T H E S I S

FINANCIAL STATUS
OF
A GROUP OF TEACHERS
OF
VOCATIONAL AGRICULTURE OF TEXAS

Submitted by

Harvey C. White

In partial fulfillment of the requirements

for the Degree of Master of Science

Colorado State College

of

Agriculture and Mechanic Arts

Fort Collins, Colorado

August, 1941

16

COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

August 1 1941

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY HARVEY C. WHITE

ENTITLED FINANCIAL STATUS OF A GROUP OF TEACHERS OF VOCATIONAL AGRICULTURE OF TEXAS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

MAJORING IN VOCATIONAL AGRICULTURE

CREDITS 3

G A Schmidt
In Charge of Thesis

APPROVED G A Schmidt
Head of Department

Examination Satisfactory

Committee on Final Examination

L. A. Moorhouse, G A Schmidt

A C E pp D R Donaldson

R T Burdick

V. E. Newsom
Dean of the Graduate School

Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School.

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation and gratitude to Doctor G. A. Schmidt, Professor of Agricultural Education, Colorado State College, Fort Collins, Colorado; to Doctor C. S. Anderson, Professor of Agricultural Education, Pennsylvania State College, State College, Pennsylvania; to Doctor Gilbert L. Betts, Supervisor of Graduate Research in Education, Colorado State College, Fort Collins, Colorado; for their many suggestions, and advice, in writing this thesis.

To Mr. O. T. Ryan, Area I Supervisor of Vocational Agriculture, Texas Technological College, Lubbock, Texas, who helped in collection of the necessary data for the study, the writer expresses his appreciation.

The writer wishes to extend thanks to his wife Ila Mae White for her assistance in compiling data on the problem.

To those teachers of Vocational Agriculture living in Area I of Texas who were so gracious in furnishing necessary data the writer expresses gratitude.

CONTENTS

Chapter I

INTRODUCTION

The problem underlying this study pertains to the financial status of a group of teachers of vocational agriculture of Texas. There are at present 8450 men engaged in teaching vocational agriculture in the United States and in the territories of Hawaii and Puerto Rico. In addition there are nearly 500 men engaged in teacher training work in vocational agriculture and in the supervision and administration of the work. These facts are here mentioned merely to show th at the teaching of vocational agriculture is offering opportunity for employment to a ver y large group of men all of whom are college graduates.

Furthermore, the program in vocational agriculture has slowly and gradually increased on a rather smoothly rising scale indicating that each year many more men will become engaged in the work.

A vocation attracting such a large number of college graduates, and that will in the future continue to attract hundreds each year, is worthy of careful study. Those entering this field of service should know what they are doing. The financial possibilities of this type of social service should be known by one considering

the teaching of vocational agriculture as a profession. A teacher of vocational agriculture should be able to check his economic status against the average of a large group.

In the promotion and expansion of the program in vocational education in agriculture many problems have confronted the individuals who are responsible for its development. One of the most challenging of these problems to the individual teacher of agriculture, has been that of meeting his personal obligations and, in addition, the expenses connected with his work in teaching and in his professional improvement. For the above reasons, and because of its general interest, as far as teachers of vocational agriculture are concerned, the writer has decided to make this study, one which involves the economic security of teachers of vocational agriculture in Area I of Texas.

Area I is located in the Panhandle and South Plains of the State of Texas. This area is noted for its diversity of productive farm enterprises, prosperous farms, and growing communities. It is a region rich in fertile soil, abundance of under-ground water, and prosperous industries.

Vocational agriculture is rapidly taking its place as a definite educational service in the growth and development of the communities in Area I. The demand for vocational agriculture has increased to the

extent that eighty-eight departments are now located in the high schools of the Panhandle and South Plains of Texas, which constitute Area I.

This study is limited to the area supervisor and teachers of vocational agriculture in Area I of Texas who have had three or more years of teaching experience in agriculture.

A large majority of these teachers will in the future become dependent upon their teacher retirement, savings, and investments accumulated during their active service as teachers of vocational agriculture.

The writer believes that many factors enter into the solution of the problem of economic security of teachers of vocational agriculture. He believes that to gain economic security, teachers of vocational agriculture must have an income sufficient to provide a normal standard of living, to grow professionally, and to save something for the future.

The following questions are indicative of the kinds of information that the writer secured from teachers of vocational agriculture and from the area supervisor.

1. What is the mean salary of teachers of vocational agriculture in this area?
2. What is the mean tenure of teachers of vocational agriculture in the area?
3. What is the marital status of teachers of vocational agriculture in the area?

4. What is the average number of children of teachers of vocational agriculture in the area?

5. What is the mean net worth of productive investments of teachers of vocational agriculture in the area?

6. What is the yearly living expense of the average family of a teacher of vocational agriculture in the area?

7. What is the mean yearly personal expense for teaching vocational agriculture in the area?

8. What is the mean yearly amount spent by teachers of agriculture for professional improvement in the area?

9. Is there a sustained demand for teachers of vocational agriculture in the area?

10. What is the average number of high schools in the area desiring teachers of agriculture each year?

Chapter II

REVIEW OF LITERATURE

The writer is making a study of the economic security of 27 teachers of vocational agriculture in Area I of Texas.

> The economic status of any teacher is naturally of major personal concern to that teacher. . . . From the personal point of view, a satisfactory economic status is important because it means having the necessities of life in sufficient amounts for one's self and dependents; a reasonable amount for giving to worthy causes . . . ; ample opportunity for wholesome recreation and for culture and professional growth; and a chance to make adequate provision for future emergencies and for retirement. (19:169)

The available literature was reviewed under the following headings: salaries, tenure, marital status, children, investments, living expenses, professional improvement, demand for teachers, and number of teachers in the area.

Salary.--Elstree (7:993) states that

> The first significant study on teachers salaries, was The Economic Aspect of Teachers Salaries by Dyke (6) in 1899. . . . He arrived at the conclusion that tradition, sentiment, public ignorance, public indifference, inefficiency of teachers, and sex of teachers were the chief causes of the low economic status of the profession.

(In 1919 Evenden (8) found that, in his comprehensive research on teachers salaries published in

1919, public opinion constituted the foundation for most of the improvement in salary scheduling which occurred during the next decade.) The findings of this study showed clearly that the country was aroused over the low economic status of teachers, that legislators were interested in better salaries. It also showed that the cost of living had more than doubled from 1916 to 1919, whereas salaries had increased only 12 percent.

