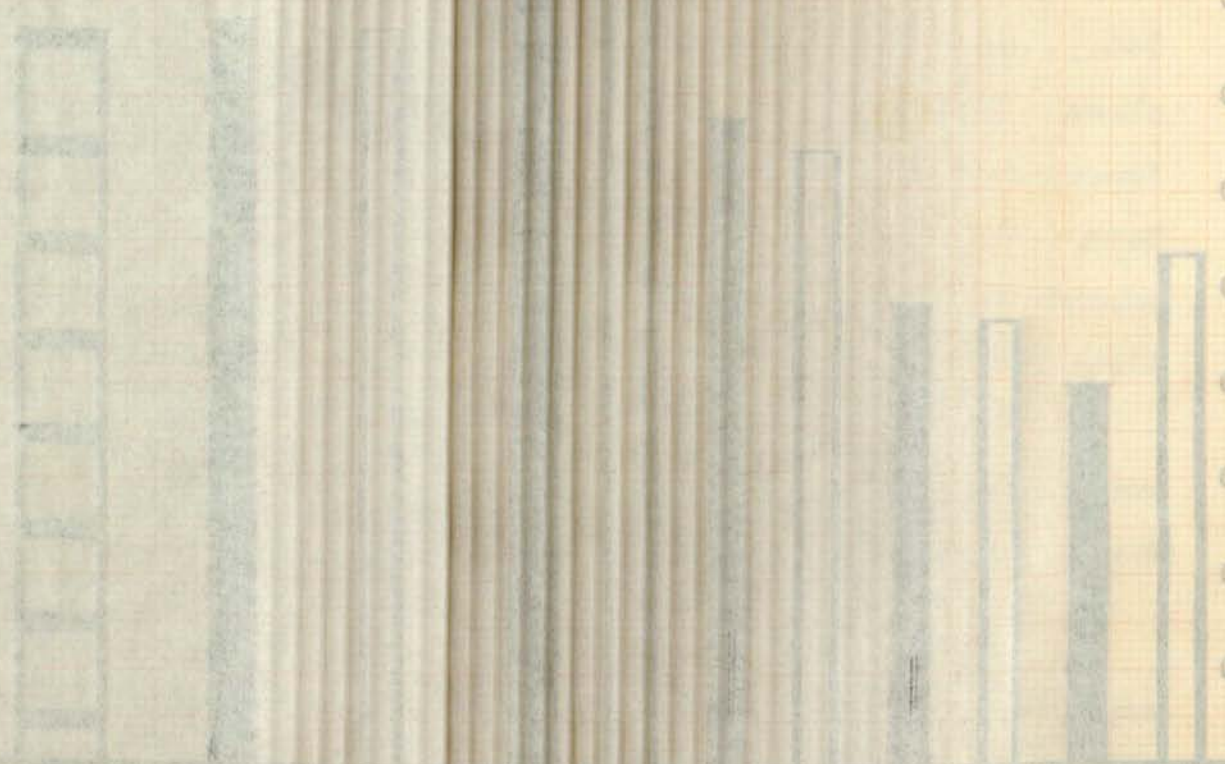


FIGURE 1
MEDIAN TOTAL WEIGHT IN POUNDS BY SEX AND GRADE

TABLE II

RANGE OF EXPENDITURES FOR SCHOOL SUPPLIES
BY 2,232 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	100	\$1.00	\$6.50	\$ 9.65	\$14.53	\$200.
Freshman girls	95	1.50	7.30	11.66	16.60	48.
Sophomore boys	92	1.50	7.27	11.65	18.00	145.
Sophomore girls	97	3.00	7.25	11.42	14.37	100.
Junior boys	100	2.00	6.50	11.20	15.60	100.
Junior girls	100	2.50	6.61	11.00	20.00	150.
Senior boys	100	2.00	6.45	11.30	26.40	100.
Senior girls	100	4.00	7.17	14.20	20.00	200.
All boys	98	1.00	6.70	10.50	18.30	200.
All girls	98	1.50	7.00	12.30	18.20	200.
Grand total	98	1.00	6.80	12.00	18.20	200.

TABLE 1

NUMBER OF STUDENTS AND TEACHERS
BY GRADE AND SEX

Grade	Boys	Girls	Total	Teachers
Kindergarten	100	100	200	10
First	150	150	300	15
Second	120	120	240	12
Third	180	180	360	18
Fourth	160	160	320	16
Fifth	140	140	280	14
Sixth	120	120	240	12
Seventh	100	100	200	10
Eighth	80	80	160	8
Ninth	60	60	120	6
Tenth	40	40	80	4
Eleventh	20	20	40	2
Twelfth	10	10	20	1
Total	1000	1000	2000	100

percentage of any class reporting such expenditures was the sophomore boys, 92 per cent of whom indicated disbursements for this purpose. The only other groups reporting less than 100 per cent making expenditures for these supplies were freshman girls and sophomore girls.

Amount expended for school supplies ranged from \$1. reported by freshman boys, to a high of \$200. reported by senior girls and freshman boys. In all cases the high of \$200. was explained by the students as covering the purchase of expensive mechanical pen and pencil sets and typewriters.

A median expenditure of \$12. was found for all students as a group. Freshman boys had the lowest median expenditure of \$9.65 compared to the high of \$14.20 found for senior girls. The interquartile range computed for all respondents as a group was \$6.80 to \$18.20. This range was typical of both boys and girls, but considerable variation existed between the classes. The range for senior boys was the highest, with \$6.45 to \$26.40 encompassing the middle 50 per cent, whereas the middle 50 per cent of the sophomore girls spent between \$7.25 and \$14.37.

Expenditures for textbooks. New Mexico provides free textbooks for all public school students. In spite of this fact, students reported sizeable expenditures for school textbooks. Included in their responses were notations that

percentage of 100.00, the average of 100.00
sophomore level, 2.00 per cent of 100.00
for this purpose. The average of 100.00
100 per cent of 100.00, the average of 100.00
freshman girls and sophomore girls.
Amount expended in 1911 was 100.00 per cent
reported by freshmen boys, 100.00 per cent
senior girls and freshmen girls. The average of 100.00
\$300.00, was expended by 100.00 per cent of 100.00
of expenditure was 100.00 per cent of 100.00
A median expenditure of 100.00 per cent of 100.00
denote as a group. Freshman boys 100.00 per cent of 100.00
percentage of 100.00 per cent of 100.00
senior girls. The average of 100.00 per cent of 100.00
percentage of 100.00 per cent of 100.00
typical of both boys and girls, 100.00 per cent of 100.00
extended but not 100.00 per cent of 100.00
the highest, 100.00 per cent of 100.00
per cent, average, 100.00 per cent of 100.00
girls went beyond 100.00 per cent of 100.00

Expenditure in 1911. The average of 100.00
textbooks for all school-boys, 100.00 per cent of 100.00
textbooks, 100.00 per cent of 100.00

the amounts spent were for deposits, damaged books, or replacement charges, but nevertheless the money was expended for text materials.

Table III, Page 21, shows that 45 per cent of all students reported expenditures for textbooks. This percentage was the same for all boys and all girls as groups, although there was variation among the classes. The highest group reporting textbook disbursements was the senior girls, 64 per cent, and, oddly enough, the lowest was the senior boys, 33 per cent of whom reported such disbursements. The range of the other classes reporting expenditures for textbooks was between 42 and 50 per cent.

The lowest amount expended for textbooks was \$.25, as reported by students of all classes, while the highest was \$15., reported by freshman and junior boys.

The median expenditure for all students was \$1.30. The boys as a group were found to have a slightly higher median expenditure, \$1.50, while the girls as a group were found to have \$1.12 as their median disbursement. Freshman girls were found to have the lowest median outlay for textbooks, \$.97, while for sophomore boys it was \$3.10.

Expenditures for special books and magazines. Many high school courses and activities require special books and magazines. Frequently these items represent a considerable

The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught. The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

Table III, page 11, shows that the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

There was variation in the amount of time spent in the classroom during the school year for each subject. The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

Reporting on the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

per cent, and, after school, the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

35 per cent of the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

of the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

was between 35 and 40 per cent.

The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

reported by the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

310, reported by the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

The boys as a group spent more time in the classroom during the school year for each subject was determined by the number of days the subject was taught.

needed to have 3.5 hours of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

Girls were found to spend more time in the classroom during the school year for each subject was determined by the number of days the subject was taught.

books, 3.5, Girls the amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

High school students and college students spent more time in the classroom during the school year for each subject was determined by the number of days the subject was taught.

negative. The amount of time spent in the classroom during the school year for each subject was determined by the number of days the subject was taught.

TABLE III

RANGE OF EXPENDITURES FOR TEXTBOOKS
BY 1,056 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	49	\$.25	\$.44	\$.98	\$3.30	\$15.
Freshman girls	42	.25	.48	.97	3.43	9.
Sophomore boys	43	.25	.96	3.10	5.65	10.
Sophomore girls	47	.25	.80	1.50	3.65	10.
Junior boys	50	.25	.87	1.42	4.00	15.
Junior girls	49	.25	.53	1.10	3.22	13.
Senior boys	33	.25	.80	1.50	3.27	7.
Senior girls	64	.25	.52	1.07	3.50	9.
All boys	45	.25	.63	1.50	3.60	15.
All girls	45	.25	.52	1.12	3.40	13.
Grand total	45	.25	.56	1.30	3.50	15.

TABLE III

Summary of the results of the study of the efficiency of the various types of bond

Group	For rent	For rent	For rent	For rent	For rent
Freshman boys	48	48	48	48	48
Freshman girls	48	48	48	48	48
Sophomore boys	48	48	48	48	48
Sophomore girls	48	48	48	48	48
Junior boys	48	48	48	48	48
Junior girls	48	48	48	48	48
Senior boys	48	48	48	48	48
Senior girls	48	48	48	48	48
All boys	48	48	48	48	48
All girls	48	48	48	48	48
Grand total	48	48	48	48	48

cash outlay on the part of the students. As an example, courses in English or the social studies use current magazines as supplemental text materials and frequently students are obliged to buy these publications.

A majority of students made expenditures for such materials, as shown in Table IV, Page 23, 67 per cent of all the students having reported spending money for these items. A higher proportion of girls than boys reported these disbursements, 70 per cent to 65 per cent respectively. Only 52 per cent of the junior girls reported these expenses as compared to 74 per cent of the sophomore girls.

Amounts spent for special books and magazines ranged from \$1. reported by all groups to \$200. reported by a sophomore boy, who indicated on the questionnaire that this represented the purchase of an encyclopedia. Juniors and seniors and freshman boys spent a high of \$50. whereas freshman and sophomore girls reported \$100. as the maximum amount expended for these materials.

The respondents as a group had a median expenditure of \$3.50, which amount approximates the median for all groups except senior boys who had an average expenditure of \$5. and freshman boys whose average was only \$2.

Expenditures for science laboratory fees, equipment, and materials. In high school, science courses are part of

each outlet on the part of the students. As an example, courses in English or the social studies are almost always at times supplemented with materials and frequently students are obliged to buy these publications.

A majority of students were responsible for such materials, as shown in Table IV. Only 17 per cent of the students having reported spending money for these items. A higher proportion of girls than boys reported these expenditures, 70 per cent to 25 per cent respectively. Only 35 per cent of the junior girls reported these expenditures compared to 74 per cent of the sophomore girls.

Amounts spent for special books and magazines varied from \$1. reported by all groups to \$200. reported by a senior male boy, who indicated on the questionnaire that this amount covered the purchase of an encyclopedia. Junior and sophomore freshmen boys spent a total of \$50, whereas the sophomore girls reported \$100, as the average amount expended for these materials.

The respondents as a group had a median expenditure of \$1.50, which amount approximates the median for all except senior boys who had an average expenditure of \$5. and freshmen boys whose average was only \$5.

Expenditures for special materials for school and materials. In high school, science courses are rare and

TABLE IV

RANGE OF EXPENDITURES FOR SPECIAL BOOKS AND MAGAZINES
BY 1,522 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	65	\$1.00	\$1.50	\$2.00	\$5.34	\$ 50.
Freshman girls	64	1.00	1.60	3.40	5.84	100.
Sophomore boys	63	1.00	1.60	3.50	5.77	200.
Sophomore girls	74	1.00	1.67	3.51	5.50	100.
Junior boys	60	1.00	1.73	3.90	9.06	50.
Junior girls	52	1.00	1.71	3.43	7.00	50.
Senior boys	66	1.00	1.67	5.00	9.50	50.
Senior girls	63	1.00	1.70	3.80	5.95	50.
All boys	65	1.00	1.56	3.49	5.83	200.
All girls	70	1.00	1.63	3.50	5.68	100.
Grand total	67	1.00	1.60	3.50	5.75	200.

TABLE IV

ANALYSIS OF THE FINANCIAL RECORDS OF THE
 THE UNIVERSITY OF MICHIGAN

Group	Residential	Non-Residential	Other	Total
Freshman boys	55	55.00	1.00	56.00
Freshman girls	55	55.00	1.00	56.00
Sophomore boys	55	55.00	1.00	56.00
Sophomore girls	55	55.00	1.00	56.00
Junior boys	55	55.00	1.00	56.00
Junior girls	55	55.00	1.00	56.00
Senior boys	55	55.00	1.00	56.00
Senior girls	55	55.00	1.00	56.00
All boys	55	55.00	1.00	56.00
All girls	55	55.00	1.00	56.00
Grand total	55	55.00	1.00	56.00

the hard core of the college preparatory course of study. Some charges are usually made for chemistry, biology, and physics laboratories to cover equipment breakage and cost of expendable materials.

Of all student respondents, 19 per cent reported expending money for this purpose. Table V, Page 25, shows further percentage data: only 5 per cent of the freshman girls reported expenditures for science courses, while 31 per cent of the senior boys noted such disbursements. A slightly higher percentage of boys than girls reported these expenditures, 18 and 20 per cent respectively.

A low expenditure of \$1. and a high of \$10. was found for all groups except junior boys, who had a range of \$1. to \$4.

The median disbursement for all groups was \$1.65. The median for boys and girls as groups was almost the same, \$1.71 for boys and \$1.60 for girls. The high median expenditure was made by freshman girls, \$3.50, compared to the low of \$1.50 found for sophomore and junior girls. The interquartile range of \$1.32 to \$2.00 was computed for all respondents as a group. This range varied for boys and girls, \$1.30 to \$1.91 for girls compared to \$1.31 to \$3.50 for boys.