Later, in 1931, Green (12) attempted to determine the economic status of public school teachers, to show the trend of salaries of teachers during the last 15 years. He found that, if present trends in teachers salaries continue, by 1940-41 the median position for all types of school positions will equal or excel median salaries reported in 1930-31.

Cooke (5) in 1934 attempted to determine the adequacy of teachers salaries, and Welch (25) in 1935 found that the median salary of teachers increases as additional amounts of college training are taken. He also found that the increase is greater for a given increase in professional training than for either total college training or academic training, that there is a gradual increase in the median salary of teachers who remain in the same position year after year, and that the median salary of teachers increased within certain limits with additional years of experience.

Amends (1) in 1936 found that teachers in the

Southeastern Teachers College District, in Oklahoma, are paid less than the lowest paid county officials. In 1938 Gaumnitz (11) found that salaries increased with the size of the school, and that rural teachers' salaries showed a direct and close relationship to their investments in educational preparation. Blose (4) discovered that the average salary of teachers, supervisors, and principals in the public school system of the continental United States reached its highest point in 1929-30, when the average salary was $1,420 per annum. As the demand for better prepared teachers increases, Gaumnitz found, a continuing increase in the salary level may be expected.

In 1939, Walraven (24) found that in Oklahoma federally-aided teachers received much higher salaries than did teachers of English, history, science, and superintendents. This confirmed Rittgers' (21) findings in 1936, that vocational teachers received more salary than non-vocational teachers.

Expenses in connection with professional duties have to be considered in determining "real" salaries. This was pointed out by Fitzgerald (10) in 1926, in his study of the costs of transportation; he concluded that when these factors were included, the vocational agriculture teachers were not paid out of proportion to other teachers.

Tenure.--In 1922 Martin (17) found that such

factors as salaries, living conditions, and previous teaching experience were related to tenure. Stewart (22) in 1930 found that tenure of teachers of vocational agriculture was longer than the tenure of coaches, about the same as that of principals, and manual training teachers, and much less than that of superintendents. He also concluded that, compared with other types of teaching, vocational agriculture offers a better opportunity for employment for a short time than for a life career.

In September, 1936, the National Education Association (18) found that, according to the state laws, contracts for teachers in some districts could be for more than one year, and that in other districts there was no legal provision, or there was annual election.

In 1938 Ireland (14) found that 50 percent of the teachers serve three years or less, and that the average tenure of those who remain in active service approximates 14 years. He also found that the average tenure of teachers who retire because of disability is 22 years, and that for those who retire on a superannuation pension it is 39 years.

Walraven in 1939 (24) found that teachers of vocational agriculture have shorter tenure than teachers of English, history, science, and superintendents. Gaumnitz (11), in 1939, found that experience and tenure seemed to be rewarded.

Marital status.--In 1935 a national survey (9:21) of the education of teachers revealed that one in every three teachers in high schools was a man, and that in 1930-31, one in every 14 senior high school teachers was a married woman.

Pinkerton (20) in 1939 analyzed the effect of various factors on the choice of teachers. The factors studied were those of local residence, marital status, training and experience, the attitude of the teacher toward his profession and his superior officers, and his personality. He finds that "home talent" teachers are generally preferred, and that, other things being equal, the teacher who possesses optimistic life attitudes, and a good personality, is most apt to enjoy security of position.

Dependent children.--Turner (23) in 1939 found that married teachers and those with dependent children receive, as a rule, better salaries.

The National Education Association (19) investigated the number of dependency units per teacher. It found that for married men the average was 3.5, and that on the average there were 1.5 children per family.

Investments.--In 1930 Gaumnitz (11) found that about 67 percent of all rural teachers reported some assets; about 20 percent were in debt. The amount of

the assets shown rarely totaled $1000. There was a close and direct correlation between the salaries of rural teachers and their assets. Men had accumulated considerably more property than the women, but also had incurred more debt in proportion to the value of their property than had women. Average assets for men amounted to $5040, and $4429 for women.

The women had a larger proportion of their property in the form of securities, while more than one-half of the wealth reported by the men was real or personal property, due probably to the large percentage of the men who owned or were purchasing homes. The average face value of life insurance policies reported by the women was $3429, compared with $7170 for the men. There was a marked tendency for the teachers who had served longest to have more property, greater outstanding indebtedness, greater net assets, and larger current incomes than did the teachers of shorter periods of service. The available data suggest that after thirty-five or forty years of service, married men, if they follow the practices of saving and investment described above, might expect to accumulate $16,000 or $17,000 on the average.

These amounts of capital are distinctly inadequate to provide retirement incomes for people sixty years of age, equal to the average current expenditure reported by all teachers in this survey. They are also much smaller than the $26,610 recommended by the American

Provident Society (19:209) as a suitable reserve at the age of sixty for persons receiving about $3100 per year at the peak of their earning power.

Living expenses.--Ireland (14) in 1938 found that the relationship between salaries and cost of living was more favorable from 1930-31 to 1933-34 than in 1924-25. Gaumnitz (11) in 1939 found that from 35 to 40 percent of the total expenditures of rural teachers was for food and lodging; 15 to 20 percent for clothing, health, transportation to and from school; and 10 to 15 percent were set aside for savings. Two representative budgets, prepared by Jordan (15), are given below.

MONTHLY BUDGET "A"

Income of $1800 per year or $150 per month

Item	Percent	Monthly amount	Yearly amount
Housing---------	25	$37.50	$450.00
House operation-	10	15.00	180.00
Food------------	30	45.00	540.00
Clothing--------	12	18.00	216.00
Advancement-----	15	22.50	270.00
Savings---------	8	12.00	144.00
Total---------	100%	$150.00	$1800.00

MONTHLY BUDGET "B"

Income of $2400 per year or $200 per month

Item	Percent	Monthly amount	Yearly amount
Housing---------	25	$50.00	$600.00
House operation-	12	24.00	288.00
Food------------	25	50.00	600.00
Clothing--------	13	26.00	312.00
Advancement-----	15	30.00	360.00
Savings---------	10	20.00	240.00
Total---------	100%	$200.00	$2400.00

Jordan, in order to make the budget system more practical, divides it up according to groups, as follows:

Group I--Housing

Tenant	Owner
Rent	Real estate taxes
Commutation	Property assessments
	Interest on mortgages
	Bonus on mortgage renewal
	Fire insurance on house
	Maintenance cost

Group II--House operation

Electricity
Gas
Water
Ice
Servants
Laundry
Repairs (to articles)
Telephone
Fuel
Garbage
Supplies
Equipment
Fire insurance

Group III--Food

- Food
- Restaurant

Group IV--Clothing

- Clothing
- Cleaning
- Pressing
- Repairing
- Storing

Group V--Advancement

- Automobile
  - Gasoline and oil
  - Repairs
  - Garage
  - Insurance
  - License fees
- Charity
- Church
- Christmas
- Education
  - Books
  - Periodicals
  - Tuition
- Entertainment
- Gifts
- Health
  - Dentist
  - Doctor
  - Hospital
  - Medicine
  - Nurse
  - Oculist
- Income taxes
- Personal expenses
  - Accident insurance
  - Barber and beauty shop
  - Candy and tobacco
  - Carfare and newspapers
  - Cosmetics
  - Toilet articles
  - Wines and liquors
  - Club and theatre
  - Hobbies and sports
  - Vacation and travel

Group VI--Savings

Installment payment on automobile
Installment payment on furniture
Installment payment of jewelry
Installment payment on real estate
Installment payment on personal loans
Dues to loan association
Dues to credit union
Premiums on life insurance
Premiums on annuity contracts
Payments on pension funds
Payments to dependents
Deposits in savings account

The detailed budgets given by Jordan are presented merely for the sake of comparisons which are made later in this study.

The National Education Association reports (19:262-63) of 1935 gave the following table showing the average distribution of income for married men teachers (two dependency units), renting, owning, or buying homes.

Items of budget	Renting Salary range $2000-$2400	Owning or buying Salary range $200-$2499
Food	$390	$337
Rent	405	0
House operation	233	370
Clothing	184	173
Taxes	10	192
Interest	18	222
Health	108	119
Transportation	246	205
Gifts and donations	118	98
Education recreation	150	118
Miscellaneous	110	71
Surplus or saving	197	352
Total net income	$2169	$2257

Professional improvement.--Barr (3) in 1928 mentioned the fact that prior to 1921 less than half of the

state boards for vocational education made specific professional education requirements for their teachers of agriculture. From that time to 1928 there was a change. Previously 24 states had required 11 hours or more of professional courses; after that 24 states required 16 hours or more. Gaumnitz (11) in 1939 found that the higher amounts of education appeared to be rewarded. Walraven (24) finds that vocational teachers have had more college training than teachers of English, history, science, or superintendents.

Demand for teachers.--Hubbard (13) determined the effects of the operation of the law requiring the termination of tenure at 65 years of age on teacher demand in tenure districts of California. He found an adequate supply of teachers trained in California institutions to meet the increased demand for all fields of the teaching profession.

Barr (3) in 1928 found that complete returns from 23 states for the years 1923-27 showed a constantly decreasing number of students in subsidized summer-session courses preparing for work in agricultural education.

Economic situation.--The National Education Association stand on the teachers' economic position (19) was summarized as follows:

> Altho the average salary of all teachers in the United States declined considerably between 1928-29 and 1933-34, their purchasing

power increased up to 1932-33, because of substantial reductions in the cost of living. . . . If care is not taken to eliminate the customary lag of teachers' salaries behind increase in cost of living, an even more serious loss of purchasing power is likely to result. (20:241-42)

. . .

No cost of living index should be used as the sole criterion of need for revising teachers' salary scales. Two other considerations need to be kept in mind: (1) In a nation having the wealth and production power of the U. S., the mere maintenance of present purchasing power is insufficient; the buying ability of all moderately paid groups, at least, should be continuously increased for many years to come. (2) To obtain and keep teachers with the ability, professional training, and general culture needed in a modern program of education, salaries must provide standards of living as attractive as those enjoyed by persons of similar ability and training in other fields of work. (20:242)

Wisdom and skill in money management must accompany the establishment of more adequate salary schedules, if teachers generally are to attain a satisfactory economic status. (20:256)

To assure such stability and security, the economic system of the nation must be so ordered as to maintain the safety and productiveness of personal investments, and to prevent major changes in the purchasing power of money. (20:256)

Chapter III

PROCEDURE AND METHODS

In solving the problems involved in this study it was necessary to secure data from all teachers of vocational agriculture with three or more years of experience and from the supervisor in Area I of Texas.

To do this an inquiry blank was prepared, a copy of which is in the appendix of this study.

This inquiry blank called for numerous kinds of information:

1. Family and residential status
   a. Where they live
   b. Marital status
   c. Number of children in the family
   d. Years of teaching experience
   e. Years of other gainful employment
   f. Own or rent home
   g. Own or rent farm

2. Living expense
   a. Food for family
   b. Clothes for family
   c. Amount of house rent
   d. Payments on home
   e. Property taxes
   f. Auto license taxes
   g. Insurance premiums for family
   h. Entertainments, amusements, and recreation
   i. Gifts, donations, and contributions
   j. Dues other than professional
   k. Doctor, dentist, and drugs
   l. Gas, light, water, and telephone
   m. Car mileage for family use
   n. Newspapers, magazines, and books not professional
   o. Average yearly amount spent for furniture

3. Yearly expense for professional duties
   a. Car mileage @ .05 per mile
   b. Car insurance
   c. Professional organization dues
   d. Attending state conference
   e. Attending national F. F. A. convention
   f. Attending state F. F. A. convention
   g. Attending judging contest
   h. Attending fairs and shows

4. Yearly expense for professional improvement
   a. Attending summer school
   b. Buying professional books, and magazines
   c. Other

5. Value of productive investments
   a. Value of investment in farm
   b. Value of investment in home
   c. Value of investment in car
   d. Loan value of insurance policies
   e. Amount invested in government securities
   f. Amount invested in Texas teacher retirement.
   g. Amount in savings account
   h. Present salary per year
   i. Value of other investments
   j. Amount per year income from other sources
   k. How much of your capital worth have you earned by teaching vocational agriculture?