Expenditures for shop courses. Many shop courses require the students to furnish or buy certain materials:

TABLE V

RANGE OF EXPENDITURES FOR SCIENCE LABORATORY FEES,
EQUIPMENT, AND MATERIALS BY 432 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	13	\$1.00	\$1.50	\$1.90	\$5.55	\$10.
Freshman girls	5	1.00	1.50	3.50	5.90	10.
Sophomore boys	16	1.00	1.32	1.65	2.00	10.
Sophomore girls	27	1.00	1.27	1.50	1.90	10.
Junior boys	25	1.00	1.30	1.60	1.80	4.
Junior girls	25	1.00	1.25	1.50	1.85	10.
Senior boys	31	1.00	1.33	1.62	2.10	10.
Senior girls	26	1.00	1.34	1.67	2.10	10.
All boys	20	1.00	1.31	1.71	3.50	10.
All girls	18	1.00	1.30	1.60	1.91	10.
Grand total	19	1.00	1.32	1.65	2.00	10.

TABLE 1

STATE OF NEW YORK
DEPARTMENT OF EDUCATION
BUREAU OF STATISTICS

Grades			
Grades	Boys	Girls	Total
Freshman	12	12	24
Freshman	12	12	24
Sophomore	12	12	24
Sophomore	12	12	24
Junior	12	12	24
Junior	12	12	24
Senior	12	12	24
Senior	12	12	24
All boys	12	12	24
All girls	12	12	24
Grand total	12	12	24

lumber for woodworking, strip and sheet steel for metal-working classes, and solder and wire for electrical work. Usually boys are attracted to courses in shop in greater numbers than girls, and Table VI, Page 27, illustrates this striking preference. Of all student respondents, 20 per cent reported expenditures for this purpose, but 36 per cent of the boys made such reports compared to only 5 per cent of the girls. The low percentage of girls precluded any detailed analysis of their expenditures for shop courses. Of all the boys, 41 per cent of the juniors and 32 per cent of the freshmen reported disbursements of this nature, representing the highest and lowest group participation, respectively.

The amounts expended by boys for shop courses ranged from \$1. to \$100., and both amounts were reported by boys in all classes.

The median expenditure for shop courses was found to be \$9. Junior boys had the highest median disbursement of \$10. and freshman boys the lowest, \$5.70. The interquartile range found for all boys, \$5. to \$20.50, was representative of all sub-groups.

Expenditures for home economics courses. Like shop for boys, home economics is a typically feminine field and few boys reported expenditures for cooking and sewing materials, as specified in the questionnaire.

TABLE VI

RANGE OF EXPENDITURES FOR SHOP FEES, EQUIPMENT, AND MATERIAL
BY 464 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	32	\$1.00	\$3.66	\$ 5.70	\$20.26	\$100.
Freshman girls	6	1.00	-	-	-	60.
Sophomore boys	36	1.00	5.23	9.40	20.90	100.
Sophomore girls	7	1.00	-	-	-	20.
Junior boys	41	1.00	5.75	10.00	20.00	100.
Junior girls	3	1.00	-	-	-	20.
Senior boys	35	1.00	5.00	7.60	20.50	100.
Senior girls	4	1.00	-	-	-	20.
All boys	36	1.00	5.00	9.00	20.50	100.
All girls	5	1.00	-	-	-	60.
Grand total	20	1.00	-	-	-	100.

Table VII, Page 29, reveals that only one per cent of all the boys made expenditures for home economics courses and no detailed analysis could be made of their responses, whereas 44 per cent of all the girls reported such disbursements. Over half of the freshman girls, 51 per cent, compared to 34 per cent of the senior girls, indicated expenditures for this purpose.

The lowest amount spent by girls in all classes was \$1. while the highest, \$45., was expended by junior girls. Sophomore girls had the lowest range, \$1. to \$29., for these expenditures.

All the girls were found to have a median expenditure of \$7.60. Junior girls were high with \$10. and freshman girls low with \$7.15 for median disbursement.

Expenditures for music courses. With reference to music courses, the questionnaire asked specifically that the students include their expenditures for uniforms, instruments, sheet music, special lessons, and special fees. As a result, Table VIII, Page 30, shows many variations in the amounts expended.

Of all the student respondents, 20 per cent reported expenditures for music purposes, and more girls than boys, 24 per cent to 15 per cent respectively, made such expenditures. One-fourth of the sophomore girls reported spending money for music courses, which represented the highest

TABLE VII

RANGE OF EXPENDITURES FOR HOME ECONOMICS FEES, EQUIPMENT,
AND MATERIALS BY 521 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	1	\$1.00	-	-	-	\$ 9.
Freshman girls	51	1.00	\$3.20	\$ 7.15	\$10.00	40.
Sophomore boys	3	1.00	-	-	-	29.
Sophomore girls	40	1.00	5.10	7.80	13.90	29.
Junior boys	0	0	-	-	-	0
Junior girls	49	1.00	5.75	10.00	16.00	45.
Senior boys	5	10.00	-	-	-	15.
Senior girls	34	1.00	5.30	8.25	19.00	40.
All boys	1	1.00	-	-	-	29.
All girls	44	1.00	4.10	7.60	13.40	45.
Grand total	23	1.00	-	-	-	45.

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Group		For each		Total		Grand total	
Boys	Girls	No.	Amount	No.	Amount	No.	Amount
1	1	1	1.00	1	1.00	2	2.00
2	2	2	2.00	2	2.00	4	4.00
3	3	3	3.00	3	3.00	6	6.00
4	4	4	4.00	4	4.00	8	8.00
5	5	5	5.00	5	5.00	10	10.00
6	6	6	6.00	6	6.00	12	12.00
7	7	7	7.00	7	7.00	14	14.00
8	8	8	8.00	8	8.00	16	16.00
9	9	9	9.00	9	9.00	18	18.00
10	10	10	10.00	10	10.00	20	20.00
11	11	11	11.00	11	11.00	22	22.00
12	12	12	12.00	12	12.00	24	24.00
13	13	13	13.00	13	13.00	26	26.00
14	14	14	14.00	14	14.00	28	28.00
15	15	15	15.00	15	15.00	30	30.00
16	16	16	16.00	16	16.00	32	32.00
17	17	17	17.00	17	17.00	34	34.00
18	18	18	18.00	18	18.00	36	36.00
19	19	19	19.00	19	19.00	38	38.00
20	20	20	20.00	20	20.00	40	40.00
21	21	21	21.00	21	21.00	42	42.00
22	22	22	22.00	22	22.00	44	44.00
23	23	23	23.00	23	23.00	46	46.00
24	24	24	24.00	24	24.00	48	48.00
25	25	25	25.00	25	25.00	50	50.00
26	26	26	26.00	26	26.00	52	52.00
27	27	27	27.00	27	27.00	54	54.00
28	28	28	28.00	28	28.00	56	56.00
29	29	29	29.00	29	29.00	58	58.00
30	30	30	30.00	30	30.00	60	60.00
31	31	31	31.00	31	31.00	62	62.00
32	32	32	32.00	32	32.00	64	64.00
33	33	33	33.00	33	33.00	66	66.00
34	34	34	34.00	34	34.00	68	68.00
35	35	35	35.00	35	35.00	70	70.00
36	36	36	36.00	36	36.00	72	72.00
37	37	37	37.00	37	37.00	74	74.00
38	38	38	38.00	38	38.00	76	76.00
39	39	39	39.00	39	39.00	78	78.00
40	40	40	40.00	40	40.00	80	80.00
41	41	41	41.00	41	41.00	82	82.00
42	42	42	42.00	42	42.00	84	84.00
43	43	43	43.00	43	43.00	86	86.00
44	44	44	44.00	44	44.00	88	88.00
45	45	45	45.00	45	45.00	90	90.00
46	46	46	46.00	46	46.00	92	92.00
47	47	47	47.00	47	47.00	94	94.00
48	48	48	48.00	48	48.00	96	96.00
49	49	49	49.00	49	49.00	98	98.00
50	50	50	50.00	50	50.00	100	100.00

TABLE VIII

RANGE OF EXPENDITURES FOR MUSIC FEES, EQUIPMENT,
AND MATERIALS BY 447 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	17	\$5.00	\$5.50	\$13.00	\$48.00	\$350.
Freshman girls	24	5.00	7.00	23.00	60.50	350.
Sophomore boys	16	7.00	9.00	30.00	105.00	195.
Sophomore girls	25	5.00	9.00	33.50	64.00	195.
Junior boys	15	5.00	9.00	25.00	90.50	195.
Junior girls	20	4.00	5.00	10.00	62.00	195.
Senior boys	7	5.00	5.10	10.00	60.00	105.
Senior girls	17	8.00	8.50	39.00	57.50	155.
All boys	15	5.00	7.00	19.00	69.00	350.
All girls	24	4.00	7.00	19.00	61.00	350.
Grand total	20	4.00	7.00	19.00	63.00	350.

TABLE VII
 RANGES OF MONTHLY SALARIES FOR SENIOR TEACHERS
 AND PRINCIPALS BY HIGH SCHOOL GRADES

Grade	Low	High	Low	High	Low	High
Freshman boys	15.00	20.00	15.00	20.00	15.00	20.00
Freshman girls	14.00	19.00	14.00	19.00	14.00	19.00
Sophomore boys	16.00	21.00	16.00	21.00	16.00	21.00
Sophomore girls	15.00	20.00	15.00	20.00	15.00	20.00
Junior boys	17.00	22.00	17.00	22.00	17.00	22.00
Junior girls	16.00	21.00	16.00	21.00	16.00	21.00
Senior boys	18.00	23.00	18.00	23.00	18.00	23.00
Senior girls	17.00	22.00	17.00	22.00	17.00	22.00
All boys	15.00	23.00	15.00	23.00	15.00	23.00
All girls	14.00	22.00	14.00	22.00	14.00	22.00
Grand Total	20	23	20	23	20	23

participation by any group, whereas only 7 per cent of the senior boys spent money for this purpose.

The range of total expenditures of all respondents was \$4. to \$350., which high amount was reported by both freshman boys and girls. \$195. was the highest expenditure by sophomores and juniors, and junior girls reported the low disbursement of \$4.

All respondents had a median expenditure of \$19. for music courses, indicating that the students spent more money for music, on an average, than for any other school purpose. The high median expenditure was \$39. for senior girls and the low was \$10. for junior girls and senior boys. The interquartile range of \$7. to \$63. was computed for all respondents. Sophomore boys had the highest interquartile range, \$9. to \$105., and freshman boys the lowest, \$5.50 to \$48.

Expenditures for art courses. Art courses, like the music courses, had a low percentage of students reporting expenditures for fees and materials. Of all respondents to the questionnaire, 8 per cent indicated they spent money for this purpose. The highest group reporting these expenses, as evidenced in Table IX, Page 32, was the sophomore girls, 10 per cent, while 5 per cent of the junior boys made such disbursements and represented the lowest group participation.

The total amount spent for this purpose ranged from

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TABLE IX

RANGE OF EXPENDITURES FOR ART FEES, EQUIPMENT, AND MATERIALS
BY 180 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	7	\$1.00	\$1.90	\$3.90	\$ 8.00	\$20.
Freshman girls	7	1.00	2.00	4.50	10.00	15.
Sophomore boys	8	1.50	2.00	6.00	10.00	25.
Sophomore girls	10	2.00	3.00	7.00	11.00	25.
Junior boys	5	5.00	7.00	8.00	10.00	15.
Junior girls	9	2.00	4.00	6.00	11.00	20.
Senior boys	9	2.00	2.50	6.00	15.00	25.
Senior girls	7	2.00	2.50	6.00	12.50	25.
All boys	8	1.00	4.50	5.70	15.00	25.
All girls	8	1.00	4.00	6.00	11.25	25.
Grand total	8	1.00	4.25	5.90	12.00	25.

TABLE I

RANGE OF EXPERIMENTAL DATA FOR THE YEAR 1910-1911

Group	Number	Low	High	Mean	Std. Dev.
Freshman boys	7	1.00	2.00	1.50	0.50
Freshman girls	7	1.00	2.00	1.50	0.50
Sophomore boys	5	1.00	2.00	1.50	0.50
Sophomore girls	10	1.00	2.00	1.50	0.50
Junior boys	5	1.00	2.00	1.50	0.50
Junior girls	5	1.00	2.00	1.50	0.50
Senior boys	5	1.00	2.00	1.50	0.50
Senior girls	7	1.00	2.00	1.50	0.50
All boys	5	1.00	2.00	1.50	0.50
All girls	5	1.00	2.00	1.50	0.50
Grand total	5	1.00	2.00	1.50	0.50

\$1. reported by freshmen to \$25. reported by sophomores and by seniors. Lowest range was reported by junior boys, \$5. to \$15., and the highest range by sophomore boys, \$1.50 to \$25.

All student respondents as a group were found to have a median expenditure of \$5.90. Girls had a slightly higher median than boys, \$6. to \$5.70, respectively. Junior boys had the highest median outlay, \$8., and freshman boys the lowest, \$3.90.

Expenditures for physical education courses. The questionnaire sought data on amounts spent by students for locker fees, equipment, gym clothes, and shoes used in connection with physical education courses. Of all respondents, 71 per cent of the boys and 57 per cent of the girls reported such expenditures. Table X, Page 34, further reveals that girls represented both the highest and lowest percentages of groups making these reports, 79 per cent of the sophomore girls and 48 per cent of the senior girls reporting expenditures for physical education courses. Of the boys, 77 per cent of the sophomores and 61 per cent of the juniors made such disbursements. Over half, or 60 per cent, of all the students reported expenditures for physical education courses.

The lowest expenditure for physical education purposes was \$1. This amount was reported by all groups, whereas the highest amount was \$70. reported by freshman girls, sophomore

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TABLE X

RANGE OF EXPENDITURES FOR PHYSICAL EDUCATION FEES, EQUIPMENT,
AND MATERIALS BY 1,449 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	73	\$1.00	\$5.40	\$7.55	\$ 9.70	\$50.
Freshman girls	70	1.00	3.80	5.80	9.00	70.
Sophomore boys	77	1.00	5.50	7.00	11.50	70.
Sophomore girls	79	1.00	3.30	5.50	7.70	70.
Junior boys	61	1.00	5.10	9.20	15.60	70.
Junior girls	65	1.00	5.00	6.00	9.10	50.
Senior boys	64	1.00	5.30	7.40	10.00	50.
Senior girls	48	1.00	3.80	6.50	9.50	50.
All boys	71	1.00	5.40	7.70	11.30	70.
All girls	57	1.00	3.50	5.80	9.00	70.
Grand total	60	1.00	4.00	6.20	10.00	70.

girls and boys, and junior boys. The remaining groups all reported a high expenditure of \$50.