This inquiry blank was prepared and sent to the teachers and to the Area I supervisor of vocational agriculture.

Additional information secured from the Area supervisor pertained to the mean salary, mean tenure, and number of new high schools within the area wishing to include vocational agriculture in their curricula, for which funds were not available during the period 1936-1941.

As the material was collected from different sources it was tabulated on a large tally sheet divided

as follows:

1. Family and residence status
2. Living expenses
3. Yearly expenses for professional duties.
4. Value of productive investments

To keep away from personal elements, numbers were substituted for names on the master data sheet.

The writer has included in his review of literature two recent budgets (15) on managing personal finances which should be useful in making comparisons in this study.

The results of this study were secured from records on file in the office of the Area I supervisor, and from twenty-seven teachers of vocational agriculture who have had three or more years experience in teaching in Area I of Texas. In this study the writer presents data to answer the following questions which are involved in the solution of problems underlying this thesis:

1. What is the mean salary for teachers of vocational agriculture in the area?
2. What is the mean tenure of teachers of vocational agriculture in the area?
3. What is the marital status of teachers of vocational agriculture in the area?
4. What is the average number of children of teachers of vocational agriculture in the area?
5. What is the mean net worth of productive

investments of teachers of vocational agriculture in the area?

6. What is the yearly living expense of the average family of a teacher of vocational agriculture in the area?

7. What is the mean personal expense for teaching vocational agriculture in the area?

8. What is the mean yearly expense for professional improvement of teachers of vocational agriculture in the area?

9. Is there a sustained demand for teachers of vocational agriculture in the area?

10. What is the average number of high schools in the area desiring teachers of agriculture each year?

Chapter IV

FINDINGS AND DISCUSSION

In this chapter the writer has assembled the data essential to the solution of the subordinate problems involved in this study. These problems as stated in Chapter I were as follows:

1. What is the mean salary of teachers of vocational agriculture in the area?
2. What is the mean tenure of teachers of vocational agriculture in the area?
3. What is the marital status of teachers of vocational agriculture in the area?
4. What is the average number of children of teachers of vocational agriculture in the area?
5. What is the mean net worth of productive investments of teachers of vocational agriculture in the area?
6. What is the yearly living expense of the average family of a teacher of vocational agriculture in the area?
7. What is the mean yearly personal expense for teaching vocational agriculture in the area?

8. What is the mean yearly amount spent by teachers of agriculture for professional improvement in the area?

9. Is there a sustained demand for teachers of vocational agriculture in the area?

10. What is the average number of high schools in the area desiring teachers of agriculture each year?

Most of these data were assembled in table form. Accompanying each table is a brief analysis and discussion. The chapter content is designated by underlined introductory paragraph statements. These are as follows:

1. Family status
2. Residential status
3. Housing and house operation expenses
4. Food, clothing, and furniture expenses
5. Miscellaneous family expenses
6. Expenses involved in performance of professional duties
7. Income and teaching experience
8. Accumulated savings
9. Summary of expenses
10. Summary of net worth
11. Yearly financial summary

Family status.--The writer's reason for making a record of the marital status is that married men ordinarily have more expenses than single men. The writer wishes to point out that he is dealing with a group of teachers who are mature and who have many years of teaching experience. The average number of years of experience for the group was 9.81 years. (Table 7). This experience varied from three to twenty-six years.

The average number of children in the families of these agriculture teachers is 1.11. Five of the men had no children; fifteen had one child; six had two; and one had three. The one-child family greatly predominates.

Table 1.--FAMILY STATUS OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number
1	2
Married	27.0
Single	0.0
Average number of children of married men	1.11

Residential status.--Table 2 shows that the twenty-seven teachers of agriculture considered in this study live in towns where their schools are located. Only 33.33 percent of them own their homes which indicates a tendency for teachers of vocational agriculture to establish themselves more or less permanently in their respective communities.

Some people are of the opinion that teachers of vocational agriculture should live on a farm in order that they may have close contacts with the farming situations and problems of the community. However, the teachers involved in this study seem to prefer to live in town. It is a fact, as shown in Table 10, that nine of the twenty-seven teachers own or have investments in farms.

Table 2.--RESIDENTIAL STATUS OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number	Percent
1	2	3
1. Living in town----	27.0	100.0
2. Living on a farm--	0.0	0.0
3. Home owners-------	9.0	33.33
4. Home renters------	18.0	66.66

Housing and house operation expenses.--In a study of the financial status of a group of men one of the important items to consider is the proportion of income budgeted to house and house operation expenses. The data gathered from the reports of 27 teachers of vocational agriculture reveal that they spend $197.12 annually for house rent. When this is compared with figures reported by Jordan (15), it appears unusually low. Jordan found that men whose salaries came within a comparable bracket of those considered in this area, budget $450.00 for house rent. This is more than twice the amount spent for house rent by the 27 teachers. The small amount spent for house rent by this group may in part be accounted for by the fact that most of these teachers live in small rural communities.

Jordan also reported a higher figure for house operation than the teachers involved in the study area spend. Jordan's figure for this item was $180.00, in contrast with $110.30 spent by the teachers. The items included under house operation were fuel, lights, water, and telephone. Jordan included a slightly wider range of services, which may account in part for the difference. The housing expenses of home owners were not included in this study.

Table 3.--HOUSING AND HOUSE OPERATION EXPENSES OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number reported	Average yearly expenses
1	2	3
1. Rent	21	$197.12
2. Housing expenses of home owners	6	*
3. Fuel, light, telephone, and water	27	110.30
Total		$307.42

*not included in this study

Food, clothing, and furniture expenses.--The data in Table 4 show that teachers of agriculture spend an annual amount of $345.96 for food. When this is compared with figures reported by Jordan (15), it is low. Jordan found that men whose salaries came within a comparable bracket budget $540.00 for food. This difference may be partially attributed to food prices in different localities.

Facts revealed in this study show that the teachers of agriculture spend $215.37 annually for clothing. This figure compares favorably with Jordan's clothing budget of $216.00. The annual amount spent for furniture was $70.45. The amount of annual expenditure for food, clothing, and furniture was $631.78.