The median expenditure for all groups was \$6.20. The boys averaged slightly higher than the girls, \$7.70 to \$5.80. Sophomore girls were found to have the lowest median cash outlay, \$5.50, while junior boys reported the highest median expenditure, \$9.20.

Expenditures for school clubs and activities. Of growing importance in the high school program are the extra-curricular activities. Frequently these activities require fees, dues, assessments, and expenditures for field trips and club entertainments.

Table XI, Page 36, details the findings of amounts spent by students for these activities. Of all the student respondents, 67 per cent reported disbursements for this purpose. A slightly higher percentage of girls than boys reported such expenditures, 69 per cent to 65 per cent, respectively. The group reporting the highest percentage spending money for this purpose was the sophomore girls with 83 per cent, while the lowest percentage of any group making such expenditures was the junior boys with 51 per cent.

Total amount spent for extra-curricular activities ranged from \$1. reported by all groups to \$70. reported by sophomore boys and girls and senior girls. The lowest range,

TABLE XI

RANGE OF EXPENDITURES FOR SCHOOL CLUB AND ACTIVITY FEES,
EQUIPMENT, AND MATERIALS BY 1,499 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	65	\$1.00	\$2.20	\$3.80	\$ 4.60	\$50.
Freshman girls	71	1.00	2.20	4.20	6.40	40.
Sophomore boys	66	1.00	2.50	5.25	10.00	70.
Sophomore girls	83	1.00	2.20	4.00	6.00	70.
Junior boys	51	1.00	2.40	5.50	10.40	60.
Junior girls	70	1.00	2.50	6.30	9.50	60.
Senior boys	71	1.00	2.10	6.25	10.75	60.
Senior girls	71	1.00	2.80	5.80	10.10	70.
All boys	65	1.00	2.40	5.00	8.00	70.
All girls	69	1.00	2.40	4.40	7.20	70.
Grand total	67	1.00	2.40	4.75	7.80	70.

\$1. to \$40, was reported by freshman girls.

The median expenditure for all respondents as a group was \$4.75, and boys and girls as groups had about the same median outlay, \$5. for boys and \$4.40 for girls. The highest median expenditure was found to be \$6.30, reported by junior girls. The lowest median expenditure was \$3.80, reported by freshman boys.

Expenditures for school assemblies. It is the practice in many high schools to use the school assembly period for semi-commercial entertainment purposes. Students are usually charged admission for these programs, as well as for special school events such as concerts, movies, and lectures.

Table XII, Page 38, reveals nearly three-fourths (71 per cent) of all respondents as a group reported expending money for this purpose. A larger proportion of girls than boys indicated this type of disbursement, 75 per cent to 66 per cent respectively. The highest percentage was reported by junior girls, 87 per cent of whom made these expenditures, and the lowest group was the junior boys, 58 per cent of whom spent money for these activities.

The lowest expenditure for these school programs was \$1. reported by all groups, and the highest amount was \$120. reported by a junior girl, closely followed by \$100. reported by a senior boy. Neither of these high expenditures was explained on the questionnaire.

TABLE XII

RANGE OF EXPENDITURES FOR SCHOOL ASSEMBLIES
BY 1,596 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	70	\$1.00	\$1.90	\$2.95	\$6.60	\$ 39.
Freshman girls	71	1.00	2.00	3.15	5.70	40.
Sophomore boys	67	1.00	2.35	4.45	6.90	40.
Sophomore girls	78	1.00	2.10	3.75	6.35	40.
Junior boys	58	1.00	1.90	3.00	6.00	40.
Junior girls	87	1.00	1.85	2.75	5.10	120.
Senior boys	65	1.00	1.85	2.85	6.15	100.
Senior girls	73	1.00	2.10	3.65	6.20	40.
All boys	66	1.00	2.00	3.25	6.40	100.
All girls	75	1.00	2.00	3.10	5.85	120.
Grand total	71	1.00	2.00	3.15	6.15	120.

TABLE XII

RANGE OF EXPERIENCES AND SCHOOL EXPERIENCES
BY FIVE HIGH SCHOOL GRADES

Grade	Experiences	Low	High	Median	Q1	Q3
Freshman boys	50	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Freshman girls	VI	1.00	2.00	2.15	2.00	2.30
Sophomore boys	60	1.00	2.25	2.45	2.25	2.60
Sophomore girls	75	1.00	2.10	2.25	2.10	2.40
Junior boys	65	1.00	1.30	1.50	1.30	1.70
Junior girls	55	1.00	1.65	1.85	1.65	2.10
Senior boys	85	1.00	1.85	2.05	1.85	2.25
Senior girls	75	1.00	2.10	2.35	2.10	2.60
All boys	65	1.00	2.00	2.20	2.00	2.40
All girls	75	1.00	2.00	2.10	2.00	2.20
Grand total	71	1.00	2.00	2.15	2.00	2.30

The median expenditure for school assemblies of \$3.15 found for all respondents as a group was fairly typical of all sub-groups. The interquartile range of \$2. to \$6.15 was also typical.

Expenditures for social functions. High school social functions, like extra-curricular activities, are an important part of the less formalized aspect of the school program. The questionnaire sought to determine the amounts spent by students for banquets, parties, proms, class plays, dances, class day activities, and any special clothing and personal gifts coincident to these functions.

Expenditures for social activities were made by three-fourths of all respondents, as shown in Table XIII, Page 40. A slightly higher percentage of girls than boys reported such disbursements, 80 per cent to 72 per cent respectively. Only 65 per cent of the freshman boys reported expenditures for school social events, while 85 per cent of the senior boys made such outlays.

The lowest expenditure for this purpose was \$1. reported by all groups, while sophomore girls, juniors, and seniors reported a high of \$200. This high figure was amplified in some instances by the report of expenditures for special party clothing.

The median expenditure by all respondents as a group for school social functions was \$11.75. The median for boys

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TABLE XIII

RANGE OF EXPENDITURES FOR SOCIAL FUNCTIONS
BY 1,720 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	65	\$1.00	\$ 2.20	\$ 6.00	\$12.00	\$150.
Freshman girls	75	1.00	3.00	6.20	22.00	145.
Sophomore boys	66	1.00	4.25	9.25	21.10	195.
Sophomore girls	81	1.00	3.00	7.75	24.00	200.
Junior boys	80	1.00	10.70	20.00	51.50	200.
Junior girls	83	1.00	8.00	26.00	53.00	200.
Senior boys	85	1.00	11.00	15.00	50.60	200.
Senior girls	80	1.00	10.00	31.00	52.50	200.
All boys	72	1.00	4.75	12.65	26.65	200.
All girls	80	1.00	3.80	11.60	32.50	200.
Grand total	75	1.00	4.25	11.75	30.00	200.

REPORT OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF CALIFORNIA
 FOR THE YEAR 1900

Groups		Number		Total		Average	
Freshman	Boys	25	1,250	1,250	50	1,250	50
Freshman	Girls	15	750	750	50	750	50
Sophomore	Boys	20	1,000	1,000	50	1,000	50
Sophomore	Girls	10	500	500	50	500	50
Junior	Boys	15	750	750	50	750	50
Junior	Girls	10	500	500	50	500	50
Senior	Boys	10	500	500	50	500	50
Senior	Girls	5	250	250	50	250	50
All boys		70	3,500	3,500	50	3,500	50
All girls		40	2,000	2,000	50	2,000	50
Grand total		110	5,500	5,500	50	5,500	50

was slightly higher than for girls, \$12.65 to 11.60 respectively. Large differences existed in median expenditures found for each class, freshman boys averaging \$6. while senior girls averaged \$31.

The middle 50 per cent of all the students spent between \$4.25 and \$30. for school social functions. Junior girls had the greatest interquartile range, \$8. to \$53., and freshman boys the lowest, \$2.20 to \$12.

Expenditures for athletic contests. Included in this category were expenditures by students for athletic tickets for themselves and for guests, and any accompanying expenses.

High school athletics enjoyed a high percentage of patronage by the students, as revealed in Table XIV, Page 42. Three-fourths of all student respondents reported expenditures for athletic games, and 77 per cent of the girls and 71 per cent of the boys made similar report. Senior boys reported the lowest percentage of group patronage, 66 per cent, while their classmates, the senior girls, reported the highest, 88 per cent. Perhaps the senior boys were the contestants!

The low disbursement for athletic contests was \$1. reported by all groups, while \$50. was the high disbursement reported by all groups except senior boys, who reported a maximum outlay of \$25. for athletic events.

The median expenditure for all students was \$5.50.

TABLE XIV

RANGE OF EXPENDITURES FOR ATHLETIC CONTESTS,
PERSONAL TICKETS, GUEST TICKETS, AND RELATED COSTS
BY 1,669 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	74	\$1.00	\$3.20	\$5.10	\$6.15	\$50.
Freshman girls	72	1.00	3.00	4.90	6.25	50.
Sophomore boys	71	1.00	4.60	6.65	8.25	50.
Sophomore girls	78	1.00	3.10	5.60	7.50	50.
Junior boys	69	1.00	3.40	5.35	9.10	50.
Junior girls	75	1.00	4.00	5.65	7.75	50.
Senior boys	66	1.00	4.10	6.00	9.10	25.
Senior girls	88	1.00	4.00	5.75	8.50	50.
All boys	71	1.00	3.40	5.60	7.80	50.
All girls	77	1.00	3.40	5.40	7.50	50.
Grand total	75	1.00	3.40	5.50	7.55	50.

Table XIV

RANGE OF PERSONAL TESTS FOR ALL STUDENTS
PERSONAL TESTS, 1934-1935, AND 1935-1936
AT 1,365 HIGH SCHOOL STUDENTS

Grade	Range of Tests	Mean	Median	Mode	Std. Dev.
Freshman boys	75	2.10	2.10	2.10	0.10
Freshman girls	75	1.00	1.00	1.00	0.10
Sophomore boys	71	1.00	1.00	1.00	0.10
Sophomore girls	70	1.00	1.00	1.00	0.10
Junior boys	69	1.00	1.00	1.00	0.10
Junior girls	68	1.00	1.00	1.00	0.10
Senior boys	68	1.00	1.00	1.00	0.10
Senior girls	68	1.00	1.00	1.00	0.10
All boys	71	1.00	1.00	1.00	0.10
All girls	70	1.00	1.00	1.00	0.10
Grand total	75	1.00	1.00	1.00	0.10

The lowest median was \$4.90 for freshman girls and the highest \$6.65 for sophomore boys.

Expenditures for school publications. One common way for high schools to pay for the journalism training and experience of the students is to sell the products of the students' efforts to the student body. These publications include hand books, year books, annuals, newspapers, and magazines.

Over two-thirds of the respondents (67 per cent) spent money for school publications, as indicated in Table XV, Page 44. Senior girls as a group reported the highest patronage and junior boys the lowest, 81 per cent to 52 per cent respectively.

The amounts expended for school publications ranged from \$1. reported by all groups to \$100. reported by a senior boy. The high expenditures by other groups ranged from \$10. for freshman girls to \$25. for sophomore girls.

The median disbursement found for all respondents as a group was \$4.30. Freshman boys were low with \$3.75 and sophomore girls had a high median of \$4.85. The interquartile range of \$3.25 to \$5.75 was computed for all students.

Expenditures for board and room. Only 1.8 per cent of all the student respondents reported spending money for board and room. Table XVI, Page 45, details the findings

The lowest value was 0.75, which was obtained at 0.75 sec. 0.75 sec. 0.75 sec.

Experimental results for the first series of tests
For this series of tests the following conditions were maintained: the subject was a male, aged 25, with a height of 1.75 m. The subject was instructed to maintain a constant level of effort throughout the test. The results of the tests are shown in Table I.

Over the course of the test, the subject maintained a constant level of effort. The results of the tests are shown in Table I. The subject maintained a constant level of effort throughout the test. The results of the tests are shown in Table I.

The results of the tests are shown in Table I. The subject maintained a constant level of effort throughout the test. The results of the tests are shown in Table I. The subject maintained a constant level of effort throughout the test. The results of the tests are shown in Table I.

a group was 0.75. The results of the tests are shown in Table I. The subject maintained a constant level of effort throughout the test. The results of the tests are shown in Table I.

Experimental results for the second series of tests
Of all the student respondents, the results of the tests are shown in Table I. The subject maintained a constant level of effort throughout the test. The results of the tests are shown in Table I.

TABLE XV

RANGE OF EXPENDITURES FOR SCHOOL PUBLICATIONS
BY 1,505 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	58	\$1.00	\$1.45	\$3.75	\$5.00	\$ 12.
Freshman girls	66	1.00	3.24	4.25	5.70	10.
Sophomore boys	68	1.00	3.75	4.10	5.85	21.
Sophomore girls	76	1.00	3.45	4.85	5.90	25.
Junior boys	52	1.00	3.20	4.15	5.00	20.
Junior girls	75	1.00	3.40	4.00	5.85	20.
Senior boys	73	1.00	3.35	4.60	6.15	100.
Senior girls	81	1.00	3.50	4.50	6.40	20.
All boys	63	1.00	3.15	4.20	5.65	100.
All girls	70	1.00	3.35	4.35	5.85	25.
Grand total	67	1.00	3.25	4.30	5.75	100.

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 CHICAGO, ILL.

Grade					Total				
Freshman					Total				
Boys	100	100	100	100	100	100	100	100	100
Girls	100	100	100	100	100	100	100	100	100
Sophomore					Total				
Boys	100	100	100	100	100	100	100	100	100
Girls	100	100	100	100	100	100	100	100	100
Junior					Total				
Boys	100	100	100	100	100	100	100	100	100
Girls	100	100	100	100	100	100	100	100	100
Senior					Total				
Boys	100	100	100	100	100	100	100	100	100
Girls	100	100	100	100	100	100	100	100	100
All Boys					Total				
All Girls					Total				
Grand Total					Total				

STATE OF ILLINOIS
 DEPARTMENT OF EDUCATION
 CHICAGO, ILL.