Table 4.--FOOD, CLOTHING, AND FURNITURE EXPENSES OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number reported	Average yearly expenses of number reported
1	2	3
1. Food	27	$345.96
2. Clothing	27	215.37
3. Furniture	26	70.45
Total		$631.78

Miscellaneous family expenses.--In a study of the economic security of a group, the amount of insurance carried is one of the important factors. The data in Table 5 reveals that the 27 teachers of agriculture invest 6.2 percent of their salary in life insurance or $146.30 per year.

Teachers of agriculture have little time for entertainment and recreation, as indicated by the data gathered in this study that only $68.65 is spent on these items.

All teachers are called upon frequently for gifts, donations, and contributions. Teachers of agriculture are no exception as the data in this table reveals that they spend annually $73.95 to aid in the social and religious life of their local communities.

Many civic organizations are helping to improve the Panhandle and South Plains of Texas. Teachers of agriculture are working with the civic groups in many ways as the data indicates: paying yearly non-professional dues amounting to $17.50

The data gathered by the writer in this study of teachers of vocational agriculture in Area I of Texas indicates that this group spend annually $91.55 for health. This unusually low figure is due to the fact that teachers of agriculture, involved in the study area, only have an average of 1.11 children (Table 1) per fami-

ly, and most of these 27 teachers have available group hospital service, which cost the average family reporting, $19.46 per year.

The annual expense for car used for family purposes is $253.89. This figure was determined by multiplying total miles traveled by five cents.

Table 5.--MISCELLANEOUS FAMILY EXPENSES OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number reported	Average yearly expenses
1	2	3
1. Auto taxes.....	27	$13.28
2. Property taxes.....	23	35.86
3. Entertainment, amusement, and recreation	27	68.65
4. Insurance premiums...	27	146.30
5. Gifts, donations, and contributions.....	27	73.95
6. Dues not professional	25	17.50
7. Health.....	27	91.55
8. Car for family use...	27	253.89
Total.....	--	$700.98

Expenses involved in performance of professional duties.--One of the largest items of expenditure that the teachers of agriculture in Texas, involved in this study, have is car mileage.. The data gathered from the reports of 27 teachers of agriculture, as indicated in Table 6, reveal that they spend $585.58 annually for car mileage. Fitzgerald (10) concludes that teachers of agriculture cannot be said to be paid out of proportion to other teachers when factors such as cost of transportation and length of service are considered. All teachers of agriculture in the study area are employed on a twelve-month basis.

The group involved in this study spend annually $102.07 for attending conventions, contests, fairs and shows, State, Area, and District meetings, which are necessary in the promotion of the agriculture program.

In support of their own professional organizations, teachers of vocational agriculture in Area I of Texas spend an average of $10.11 annually.

The majority of teachers of agriculture reporting are improving themselves professionally. The data indicate that they are spending annually $101.38 for professional improvement. Gaumnitz (11), in a study of the economic status of rural teachers, points out that the higher amounts of education appeared to be rewarded, and that rural teachers' salaries showed a direct and close

relationship to their investments in educational preparation. Welch (25) analyzed data on 804 teachers in 65 first class high schools for the school year 1934-1935, and showed that the median salary of teachers increases as additional amounts of college training are taken.

Table 6.--EXPENSES INVOLVED IN PERFORMANCE OF PROFESSIONAL DUTIES OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number reported	Average yearly expenses
1	2	3
1. Car mileage	27	$585.58
2. Dues	27	10.11
3. Attendance at conventions.	20	28.00
4. Attendance at contests	26	29.19
5. Attendance at fairs and shows	26	22.73
6. Attendance at State, Area, and District meetings	27	32.15
7. Summer school attendance	24	88.96
8. Professional reading material	25	12.42
Total expenses for professional duties	--	$809.14

Income and teaching experience.--The data in Table 7 reveals that the average yearly salary of 27 teachers of agriculture is $2353.45. Information secured from the Area Supervisor reveals the fact that the average annual salary of 83 teachers of agriculture in the area is $2240. This shows that the teachers involved in this study receive a slightly higher salary.

The average years of teaching experience for the group reporting in this study is 9.81 years.

Table 7.--INCOME, TEACHING EXPERIENCE AND TENURE OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number of teachers	Average yearly income	Years of experience	Tenure average years
1	2	3	4	5
1. Salary.....	27	$2353.45	----	----
2. Other income	18	260.57	----	----
3. Average years of teaching experience.	27	---	9.81	----
4. Tenure.....	27	---	----	3-plus
Total.....	--	$2614.02	9.81	3 plus

Accumulated savings.--It is one of the primary objectives of teachers of agriculture to save something for the future. From the contents of Table 8 it may be seen that the 27 teachers of vocational agriculture, involved in the study area, are placing their savings in secure investments. These teachers have an average investment of $1041.86 in life insurance, government securities, teacher retirement, and savings account. When it is considered that the average teaching experience of this group is 9.81 years (Table 7), the amount of average savings appears rather low. However, the facts revealed by this study show that teachers of vocational agriculture are investing some of their surplus from salary and other income in investments such as farms, and homes (Table 10).

Table 8.--ACCUMULATED SAVINGS OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Items	Number	Average savings
1. Loan value of insurance	25	$480.18
2. Govt. securities	11	183.42
3. Teacher retirement	19	312.61
4. Savings account	6	65.65
Total savings	27	$1041.86

Summary of expenses.--The amount of annual expenditure for certain family needs reflects more or less directly the standard of living and ability of the family to supply itself with basic essentials. Reported expenditures aggregating $2566.99 per family, as shown in Table 9, reveals that the annual amount spent by teachers of vocational agriculture for food, clothing, and furniture is slightly below the standard budget for these items set up by Jordan (15) in budget "A". The miscellaneous annual family expense of $700.98 is comparatively normal. Annual expenditure for house and house operation is below the standard budget by Jordan.

All teachers in Texas, who are to participate in the benefits of the Texas Teacher Retirement System, are required to pay 5 percent of their monthly salary to the system. The average annual expenditure by teachers involved for this purpose is $117.67 for this item.

An unexpected fact revealed in Table 9 was the large annual expense of $809.14 involved in performance of professional duties, necessary in promotion of the vocational agriculture program. Some people, in responsible positions, are prone to compare the annual salaries of their teachers of vocational agriculture with the salaries of other teachers in the school system who have less financial responsibility in performing their professional duties. The facts revealed by the data support

the conclusion by Fitzgerald (10), who concludes that teachers of vocational agriculture cannot be said to be paid out of proportion to other teachers when factors such as cost of transportation and length of service are considered.