TABLE XVI

RANGE OF EXPENDITURES FOR BOARD AND ROOM
BY 42 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Total	1.8	\$40.00	\$155.00	\$235.00	\$410.00	\$600.

17. 1944

THE UNITED STATES DEPARTMENT OF THE ARMY
WASHINGTON, D. C. 20315

NAME OF THE PERSON OR ORGANIZATION TO WHOM THE BOND IS ISSUED				AMOUNT OF BOND	
JAMES H. HARRIS				100.00	100.00
JAMES H. HARRIS				100.00	100.00

EFFICIENCY
ERASE BOND
PAC CLINEM

for all respondents as a group. The median expenditure was \$235. with a low of \$40. and a high disbursement of \$600.

Expenditures by seniors for graduation. Traditionally, the ritual of graduation requires certain paraphrenalia, including class rings, pictures, caps and gowns, or special clothing. Table XVII, Page 47, shows that 90 per cent of all seniors made substantial expenditures for such graduation purposes. A higher percentage of girls than boys reported these disbursements, 93 per cent to 85 per cent respectively.

Money spent for this purpose ranged from lows of \$5. for the boys and \$7.50 for the girls to high amounts of \$190. for the boys and \$400. for the girls. Graduation gowns can be expensive!

The median expenditure of \$53. for all seniors reporting explains in part the higher median expenditures of seniors over the other classes, as evidenced in Table I, Page 15. The interquartile range of graduation expenditures for all seniors was \$34. to \$71, the higher range being found for the boys, \$18. to \$65., and the lower range for the girls, \$43. to \$78.

TABLE XVII

RANGE OF SPECIAL EXPENDITURES FOR GRADUATION FEES,
CLASS RINGS, PICTURES, AND SPECIAL CLOTHING
BY 356 HIGH SCHOOL SENIORS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Senior boys	85	\$5.00	\$18.00	\$53.00	\$65.00	\$190.
Senior girls	93	7.50	43.00	53.00	78.00	400.
Total	90	5.00	34.00	53.00	71.00	400.

CHAPTER IV

EARNINGS REPORTED BY STUDENTS

One purpose of this study was to investigate the amount of money high school students earned. Some understanding of these earnings will shed light upon student spending capacity. This study sought to learn the total earnings of the boys and girls during the year. Money earned during the summer vacation as well as during the school year was considered.

The percentage of students working, by class and sex, and the range of income reported are shown in Table XVIII, Page 49. Over twice as many boys as girls reported earnings, the ratio being 68 per cent for boys to 27 per cent for the girls. The lowest percentage of student earners among the boys was in the freshman class, where presumably age was a deterrent to employment. Junior boys were found to have the highest percentage gainfully employed, 73 per cent reporting income, while senior boys were next high, 70 per cent of whom reported such earnings. There was a steady increase in amount of earnings up through the classes for both boys and girls, but the girls consistently reported a lower percentage.

All classes except seniors reported \$25. as the lowest amount earned. Senior boys showed \$125. as the lowest

CHAPTER IV

EARNINGS OF THE STUDENTS

One purpose of this study was to determine the amount of money high school students earned during the preceding year. This was done by asking the students of the high school to fill out a questionnaire during the summer vacation as well as during the school year was completed.

The percentages of students earning different amounts and the range of income reported are shown in Table VIII. Page 49. Over half of the students reported earning the ratio being 60 percent of the total income of the girls. The lowest percentage of income reported during the year was in the lowest class, where seventy percent of the students reported no income. The next five percent reported no income, while seventy percent reported no income, while seventy percent reported no income. When reported with earnings, there was a fairly large in amount of earnings reported through the summer vacation and girls, but the girls' earnings were reported in the lowest range.

All classes except senior reported no income during the summer vacation. Senior boys earned about \$1.00 and senior girls about \$1.00.

TABLE XVIII

RANGE OF EARNINGS BY 1,069 HIGH SCHOOL STUDENTS

Group	Per cent reporting	Low	Q1	Median	Q3	High
Freshman boys	62	\$25.00	\$102.	\$222.	\$393.	\$1,500.
Freshman girls	24	25.00	60.	99.	249.	1,225.
Sophomore boys	67	25.00	202.	305.	490.	1,500.
Sophomore girls	25	25.00	47.	140.	300.	1,500.
Junior boys	73	25.00	198.	359.	588.	4,000.
Junior girls	35	25.00	125.	250.	445.	1,175.
Senior boys	70	125.00	380.	537.	928.	3,000.
Senior girls	36	25.00	141.	314.	545.	1,500.
All boys	68	25.00	180.	350.	590.	4,000.
All girls	27	25.00	87.	195.	350.	1,500.
Grand total	47	25.00	137.	290.	514.	4,000.

TABLE OF THE ...

Group	Boys	Girls	Total
Elementary
Intermediate
Senior
All
Grand Total

income for the year.

The range of earnings from \$25. to \$4,000. was very great. Perhaps the high earnings by some high school students may be explained by family accounting techniques designed to effect income tax benefits. Investigation has shown that family incomes have been partially allotted to minors on a "family partnership" basis. This practice has been allowed under certain conditions, but usually a favorable decision by the United States Tax Court has been necessary to establish its legality. A recent case in Texas, involving high school students of a ranch family, was disallowed by the Court.¹ Reports of high income on the questionnaires were made by students living over nine miles from the schools. It is possible that these respondents were children of ranch families whose finances were arranged as in the case cited.

The median earnings for all groups are presented in Figure 2, Page 51, to facilitate comparison. The median income for all students was \$290., but the boys were found to have a considerably higher median income than the girls, \$350. to \$195. respectively. Senior boys reported the highest median earnings, \$537. for the year, while the lowest

¹ Harley Alexander and Maud Alexander, petitioners, v. Commissioner of Internal Revenue, respondent, United States Tax Court, Memorandum Opinion, Docket Nos. 16575, 16574, 18923, 18924, April 21, 1950.

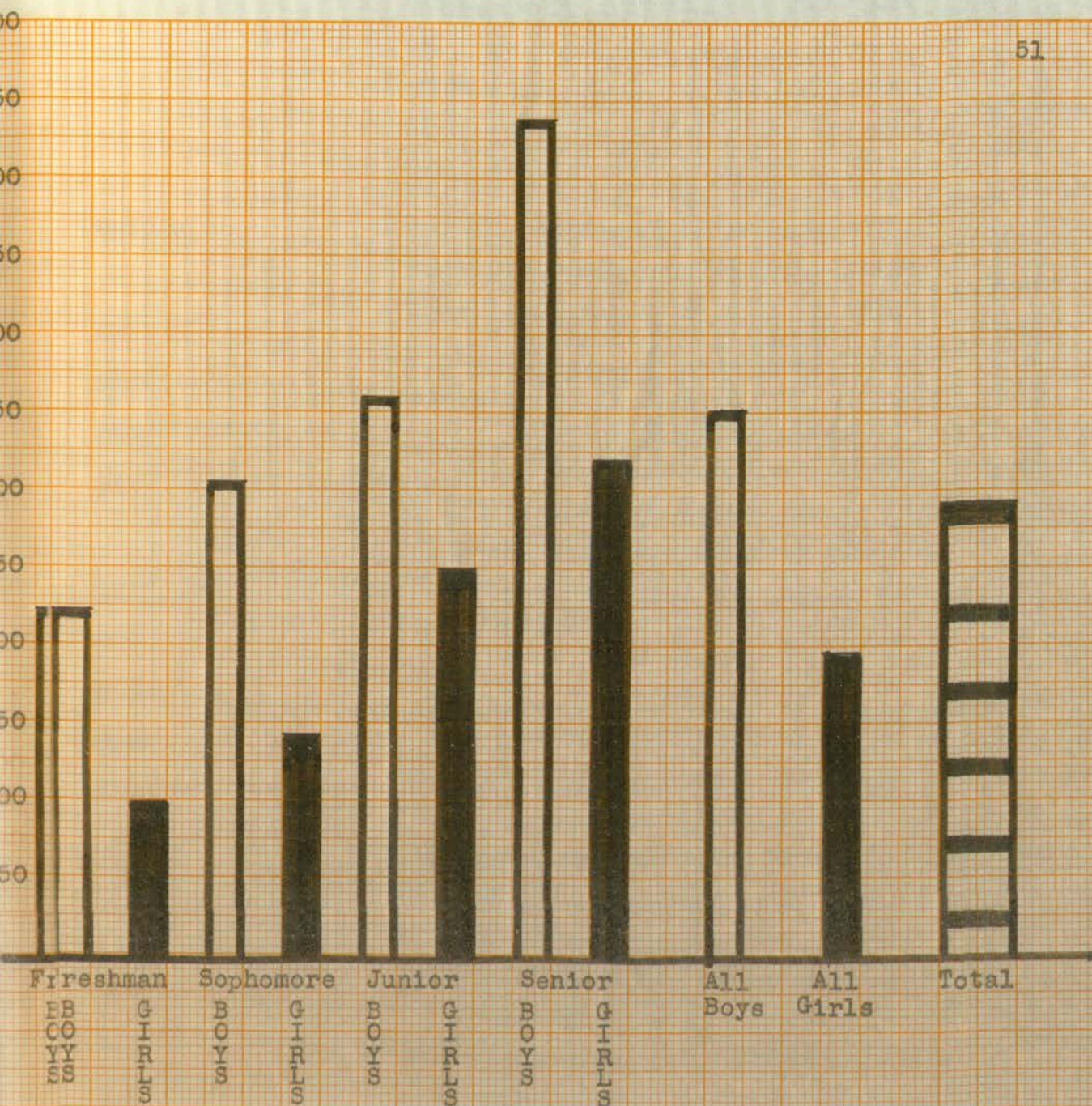


FIGURE 2

MEDIAN EARNINGS OF 1,069 HIGH SCHOOL STUDENTS
FOR ONE YEAR

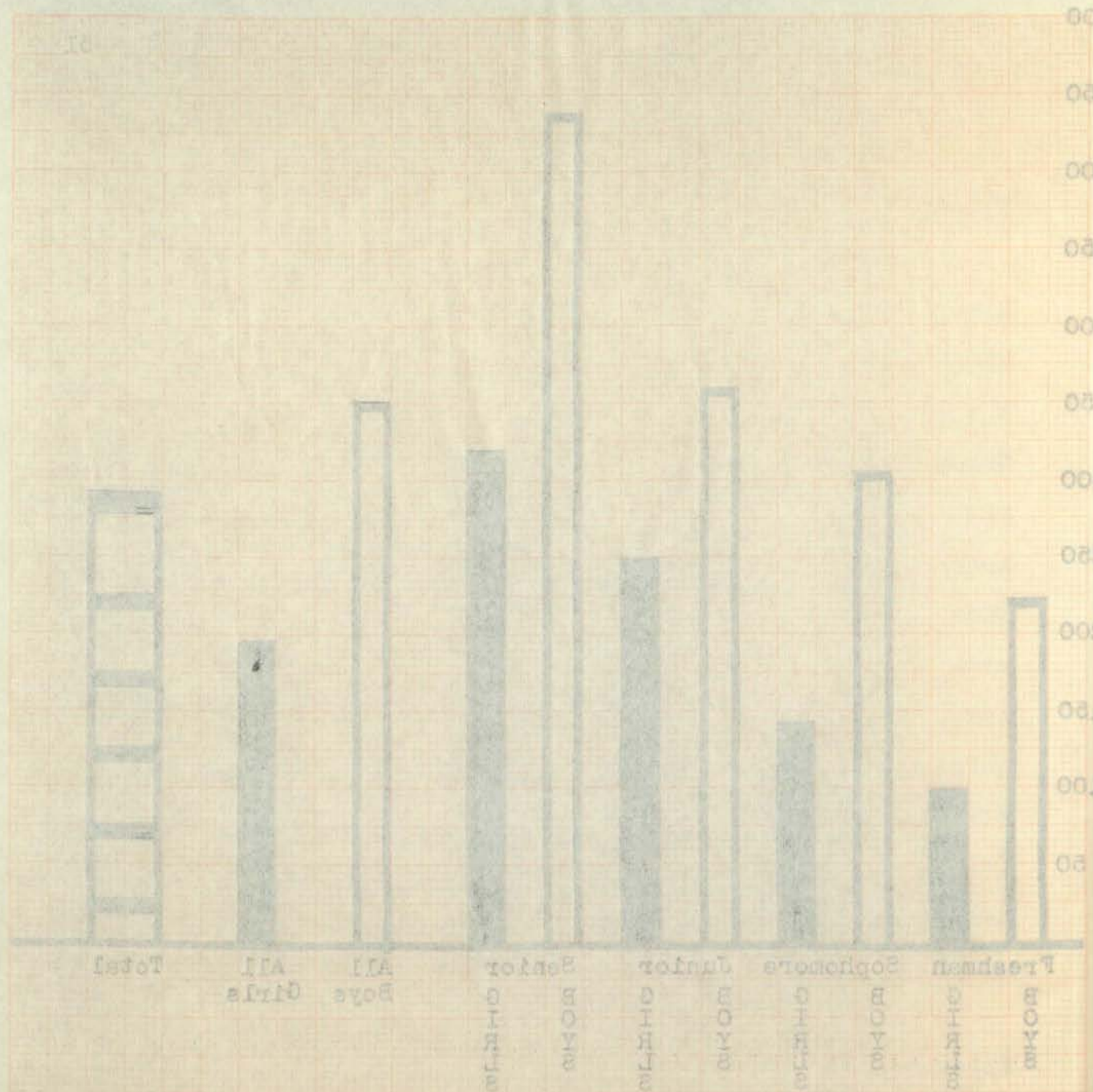


FIGURE 3
MEDIAN EARNINGS OF 1,000 HIGH SCHOOL STUDENTS
FOR ONE YEAR

median earnings were those of freshman girls, \$99.

There was considerable variation between class and sex in the interquartile range of earnings. Table XVIII shows that the senior boys had the greatest interquartile range, \$380. to \$928., while freshman girls had the lowest, \$60. to \$249.

These facts on student earnings indicate that a high percentage of high school students were gainfully employed and that they were capable of earning substantial amounts of money. No inference is made that monies earned by the students were spent for school purposes. Only the potential for such spending can be implied. It was not determined whether those students who earned the most also spent the most for school purposes.

The questionnaire sought information concerning family income status. Over 20 per cent of all the students failed to provide the information, leaving the space blank or making the notation "Don't know." These incomplete data were not used, since the high percentage of non-respondents could have unduly influenced any analysis of the information obtained.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

A concise summary of the respondents' expenditures and earnings is shown in Tables IXX to XXIV. Median expenditures are listed according to rank, and percentage data on student earnings are given.

Table IXX, Page 54, reveals that for all students music was the most expensive average school item. School supplies and social events followed in order. Laboratory fees and textbook costs ranked last.

Among freshman boys and girls, expenses incurred for music purposes averaged higher than all other school disbursements, as shown in Table XX, Page 55. Supplies were second, and third place was held by physical education for boys and home economics for girls. Social events ranked fourth for both sexes and textbooks were last.

Sophomores, too, made their highest average expenditure for music purposes, with supplies in second place, as shown in Table XXI, Page 56. Among sophomores, third highest was shop expenditures for the boys and home economics disbursements for the girls. Textbook expenditures and laboratory fees ranked last for both boys and girls.

THE UNITED STATES OF AMERICA

DEPARTMENT OF COMMERCE

OFFICE OF THE SECRETARY

WASHINGTON, D. C.

AND BUREAU OF COMMERCE

WASHINGTON, D. C.

ANNUAL REPORT

FOR THE YEAR 1913

PRESENTED TO THE HOUSE OF REPRESENTATIVES

AND SENATE

AT THE ANNUAL SESSION

OF 1914

BY THE SECRETARY

OF THE DEPARTMENT OF COMMERCE

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1914

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FOR THE YEAR 1913

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TABLE IXX

RANK OF MEDIAN EXPENDITURES BY 2,240 HIGH SCHOOL STUDENTS

RANK	ALL STUDENTS		BOYS		GIRLS	
	Items	Median	Items	Median	Items	Median
1	Music	\$19.00	Music	\$19.00	Music	\$19.00
2	Supplies	12.00	Social	12.65	Supplies	12.30
3	Social	11.75	Supplies	10.50	Social	11.60
4	Physical education	6.20	Shop	9.00	Home economics	7.60
5	Art	5.90	Physical education	7.70	Art	6.00
6	Athletic games	5.50	Art	5.70	Physical education	5.50
7	Activities	4.75	Athletic games	5.60	Athletic games	5.40
8	Publications	4.30	Activities	5.00	Activities	4.40
9	Spec. books & magazines	3.50	Publications	4.20	Publications	4.35
10	Assemblies	3.15	Spec. books & magazines	3.49	Spec. books & magazines	3.50
11	Laboratory fees	1.65	Assemblies	3.25	Assemblies	3.10
12	Textbooks	1.30	Laboratory fees	1.71	Laboratory fees	1.60
13	*		Textbooks	1.50	Textbooks	1.12

*Median expenditures for shop and home economics courses by all students were not computed (see Pages 26 and 28).

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3	3. Experimental Setup
4	4. Results and Discussion
5	5. Conclusion
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7	7. Appendix B
8	8. Appendix C
9	9. Appendix D
10	10. Appendix E
11	11. Appendix F
12	12. Appendix G
13	13. Appendix H
14	14. Appendix I

TABLE XX

RANK OF MEDIAN EXPENDITURES BY 792 FRESHMAN STUDENTS

RANK :	FRESHMAN BOYS		:	FRESHMAN GIRLS	
	Items	Median		Items	Median
1 :	Music	\$13.00	:	Music	\$23.00
2 :	Supplies	9.50	:	Supplies	11.66
3 :	Physical education	7.55	:	Home economics	7.15
4 :	Social	6.00	:	Social	6.20
5 :	Shop	5.70	:	Physical education	4.50
6 :	Athletic games	5.10	:	Athletic games	4.90
7 :	Art	3.90	:	Art	4.50
8 :	Activities	3.80	:	Publications	4.25
9 :	Publications	3.75	:	Activities	4.20
10 :	Assemblies	2.95	:	Laboratory fees	3.50
11 :	Special books and magazines	2.00	:	Special books and magazines	3.40
12 :	Laboratory fees	1.90	:	Assemblies	3.15
13 :	Textbooks	.98	:	Textbooks	.97

TABLE 1

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28	Appendix U
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32	Appendix Y
33	Appendix Z

TABLE XXI

RANK OF MEDIAN EXPENDITURES BY 596 SOPHOMORE STUDENTS

RANK :	SOPHOMORE BOYS		:	SOPHOMORE GIRLS	
	Items	Median		Items	Median
1 :	Music	\$30.00	:	Music	\$33.00
2 :	Supplies	11.65	:	Supplies	11.42
3 :	Shop	9.40	:	Home economics	7.80
4 :	Social	9.25	:	Social	7.75
5 :	Physical education	7.00	:	Art	7.00
6 :	Athletic games	6.65	:	Athletic games	5.60
7 :	Art	6.00	:	Physical education	5.50
8 :	Activities	5.25	:	Publications	4.85
9 :	Assemblies	4.45	:	Activities	4.00
10 :	Publications	4.10	:	Assemblies	3.75
11 :	Special books and magazines	3.50	:	Special books and magazines	3.51
12 :	Textbooks	3.10	:	Textbooks	1.50
13 :	Laboratory fees	1.65	:	Laboratory fees	1.50

TABLE OF RANKS IN THE ARMY

RANK	DESCRIPTION	NUMBER OF RANKS
1	Major	1
2	Major	1
3	Major	1
4	Major	1
5	Major	1
6	Major	1
7	Major	1
8	Major	1
9	Major	1
10	Major	1
11	Major	1
12	Major	1
13	Major	1

Social events were at the top of the list of median expenditures for junior girls, as revealed in Table XXII, Page 58. School supplies were second, while home economics and music disbursements followed in order. Highest average expenditure of junior boys was made for music activities, followed by social events and school supplies. Laboratory fees and textbook costs ranked last for both sexes.

Graduation expenses for seniors constituted an additional area requiring money, and the median disbursement for this purpose ranked first for both boys and girls of the senior class. Further, it was the most costly single outlay for student spending. Social events and expenditures for school supplies ranked second and third for senior boys, while median expenditures for music purposes and social events held these ranks for the girls. Laboratory fees and textbooks ranked last for all seniors, as can be seen in Table XXIII, Page 59.

Student earnings are summarized in Table XXIV, Page 60. Nearly half of all the student respondents to the questionnaire reported gainful employment. Of the boys 68 per cent were so employed, and 27 per cent of the girls made such reports. The highest percentage of any group reporting income was among the junior boys and the lowest was freshman girls. Nearly three-fourths of the junior boys and only 14 per cent of the freshman girls earned more

TABLE XXII

RANK OF MEDIAN EXPENDITURES BY 457 JUNIOR STUDENTS

RANK :	JUNIOR BOYS		:	JUNIOR GIRLS	
	Items	Median		Items	Median
1 :	Music	\$25.00	:	Social	\$26.00
2 :	Social	20.00	:	Supplies	11.00
3 :	Supplies	11.20	:	Home economics	10.00
4 :	Shop	10.00	:	Music	10.00
5 :	Physical education	9.20	:	Activities	6.30
6 :	Art	8.00	:	Physical education	6.00
7 :	Activities	5.50	:	Art	6.00
8 :	Athletic games	5.35	:	Athletic games	5.65
9 :	Publications	4.15	:	Publications	4.00
10 :	Special books and magazines	3.90	:	Special books and magazines	3.43
11 :	Assemblies	3.00	:	Assemblies	2.75
12 :	Laboratory fees	1.60	:	Laboratory fees	1.50
13 :	Textbooks	1.42	:	Textbooks	1.10

TABLE XXIII

RANK OF MEDIAN EXPENDITURES BY 396 SENIOR STUDENTS

RANK :	SENIOR BOYS		:	SENIOR GIRLS	
	Items	Median		Items	Median
1 :	Graduation	\$53.00	:	Graduation	\$53.00
2 :	Social	15.00	:	Music	39.00
3 :	Supplies	11.30	:	Social	31.00
4 :	Music	10.00	:	Supplies	14.20
5 :	Shop	7.60	:	Home economics	8.25
6 :	Physical education	7.40	:	Physical education	6.50
7 :	Activities	6.25	:	Art	6.00
8 :	Art	6.00	:	Activities	5.80
9 :	Athletic games	6.00	:	Athletic games	5.75
10 :	Special books and magazines	5.00	:	Publications	4.50
11 :	Publications	4.60	:	Special books and magazines	3.80
12 :	Assemblies	2.85	:	Assemblies	3.65
13 :	Laboratory fees	1.62	:	Laboratory fees	1.67
14 :	Textbooks	1.50	:	Textbooks	1.07

TABLE II

TABLE OF PHYSICAL PROPERTIES OF THE ELEMENTS

RANK	ELEMENT	PHYSICAL PROPERTIES	
		Atomic Weight	Boiling Point (°C)
1	Hydrogen	1.008	-252.8
2	Helium	4.003	-268.9
3	Lithium	6.941	1342
4	Beryllium	9.012	2970
5	Boron	10.81	2552
6	Carbon	12.011	3642
7	Nitrogen	14.007	-195.8
8	Oxygen	15.999	-183.0
9	Fluorine	18.998	-188.1
10	Neon	20.180	-246.1
11	Sodium	22.990	883
12	Magnesium	24.305	1090
13	Aluminum	26.982	2467
14	Silicon	28.086	3265
15	Phosphorus	30.974	280.5
16	Sulfur	32.06	444.6
17	Chlorine	35.45	-34.6
18	Argon	39.948	-185.9
19	Potassium	39.098	774
20	Calcium	40.078	1484
21	Scandium	44.956	2836
22	Titanium	47.88	3560
23	Vanadium	50.942	3407
24	Chromium	51.996	2671
25	Manganese	54.938	2100
26	Iron	55.845	2750
27	Cobalt	58.933	2707
28	Nickel	58.69	2731
29	Copper	63.546	2562
30	Zinc	65.38	907
31	Gallium	69.723	24.3
32	Germanium	72.63	2833
33	Arsenic	74.922	611
34	Selenium	78.96	685
35	Bromine	79.904	-7.2
36	Krypton	83.80	-153.3
37	Rubidium	85.468	39.1
38	Strontium	87.62	1382
39	Yttrium	88.906	2770
40	Zirconium	91.224	3552
41	Niobium	92.906	2542
42	Molybdenum	95.94	2623
43	Technetium	98.00	2710
44	Ruthenium	101.07	2631
45	Rhodium	102.91	2668
46	Palladium	106.37	2698
47	Silver	107.87	2163
48	Cadmium	112.41	900
49	Indium	114.82	-19.1
50	Thallium	118.71	271.4
51	Lead	127.6	327.3
52	Bismuth	125.76	271.5
53	Polonium	209	337
54	Astatine	210	337
55	Radon	222	-6.1
56	Francium	223	2700
57	Radium	226	2760
58	Actinium	227	3200
59	Thorium	232	3390
60	Protactinium	231	3290
61	Uranium	238	2862
62	Neptunium	237	2700
63	Plutonium	244	2760
64	Americium	243	2680
65	Curium	247	2670
66	Berkelium	247	2670
67	Californium	251	2670
68	Einsteinium	252	2670
69	Fermium	257	2670
70	Mendelevium	258	2670
71	Nobelium	259	2670
72	Lanthanum	138.91	3233
73	Cerium	140.12	3442
74	Praseodymium	140.91	3299
75	Neodymium	144.24	3273
76	Europium	151.96	2542
77	Gadolinium	157.25	2840
78	Terbium	158.93	2996
79	Dysprosium	162.50	2840
80	Ytterbium	173.05	2697
81	Lutetium	174.97	2980
82	Hafnium	178.49	3671
83	Tantalum	180.95	3555
84	Tungsten	183.84	3695
85	Rhenium	186.21	3180
86	Osmium	190.23	2713
87	Iridium	192.22	2719
88	Rhodium	194.22	2668
89	Palladium	196.22	2698
90	Silver	197.22	2163
91	Cadmium	198.22	900
92	Indium	199.22	-19.1
93	Thallium	201.22	271.4
94	Lead	202.22	327.3
95	Bismuth	203.22	271.5
96	Polonium	204.22	337
97	Astatine	205.22	337
98	Radon	206.22	-6.1
99	Francium	207.22	2700
100	Radium	208.22	2760
101	Actinium	209.22	3200
102	Thorium	210.22	3390
103	Protactinium	211.22	3290
104	Uranium	212.22	2862
105	Neptunium	213.22	2700
106	Plutonium	214.22	2760
107	Americium	215.22	2680
108	Curium	216.22	2670
109	Berkelium	217.22	2670
110	Californium	218.22	2670
111	Einsteinium	219.22	2670
112	Fermium	220.22	2670
113	Mendelevium	221.22	2670
114	Nobelium	222.22	2670
115	Lanthanum	223.22	3233
116	Cerium	224.22	3442
117	Praseodymium	225.22	3299
118	Neodymium	226.22	3273
119	Europium	227.22	2542
120	Gadolinium	228.22	2840
121	Terbium	229.22	2996
122	Dysprosium	230.22	2840
123	Ytterbium	231.22	2697
124	Lutetium	232.22	2980
125	Hafnium	233.22	3671
126	Tantalum	234.22	3555
127	Tungsten	235.22	3695
128	Rhenium	236.22	3180
129	Osmium	237.22	2713
130	Iridium	238.22	2719
131	Rhodium	239.22	2668
132	Palladium	240.22	2698
133	Silver	241.22	2163
134	Cadmium	242.22	900
135	Indium	243.22	-19.1
136	Thallium	244.22	271.4
137	Lead	245.22	327.3
138	Bismuth	246.22	271.5
139	Polonium	247.22	337
140	Astatine	248.22	337
141	Radon	249.22	-6.1
142	Francium	250.22	2700
143	Radium	251.22	2760
144	Actinium	252.22	3200
145	Thorium	253.22	3390
146	Protactinium	254.22	3290
147	Uranium	255.22	2862
148	Neptunium	256.22	2700
149	Plutonium	257.22	2760
150	Americium	258.22	2680
151	Curium	259.22	2670
152	Berkelium	260.22	2670
153	Californium	261.22	2670
154	Einsteinium	262.22	2670
155	Fermium	263.22	2670
156	Mendelevium	264.22	2670
157	Nobelium	265.22	2670
158	Lanthanum	266.22	3233
159	Cerium	267.22	3442
160	Praseodymium	268.22	3299
161	Neodymium	269.22	3273
162	Europium	270.22	2542
163	Gadolinium	271.22	2840
164	Terbium	272.22	2996
165	Dysprosium	273.22	2840
166	Ytterbium	274.22	2697
167	Lutetium	275.22	2980
168	Hafnium	276.22	3671
169	Tantalum	277.22	3555
170	Tungsten	278.22	3695
171	Rhenium	279.22	3180
172	Osmium	280.22	2713
173	Iridium	281.22	2719
174	Rhodium	282.22	2668
175	Palladium	283.22	2698
176	Silver	284.22	2163
177	Cadmium	285.22	900
178	Indium	286.22	-19.1
179	Thallium	287.22	271.4
180	Lead	288.22	327.3
181	Bismuth	289.22	271.5
182	Polonium	290.22	337
183	Astatine	291.22	337
184	Radon	292.22	-6.1
185	Francium	293.22	2700
186	Radium	294.22	2760
187	Actinium	295.22	3200
188	Thorium	296.22	3390
189	Protactinium	297.22	3290
190	Uranium	298.22	2862
191	Neptunium	299.22	2700
192	Plutonium	300.22	2760
193	Americium	301.22	2680
194	Curium	302.22	2670
195	Berkelium	303.22	2670
196	Californium	304.22	2670
197	Einsteinium	305.22	2670
198	Fermium	306.22	2670
199	Mendelevium	307.22	2670
200	Nobelium	308.22	2670

TABLE XXIV

RATIO OF STUDENT EXPENDITURES TO STUDENT EARNINGS

Group	Per cent of class with income	Per cent of class earned more than spent	Per cent of earning group earned more than spent
Freshman boys	62	52	86
Freshman girls	24	14	66
Sophomore boys	67	63	94
Sophomore girls	25	20	74
Junior boys	73	72	95
Junior girls	35	24	86
Senior boys	70	65	92
Senior girls	36	26	52
All boys	68	63	91
All girls	27	21	73
Grand total	47	41	86

than they spent for all school purposes.