Table 9.--SUMMARY OF EXPENSES OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Average yearly expenses
1	2
1. Food, clothing, and furniture	$631.78
2. Miscellaneous family expenses	700.98
3. Expenses involved in performance of professional duties	809.14
4. Teacher retirement fund	117.67
5. House and house operation	307.42
Total expenses	$2566.99

Summary of net worth.--The basic structure upon which our economic status rests is the value of our net worth. The data in Table 10 reveal that the 27 teachers of vocational agriculture considered in this study have accumulated an average net worth, from all sources, of $4368.79. The outstanding fact to be noted in the data is the comparison between amount of net worth gained through other sources, namely $2385.61, as compared to $1983.18, amount of net worth gained through investments earned by teaching vocational agriculture.

Table 10.--SUMMARY OF NET WORTH OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Number reported	Value
1	2	3
1. Investment in farm.....	9	$1301.93
2. Investment in home.....	11	580.37
3. Investment in automobile..	27	718.52
4. Loan value of life insurance.....	25	480.18
5. Investment in teacher retirement fund.....	19	312.61
6. Amount in savings account.	6	65.65
7. Amount in other investments.....	15	726.11
8. Investment in Government securities.....	11	183.42
Total net worth.....		$4368.79

Yearly financial summary.--Once each year all business men make a financial summary of their assets and liabilities. The data in Table 11 reveal that the total income, that is, salary plus income from other sources, of the 27 teachers of vocational agriculture involved in this study, was $2614.02. The total average expense for 1940-41 was $2566.99, leaving a net yearly balance of only $47.03. Table 7 reveals that the average annual salary for the 27 teachers of agriculture was $2353.45. The facts revealed by this study lead inevitably to the conclusion that the income from teaching vocational agriculture is barely sufficient to maintain the average standard of living. The high cost of performing professional duties is undoubtedly the chief factor hindering these teachers from checking out better on the balance sheet. Supplemental incomes from other sources have enabled these teachers to come out on a very thin margin of profit.

It appears that a revision of the scale of living and a reduction in the expenses for professional duties will have to be made in order to enable these teachers to meet the fast growing demands upon their income. However, this picture does not offer a solution to the problem. The scale of living set up by teachers of vocational agriculture is already below the average for this income group compared with the budget for food,

house and house operation expenses set up by Jordan (15). To lower the cost of performance of professional duties would only weaken the vocational agriculture program in direct proportion to the number of duties that the teacher of agriculture fails to perform in order to conserve funds.

The logical conclusion follows that the average salary of teachers of vocational agriculture is in sufficient to provide an adequate scale of living.

Table 11.--YEARLY FINANCIAL SUMMARY OF TWENTY-SEVEN TEACHERS OF VOCATIONAL AGRICULTURE

Item	Amount
1	2
1. Total income for 1940-41	$2614.02
2. Total expenses for 1940-41	2566.99
Yearly balance	$ 47.03

Chapter V

SUMMARY AND CONCLUSIONS

This study of the financial status of 27 teachers of vocational agriculture in Area I of Texas has revealed some significant facts relative to the economic status of the group.

The 27 teachers of vocational agriculture considered in this study receive an annual average salary of $2353.45. Their average years of teaching experience were 9.81 years. This experience varied from three to twenty-six years. All of these men were married. The average number of children in the family was 1.11 children. Five of the men had no children; fifteen had one child; six had two; and one had three. The one-child family greatly predominates.

Only one-third of the group own their own homes, which indicates a tendency for teachers of vocational agriculture to establish themselves more or less permanently in their respective communities.

The yearly living expenses of this group for food, clothing, furniture, house and house operation amounted to $939.20. The amount spent for food, house and house operation was below the normal amount of expenditure for these items. Twenty-seven teachers of

agriculture in the problem area invested 6.2 percent of their salary in life insurance. They spent an average of only $68.65 for entertainment, amusement and recreation, and $73.95 annually for gifts, donations, and contributions. They payed yearly non-professional dues amounting to $17.50; for health $91.95; and had an annual expenditure for car mileage for family purposes of $253.89. The yearly living expenditure of the average family of teachers of vocational agriculture in the area was $1640.18.

One of the largest items of expense of this group of teachers of agriculture in Texas was car mileage for professional use amounting annually to $585.58 per teacher. These teachers spend an annual average of $112.07, exclusive of car mileage, for attending conventions, contests, fairs and shows, and State, Area, and District teachers' meetings. In support of their own professional organizations the group annually spent $10.11 per teacher. In the performance of their professional duties the teachers spent annually an average of $707.76. They also spent $101.38 for professional improvement.

Teachers of vocational agriculture show an average net worth of productive investments of $4368.79.

The average tenure of these 27 teachers in present location is three years, plus; which may have a tendency to lower the economic security. On the average approximately 25 of these teachers change position or

schools each year.

The total income, salary plus income from other sources, of the teachers of vocational agriculture involved in this study averages $2614.02 for the school year 1940-1941. The total average expense for the same year was $2566.99, showing a net yearly balance of only $47.03. The average annual salary is $2353.45 for the teachers. The facts revealed by the data in this study lead inevitably to the conclusion that the average salary from teaching vocational agriculture is barely sufficient to maintain a normal standard of living, and pay the present cost of performing professional duties, unless supplemented by income from other sources than teaching.

It appears that a revision of the standard of living and reduction in expenditures for performance of professional duties will have to be made in order to meet the ever increasing demands upon incomes. The only logical conclusion is that the average salary of teachers of vocational agriculture is insufficient to meet all their obligations and professional demands.

The average present net income for teachers of vocational agriculture involved in this study, when subtracting total expenses for 1940-41 from total income during the same period, is $47.03. The average net loss when subtracting total expenses for 1940-41 from average income from salary only during the same period is $213.54. These data show that the average teacher of

vocational agriculture in the problem area operated at a net loss of $213.54 during 1940-41, unless he supplemented his salary with income from other sources. It appears to the writer that no business is secure when it becomes necessary for the operator to continue to take money from the capital stock, over long periods of time, to meet current operating expenses. The result of this practice is destroying whatever degree of economic security that teachers of vocational agriculture may have acquired.