Among all respondents to the questionnaire, 41 per cent earned more than they spent for school purposes. Wide differences in these earnings existed between boys and girls, 63 per cent of the boys and 21 per cent of the girls having higher earnings than expenditures for all school costs.

Of the group reporting income, nearly all of the boys earned more than they spent for school attendance costs and nearly three-fourths of the girls in this group reported higher earnings than expenditures.

II. CONCLUSIONS

The conclusions drawn from this study are as follows:

(1) All of the students in the survey made some expenditures in connection with their high school attendance; (2) the range of expenditures by students was very great; (3) money was expended for a wide variety of purposes; (4) textbooks were not entirely free in the New Mexico high schools; (5) seniors made the greatest median class expenditure, largely due to the high costs involved in graduation; (6) nearly half of all high school students were gainfully employed; and (7) nearly all employed students earned more money than they spent while attending high school.

High school attendance requires money. One of the concepts upon which the educational and social philosophy of

Then they were taken to the hospital.

Among the patients in the hospital were

several more than thirty years of age.

Some of these were taken to the hospital

and of the rest of the patients in the

hospital it was reported that they were

of the same age as the patients in the

hospital and were taken to the hospital

and were taken to the hospital and were

higher than the patients in the hospital

and were taken to the hospital and were

and were taken to the hospital and were

and were taken to the hospital and were

(1) All of the patients in the hospital

in connection with the patients in the

rooms of the hospital and were taken to

was examined for a long time and were

were not entirely satisfied with the

results made the patients in the hospital

due to the fact that the patients in the

of all high school students in the hospital

highly all of the patients in the hospital

great while all of the patients in the

High school students in the hospital

concepts and the patients in the hospital

the American culture rests is that of free public education. When the grounds of a philosophy are insecure, the structure resting on those grounds is threatened. It is obvious that high school education in New Mexico is not entirely without cost, as represented by the ten schools surveyed. A possibility that capable students are denied or must discontinue their education due to financial reasons is a real problem that the citizens of New Mexico must recognize.

The least amount of money any student reported spending for school purposes was \$9. while the most was \$710. The range is great, with a median expenditure of \$77. per student. How many students are denied opportunities at school because they cannot afford to spend \$77.? It is reasonably safe to conclude that many high school students suffer various frustrations or embarrassments because insufficient funds prevent their participation in school activities or enrollment in school courses which they would enjoy and from which they would benefit. As an example, the consistently high average expenditure for music purposes could very easily preclude such training for talented pupils when the necessary funds were not available.

High school students spend money for many things, -- pencils to typewriters, band uniforms to gym socks, class play tickets to graduation formals. Adolescents are extremely sensitive to the social approval of their peers.

The American public has been told that the only way to solve the problem of the Negro is to give him the same education as the white child. This is a very good idea, but it is not the only one. There are many other ways to solve this problem, and many of them are better than the one that has been proposed. The first of these is to give the Negro child a better home life. If the child is born into a family that is poor and ignorant, he will never be able to succeed in school. The second is to give the Negro child a better teacher. If the teacher is ignorant and prejudiced, he will never be able to teach the child properly. The third is to give the Negro child a better school. If the school is overcrowded and the facilities are poor, the child will never be able to learn. These are the three most important things that can be done to help the Negro child. If we do these things, we can give him a chance to succeed in school and in life.

The second of these is to give the Negro child a better teacher. If the teacher is ignorant and prejudiced, he will never be able to teach the child properly. The third is to give the Negro child a better school. If the school is overcrowded and the facilities are poor, the child will never be able to learn. These are the three most important things that can be done to help the Negro child. If we do these things, we can give him a chance to succeed in school and in life.

how many schools are there in the country? They cannot afford to have a good teacher. They cannot afford to have a good school. They cannot afford to have a good home life. This is the situation of the Negro child in the United States. It is a very sad situation, and it is one that we must try to solve. We must give the Negro child a chance to succeed in school and in life. We must give him a better home life, a better teacher, and a better school. If we do these things, we can give him a chance to succeed in school and in life.

these conditions are the same as the conditions of the white child. If the white child is born into a family that is poor and ignorant, he will never be able to succeed in school. If the white child is born into a family that is rich and educated, he will be able to succeed in school. This is the same for the Negro child. If the Negro child is born into a family that is poor and ignorant, he will never be able to succeed in school. If the Negro child is born into a family that is rich and educated, he will be able to succeed in school. This is the same for the Negro child. If the Negro child is born into a family that is poor and ignorant, he will never be able to succeed in school. If the Negro child is born into a family that is rich and educated, he will be able to succeed in school. This is the same for the Negro child.

what is the result of this? The result is that the Negro child is never able to succeed in school. He is never able to get a good education. He is never able to get a good job. He is never able to get a good home life. This is the result of the way that the Negro child is treated in the United States. It is a very sad result, and it is one that we must try to solve. We must give the Negro child a chance to succeed in school and in life. We must give him a better home life, a better teacher, and a better school. If we do these things, we can give him a chance to succeed in school and in life.

With school attendance laws, the Negro child is never able to get a good education. He is never able to get a good job. He is never able to get a good home life. This is the result of the way that the Negro child is treated in the United States. It is a very sad result, and it is one that we must try to solve. We must give the Negro child a chance to succeed in school and in life. We must give him a better home life, a better teacher, and a better school. If we do these things, we can give him a chance to succeed in school and in life.

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It is important to the learning activity of any student that he can attend school in dignity, having the acceptable clothing and the financial means to participate in the full school program, and that his social development can progress under the sponsorship of school social events.

Theoretically, the students in New Mexico high schools received free textbooks. In spite of this fact, the majority of students reported expenditures for textbook purposes. The public spent \$3.35 per pupil for textbooks during the 1949-50 school year in New Mexico,¹ while the pupils themselves averaged nearly half that amount for similar expenditures. Textbooks cannot be considered free until all students are no longer required to spend money for deposits, fines, replacements, or purchases of textbooks. Practice must be consistent with theory.

One of the problems facing public education today is to increase the holding power of the schools. The junior high school system was organized to bridge the gap between elementary and secondary schools. If the expense and effort involved in such a reorganization could be made in an effort to keep young people in school, how can the American people tolerate the conditions within the schools which led Harold Hand to conclude, "The size of the family purse is the most

¹ The Albuquerque Journal, July 15, 1950.

significant thing to know about an American child if one is trying to predict how long he will remain in school."² Many family purses in New Mexico cannot make provision for expenditures of \$19. for music courses, \$9. for shop courses, and \$53. for the ritual of graduation. These are real educational barriers facing high school students in this state.

With the exception of seniors, the median expenditure of \$77. by New Mexico high school students was lower than that found in studies made in other areas during less inflationary periods. It is possible that the money furnished by the state as a unit through the special school tax provides a more nearly free education in New Mexico than in states depending largely on the local property tax. Other possible explanations of the lower median expenditure may be less comprehensive extra-curricular programs and the informal dress and customs in New Mexico, both of which would make school attendance less expensive in this state.

On the other hand, the lower median expenditure in New Mexico may be an indication of differences in family income. School expenses of \$77. a year in New Mexico may represent more real sacrifice than a higher amount in areas of higher family income. The ratio of student expenditure

² Harold C. Hand, "Hidden Tuition Charges in High School Subjects," Education Forum, 13:441-448, May, 1949.

to family income was not determined in this study, nor was any such study found at the time of this investigation. As pointed out in Chapter II, the work of Counts, Bell, Hand, and others revealed a close relationship between family income and student withdrawals. The implication is clear that if money is needed for school attendance, those students lacking sufficient funds are automatically handicapped.

The high schools of New Mexico did not receive the undivided attention of their students, since nearly one-half of these students were gainfully employed last year. This high percentage of employed pupils has important implications if the schools are to meet the needs and desires of youth. The learning of students is not a process turned on and off within the confines of the school building, and if the school is to be responsible for the student's learning, the conventional concepts of the curriculum need major revision.

III. RECOMMENDATIONS

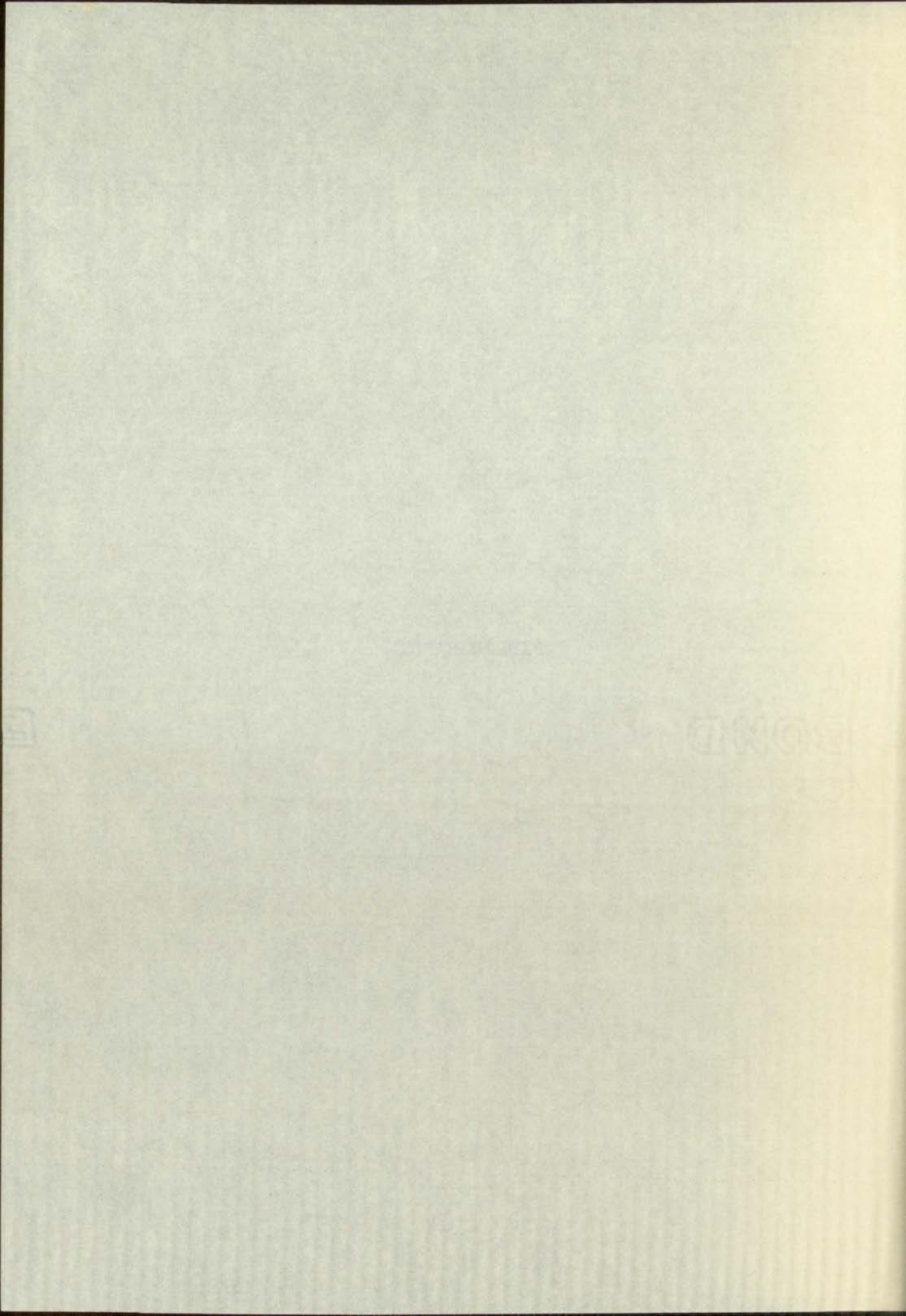
Some recommendations are warranted on the basis of the conclusions drawn from the data: (1) More research is needed on the problem of student expenditures, especially as related to family income; (2) concerted effort should be made by school administrators to eliminate fees, charges, and assessments from school programs; (3) the concept of the

curriculum should be broadened to encompass the employment of students; and (4) special effort should be made by the high schools to reduce the costs in connection with high school graduation.

In the last analysis, how can the high schools that are charged with the responsibility of transmitting the principles and values of democracy fulfill their mission in a growing atmosphere of financial aristocracy? Is there any real justification for the high schools charging their students for school productions, either journalistic or athletic? Certainly the whole problem of student expenditures merits serious thought by parents, students, and professional educators.