If the salaries for men in the lower quartile were raised to enable those men to adequately perform their professional duties and provide their families a normal standard of living, the average tenure of teachers might be raised, and the vocational agriculture program would be strengthened, and the teachers would become more secure in their respective communities.

APPENDIX

Page

TEACHERS WHOSE QUESTIONNAIRES WERE USED IN THE STUDY

1.	Bentley, C.B.	Hermleigh, Texas
2.	Browning, Buford	Fluvanna, Texas
3.	Browning, Leslie	Tahoka, Texas
4.	Dean, Morris	Burkburnett, Texas
5.	Dowell, G. S.	Quail, Texas
6.	Elder, Henry	Lubbock, Texas
7.	Emmons, W. M.	Hereford, Texas
8.	Gee, J. T.	Friona, Texas
9.	Gillham Jno. R.	Clarendon, Texas
10.	Grist, Walter	Wilson, Texas
11.	Harmon, Victor	Silverton, Texas
12.	Hicks, Lawrence	Spring Lake, Texas
13.	Hill, J. M.	Tulia, Texas
14.	Hood, M. O.	Abernathy, Texas
15.	Hoover, Herbert	Ropesville, Texas
16.	Hulsey, J. W.	Chillocothe, Texas
17.	King, Raymond	Quitaque, Texas
18.	Labay, Walter	Estelline, Texas
19.	Magee, C. J.	McLean, Texas
20.	Merrell, C. M.	Lakeview, Texas
21.	Sides, Truitt	Olton, Texas
22.	South, J. L.	Dimmitt, Texas
23.	Smith, J. P.	Panhandle, Texas
24.	Todd, W. P.	Seagraves, Texas
25.	White, Harvey C.	Canadian, Texas
26.	Williams, M. J.	Shallowater, Texas
27.	Zirkle, W. C.	Wheeler, Texas

TEACHERS REPORTING TOO LATE TO CLASSIFY

1.	Barber, H. G.	Floydada, Texas
2.	Brandon, M. C.	Plainview, Texas
3.	Byrd, W. M.	Whitharral, Texas
4.	Hargrave, L. M.	Frenship, Texas

Canadian, Texas
July 2, 1941

Dear _____

I am making a study of the economic security of teachers of vocational agriculture, and am sending the enclosed questionnaire to 100 teachers of vocational agriculture. The data I am accumulating will be strictly confidential. No names will be mentioned. I hope that you will feel free to give me the information called for as accurately as possible.

I plan to release to those who have filled out the questionnaire a summary of this study.

I thank you for your cooperation and trust that you fill out the questionnaire, and return it to me in the enclosed stamped envelope.

Sincerely yours,

Harvey C. White, Teacher
Vocational Agriculture,
Canadian, Texas.

We are very much interested in this study, and hope that you will cooperate by filling in and returning the questionnaire at your earliest convenience.

O. T. Ryan

Questionnaire

I. Check the following or insert proper number:-

Where do you live? In town_____. On a farm____
Marital status: Married_____. Single_____
Number of children in your family_____
Years of teaching experience_____
Years of other gainful employment_____
Do you own or rent your home? Own it___ rent it_
Do you own or rent your farm? Own it___ rent it_

II. Living expenses: Fill in the annual amount you spend for:-

Food for family----------$_____
or board----------$_____

Clothes for family----------$_____
Rent on house----------$_____
or for room----------$_____
Property taxes----------$_____
Income taxes----------$_____
Auto license taxes----------$_____
Insurance premiums for family-----$_____
Entertainments----------$_____
Amusements and recreation---------$_____
Gifts, donations and contributions$_____
Dues other than vocational--------$_____
Doctor, dentist, and drugs--------$_____
Gas, light, water and telephone---$_____
Car mileage for family use @ .05 per M----------$_____
Newspapers, magazines, books not prof.----------$_____
All other living expenses---------$_____
Average yearly amount spent for furniture----------$_____

III. Fill in the yearly expenses for professional duties:-

Mileage @ .05 per mile----------$_____
Car insurance----------$_____
Professional organization dues----$_____
Attending State Conference--------$_____
Attending National F.F.A. Convention----------$_____
Attending State F.F.A. Convention-$_____
Attending all contests----------$_____
Attending fairs, & shows----------$_____
Other-write in_____$_____

IV. Fill in the average yearly expenses:-

Attending summer school----------$_____
Buying professional books, magazines----------$_____
Other-write in_____$_____

V. Write in the value of your productive investments:-

Value of investment in farm-------$_____
Value of investment in home-------$_____
Value of investment in car--------$_____
Loan value of your insurance policies----------$_____
Amount invested in Govt. securities----------$_____

Amount invested in Texas Teacher-Retirement----------$_____
Amount in savings account----------$_____
Present salary per year----------$_____
Value of other investments--------$_____
Amount per year income from other sources----------$_____
How much of your capital worth have you earned by teaching vocational agriculture?----------$_____

FAMILY STATUS

Number	Married	Single	No. of children
Case 1	/		0
Case 2	/		1
Case 3	/		1
Case 4	/		2
Case 5	/		2
Case 6	/		1
Case 7	/		1
Case 8	/		1
Case 9	/		2
Case 10	/		0
Case 11	/		1
Case 12	/		0
Case 13	/		1
Case 14	/		2
Case 15	/		1
Case 16	/		1
Case 17	/		0
Case 18	/		2
Case 19	/		3
Case 20	/		1
Case 21	/		1
Case 22	/		1
Case 23	/		1
Case 24	/		1
Case 25	/		0
Case 26	/		2
Case 27	/		1
Total 27	27	0	30

RESIDENTIAL STATUS

Case number	Living in town	Living on farm	Home owners	Home renters
Case 1	/	---	---	/
Case 2	/	---	---	/
Case 3	/	---	---	/
Case 4	/	---	/	---
Case 5	/	---	/	---
Case 6	/	---	/	---
Case 7	/	---	---	/
Case 8	/	---	---	/
Case 9	/	---	/	---
Case 10	/	---	---	/
Case 11	/	---	---	/
Case 12	/	---	---	/
Case 13	/	---	/	---
Case 14	/	---	---	/
Case 15	/	---	---	/
Case 16	/	---	---	/
Case 17	/	---	---	/
Case 18	/	---	---	/
Case 19	/	---	/	---
Case 20	/	---	---	/
Case 21	/	---	/	---
Case 22	/	---	---	/
Case 23	/	---	---	/
Case 24	/	---	---	/
Case 25	/	---	---	/
Case 26	/	---	/	---
Case 27	/	---	/	---
Total involved	27	0	9	18