REVISTA

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APPENDIX

2
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19

521 S. Valencia Drive
Albuquerque, New Mexico
March , 1950

Mr. , Principal
High School
, New Mexico

Dear Mr. :

In connection with obtaining the data for a master's thesis in Education, I am interested in contacting students in the secondary schools of New Mexico by way of a questionnaire. The subject of my thesis is "A Study of Expenditures by Students Attending Secondary Schools in New Mexico." In order to examine this problem fully and evaluate its implications I propose to submit the enclosed questionnaire to all students in accredited secondary schools having a four-year senior high program.

This questionnaire has been approved by Dean S. P. Nannings, College of Education, University of New Mexico. Mr. R. P. Sweeney, State Director of Secondary Education, and Mr. R. J. Mullins, Executive Secretary of the New Mexico Education Association, are also very much interested in the findings of this study and are cooperating in every way to make it a success. Data obtained will be used to reveal only a combined state-wide picture, and no school-by-school comparisons will be made.

I am wondering whether your school will cooperate in this survey? Participation will involve distributing the questionnaires to your students, allowing them a few minutes to complete them, and returning them to me in an addressed, postpaid envelope provided for the purpose. Your cooperation will be very much appreciated, and an abstract of the findings will be mailed to you upon completion of the study, if you so indicate.

Enclosed is an addressed postcard. Please complete the blanks indicating your interest in this study and return it to me at your earliest convenience. The questionnaires will be sent to you as soon as possible upon receipt of your favorable reply.

Very truly yours,

Max Kaslo

Enclosures - 2

Mr.

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above matter. The same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours obedient servant,

J. H. [Name]

THE [Name]

EFFICIENCY

I am, Sir, very respectfully,
Yours obedient servant,

J. H. [Name]

Enclosure - 1

Date_____

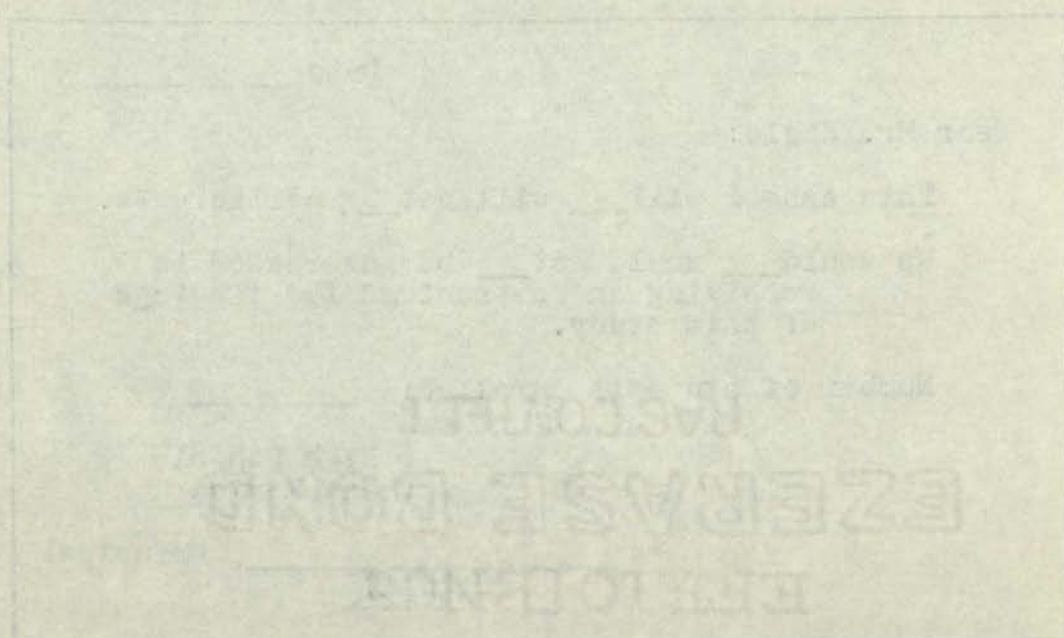
Dear Mr. Kaslo:

This school will____ will not____ participate.

We would____ would not____ be interested in
receiving an abstract of the findings
of this study.

Number of students enrolled: _____

High School
, New Mexico_____, Principal
(Signed)



521 S. Valencia Drive
Albuquerque, New Mexico
, 1950

Mr. , Principal
High School
, New Mexico

Dear Mr. :

Thank you for your favorable response to my letter of March 7, 1950, requesting your cooperation in the study I am making of Student Expenditures.

Enclosed with this letter are copies of the questionnaire. I shall appreciate it if you will have these forms completed at your earliest convenience and return them to me in the enclosed postpaid envelope.

If some of your students would like to take the questionnaires home in order to complete them with the assistance of their parents, that will be satisfactory.

Thank you again for your kind cooperation.

Very truly yours,

Max Kaslo

Enclosures

THE
OFFICE OF THE
ATTORNEY GENERAL

RECEIVED
JAN 10 1906
U. S. DEPT. OF JUSTICE

1906

IN REPLY TO YOUR LETTER OF JANUARY 5, 1906, ADVISING THAT YOU HAD RECEIVED A COPY OF THE REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE, DATED JANUARY 3, 1906, RELATIVE TO THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS.

THE REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE, DATED JANUARY 3, 1906, RELATIVE TO THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS, HAS BEEN RECEIVED AND IS BEING REVIEWED BY THE ATTORNEY GENERAL.

THE ATTORNEY GENERAL HAS BEEN ADVISED BY THE COMMISSIONER OF THE GENERAL LAND OFFICE, DATED JANUARY 3, 1906, RELATIVE TO THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS, THAT THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS ARE BEING REVIEWED BY THE ATTORNEY GENERAL.

THE ATTORNEY GENERAL HAS BEEN ADVISED BY THE COMMISSIONER OF THE GENERAL LAND OFFICE, DATED JANUARY 3, 1906, RELATIVE TO THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS, THAT THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS ARE BEING REVIEWED BY THE ATTORNEY GENERAL.

THE ATTORNEY GENERAL HAS BEEN ADVISED BY THE COMMISSIONER OF THE GENERAL LAND OFFICE, DATED JANUARY 3, 1906, RELATIVE TO THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS, THAT THE LANDS OF THE UNITED STATES IN THE STATE OF TEXAS ARE BEING REVIEWED BY THE ATTORNEY GENERAL.

RECEIVED

BY THE COURT OF THE STATE OF NEW YORK

IN SENATE

To the SENATE OF THE STATE OF NEW YORK

REPORT OF THE COMMISSIONER OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
ON JANUARY 14, 1908

ALBANY: J.B. LIPPINCOTT COMPANY, PRINTERS
1908

My Land Office, Albany, New York, January 14, 1908.

SIR:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,
Yours very truly,

W. L. G. (Signature)

Commissioner of the Land Office

Enclosed for you are two copies of a report of the Surveyor General, dated and captioned as above.

I am, Sir, very respectfully,
Yours very truly,

W. L. G. (Signature)

Commissioner of the Land Office

10. I spend (how much?) for shop fees per year . . . _____
(include materials and equipment)
11. I spend (how much?) for home economics courses
per year . . . _____
(include cooking and sewing materials, etc.)
12. I spend (how much?) for music courses per year . _____
(include instruments, uniforms, sheet music,
special lessons, fees, etc.)
13. I spend (how much?) for art courses per year . . _____
(include materials, special fees, etc.)
14. I spend (how much?) for physical education courses
per year . . . _____
(include locker fees, gym clothes, shoes, equip-
ment, etc.)
15. I spend (how much?) for school clubs or organiza-
tion activities per year . . . _____
(include fees, dues, assessments, special field
trip costs, club entertainments, materials or
supplies for activities, etc.)
16. I spend (how much?) for special school assemblies,
such as movies, professional entertainers, lectures,
concerts, etc. . . . _____
17. I spend (how much?) for general school social
functions . . . _____
(include banquets, parties, proms, class plays,
dances, class day activities. Also include
special clothing, personal gifts, corsages, etc.)
18. I spend (how much?) for general school athletic
tickets . . . _____
(include cost of personal and any guest admissions
to athletic events, and any accompanying expendi-
tures)
19. I spend (how much?) for school publications . . . _____
(year book, hand book, annual, magazines, etc.)
20. (For students living away from home) I spend
(how much?) for board and room per year _____
21. (For seniors) I spend (how much?) for class
rings, pictures, cap and gown rental,
graduation clothes, fees, etc. . . . _____

10. I want to know if you can help me with this problem.

11. I need to know how to solve this equation.

12. I am having trouble understanding this concept.

13. I would like to know more about this topic.

14. I am confused about this part of the lesson.

15. I need to know how to find the answer to this question.

16. I am not sure if I am doing this correctly.

17. I would like to know how to approach this problem.

18. I need to know how to calculate this value.


19. I am having trouble with this part of the assignment.

20. I would like to know how to solve this problem.

21. I need to know how to find the solution to this equation.

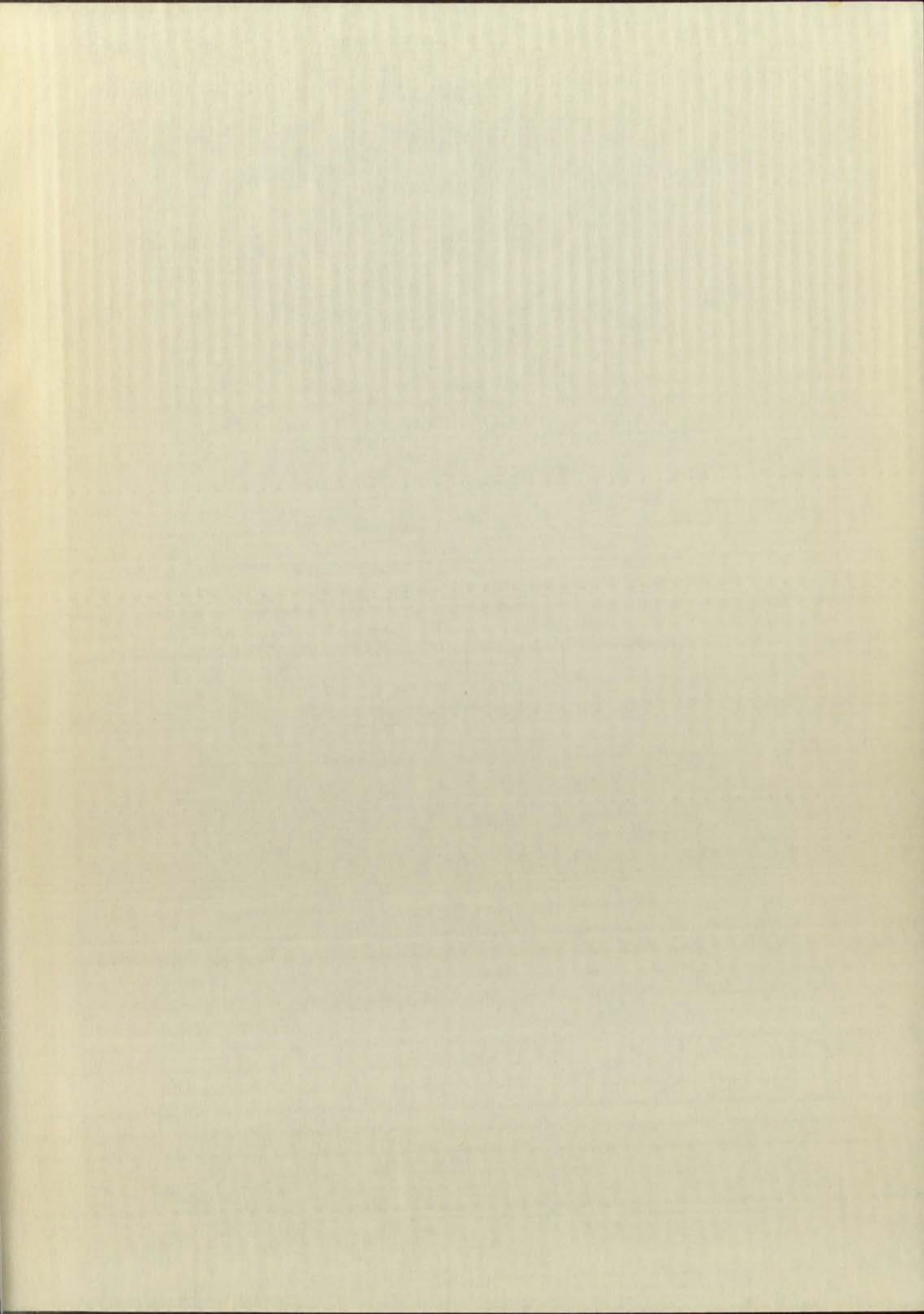
LIST OF THE HIGH SCHOOLS
WHOSE STUDENTS PARTICIPATED IN THIS STUDY

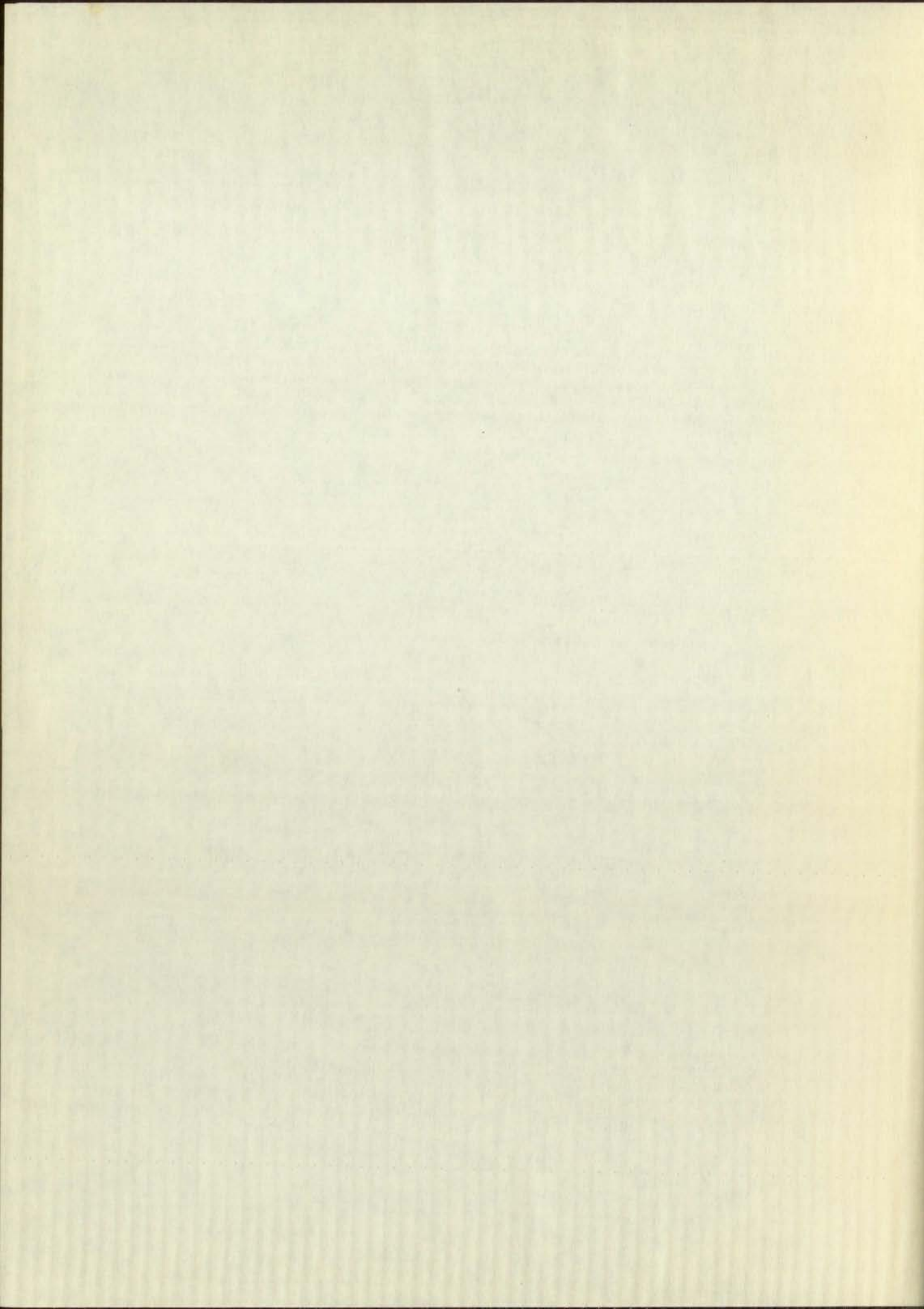
Alamogordo High School, Alamogordo, New Mexico
Anthony Union High School, Anthony, New Mexico
Artesia High School, Artesia, New Mexico
Carlsbad High School, Carlsbad, New Mexico
Clayton High School, Clayton, New Mexico
Hatch Union High School, Hatch, New Mexico
Hurley High School, Hurley, New Mexico
Las Vegas High School, Las Vegas, New Mexico
Los Alamos High School, Los Alamos, New Mexico
Raton High School, Raton, New Mexico

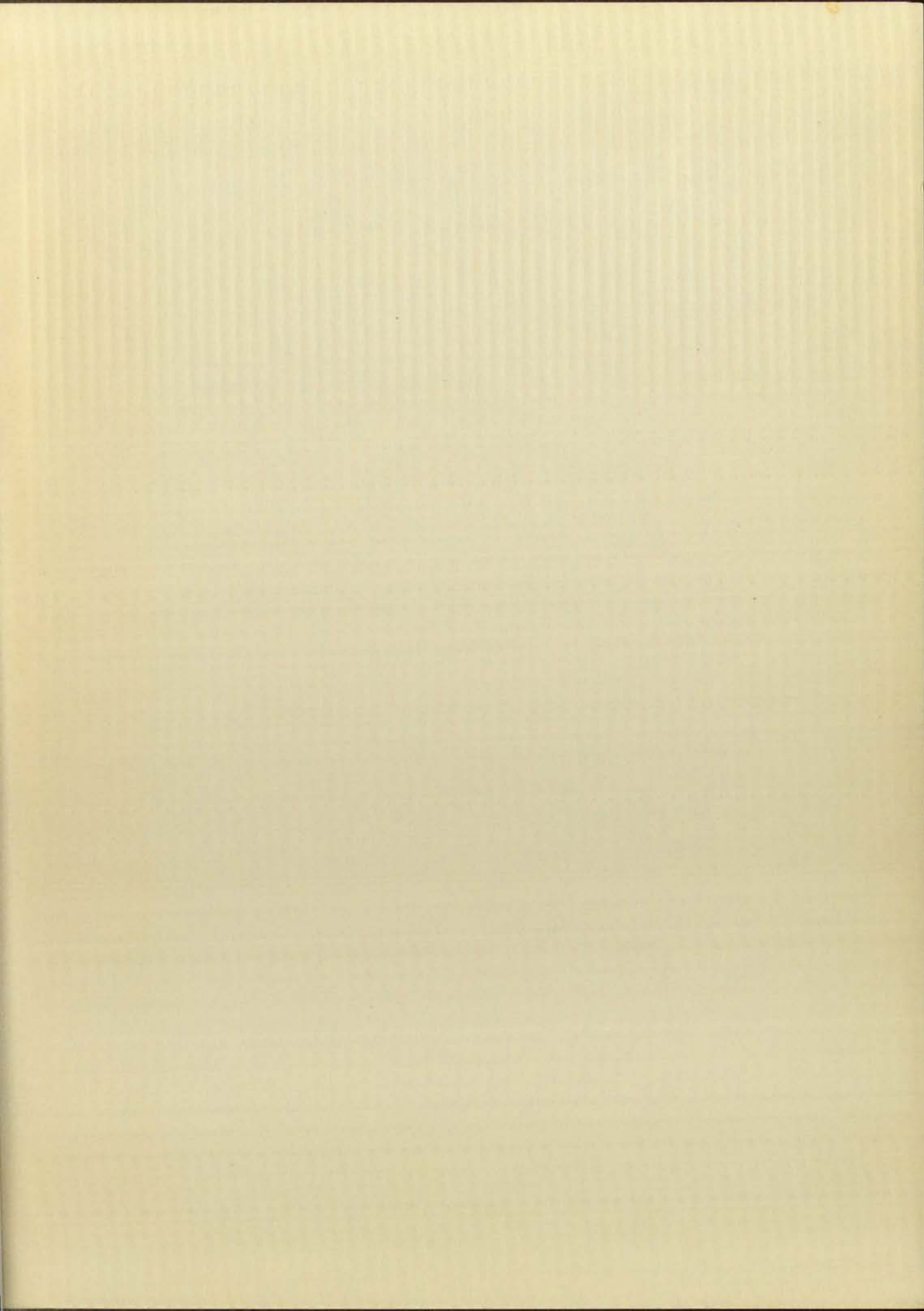


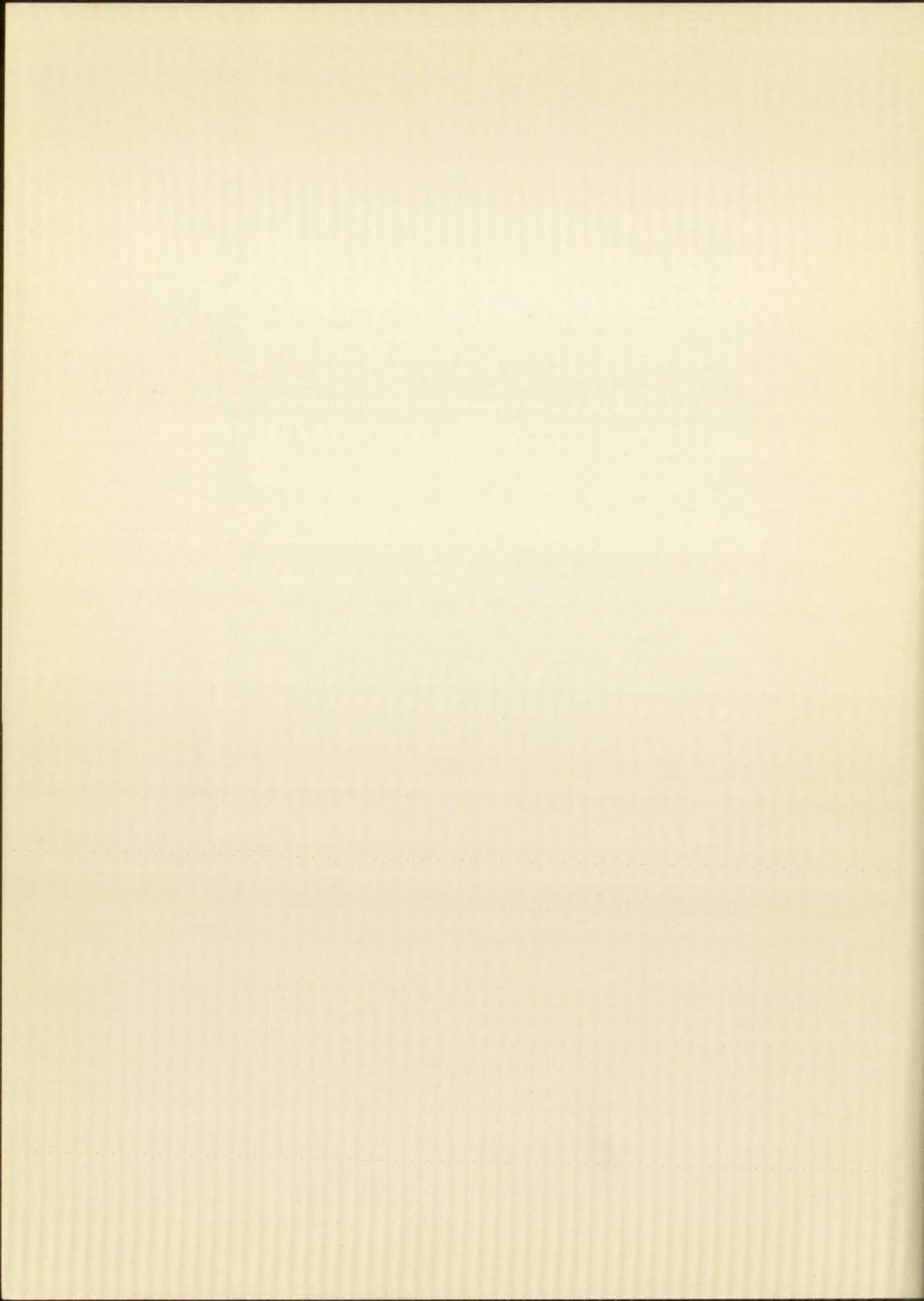


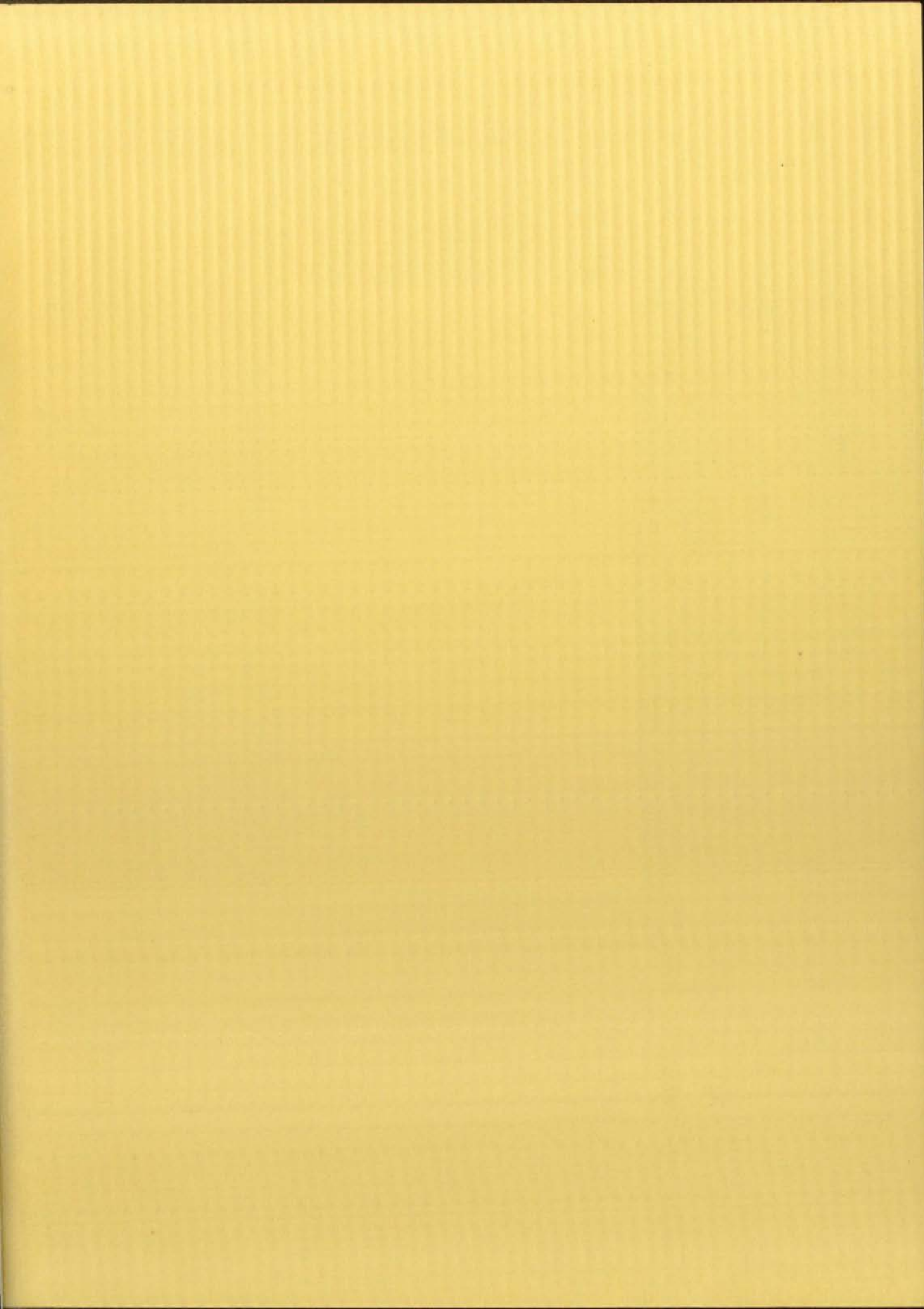
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CONTENT











1947-1948

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IMPORTANT!

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