HOUSING AND HOUSE OPERATION EXPENSES

Case number	Amount of rent	Fuel, light telephone and water	Home owner
Case 1	$300.00	$150.00	
Case 2	240.00	150.00	
Case 3	240.00	85.00	
Case 4		135.00	/
Case 5		150.00	$600.00
Case 6	281.50	180.00	
Case 7	240.00	100.00	
Case 8	180.00	150.00	
Case 9	166.92	126.00	
Case 10	180.00	97.00	
Case 11	84.00	48.00	
Case 12	110.00	60.00	
Case 13		100.00	/
Case 14	180.00	120.00	
Case 15	120.00	120.00	
Case 16	210.00	110.00	
Case 17	168.00	25.00	
Case 18	144.00	66.00	
Case 19		120.00	372.00
Case 20	180.00	125.00	
Case 21		150.00	
Case 22	240.00	120.00	
Case 23	180.00	72.00	
Case 24	150.00	25.00	
Case 25	325.00	150.00	
Case 26	220.00	94.00	
Case 27		150.00	
Total	$4139.42	$2978.00	$972.00
Average	$197.12	$110.30	
Number reported	21	27	2

FOOD, CLOTHING, AND FURNITURE EXPENSES

Case number	Food	Clothing	Furniture
Case 1	$275.00	$210.00	$100.00
Case 2	480.00	300.00	75.00
Case 3	325.00	300.00	100.00
Case 4	360.00	200.00	72.00
Case 5	450.00	200.00	75.00
Case 6	480.00	200.00	25.00
Case 7	240.00	150.00	25.00
Case 8	180.00	150.00	50.00
Case 9	360.00	200.00	50.00
Case 10	300.00	185.00	100.00
Case 11	240.00	250.00	70.00
Case 12	240.00	80.00	50.00
Case 13	500.00	200.00	75.00
Case 14	360.00	135.00	125.00
Case 15	300.00	180.00	100.00
Case 16	400.00	200.00	50.00
Case 17	275.00	250.00	*
Case 18	490.00	425.00	100.00
Case 19	400.00	300.00	50.00
Case 20	180.00	160.00	70.00
Case 21	360.00	200.00	50.00
Case 22	360.00	225.00	90.00
Case 23	240.00	75.00	100.00
Case 24	360.00	150.00	50.00
Case 25	300.00	200.00	120.00
Case 26	450.00	350.00	100.00
Case 27	360.00	340.00	30.00
Total	$9341.00	$5815.00	$1902.00
Average	345.96	215.37	70.45
Number reported	27	27	26

* Not reported

MISCELLANEOUS FAMILY EXPENSES (A)

Case number	Property tax	Auto tax	Insurance premiums	Family car expense
Case 1	$90.00	$11.52	$107.72	$200.00
Case 2	40.00	11.40	209.32	300.00
Case 3	2.80	11.40	26.00	300.00
Case 4	48.50	10.80	103.62	350.00
Case 5	125.00	28.00	100.00	75.00
Case 6	70.00	15.00	130.00	300.00
Case 7	4.50	9.30	100.00	500.00
Case 8	30.00	26.00	580.00	100.00
Case 9	46.06	11.65	101.50	225.00
Case 10	6.50	11.50	144.35	150.00
Case 11	103.00	9.80	64.00	200.00
Case 12	*	25.00	82.00	200.00
Case 13	50.00	13.00	100.00	100.00
Case 14	*	11.52	83.00	150.00
Case 15	25.00	12.00	165.00	150.00
Case 16	*	11.64	95.00	150.00
Case 17	4.00	10.80	63.00	500.00
Case 18	8.50	11.00	305.00	750.00
Case 19	40.00	10.00	90.00	250.00
Case 20	6.30	10.80	263.50	455.00
Case 21	34.00	10.80	165.00	150.00
Case 22	40.00	10.95	172.00	400.00
Case 23	*	11.44	90.00	50.00
Case 24	14.00	12.00	125.00	150.00
Case 25	55.00	11.00	40.00	250.00
Case 26	60.00	19.00	270.00	250.00
Case 27	65.00	11.00	175.00	100.00
Total	$968.16	$358.42	$3950.01	$6855.00
Average	35.86	13.28	146.30	253.89
Number reported	23	27	27	27

*not reported

MISCELLANEOUS FAMILY EXPENSES (B)

Case number	Entertainment and recreation	Gifts, donations and contributions	Dues non-professional	Health
Case 1	$62.00	$61.00	$5.00	$51.80
Case 2	60.00	200.00	20.00	50.00
Case 3	60.00	50.00	7.00	50.00
Case 4	30.00	70.00	12.00	10.00
Case 5	60.00	50.00	75.00	50.00
Case 6	150.00	100.00	35.00	125.00
Case 7	35.00	75.00	10.00	50.00
Case 8	30.00	80.00	80.00	250.00
Case 9	35.00	150.00	15.00	40.00
Case 10	55.00	100.00	5.00	60.00
Case 11	70.00	50.00	12.00	110.00
Case 12	105.00	70.00	3.00	80.00
Case 13	200.00	100.00	15.00	50.00
Case 14	40.00	30.00	60.00	100.00
Case 15	100.00	100.00	10.00	50.00
Case 16	40.00	100.00	6.50	100.00
Case 17	145.00	60.00	*	30.00
Case 18	55.00	60.00	21.00	130.00
Case 19	60.00	50.00	15.00	100.00
Case 20	75.00	115.00	3.00	75.00
Case 21	100.00	50.00	20.00	150.00
Case 22	60.00	50.00	17.00	200.00
Case 23	6.50	25.00	18.00	250.00
Case 24	35.00	50.00	12.00	100.00
Case 25	30.00	50.00	10.00	25.00
Case 26	125.00	50.00	*	85.00
Case 27	50.00	50.00	5.00	100.00
Total	$1868.50	$1996.00	$437.50	$2471.80
Average	69.20	73.95	17.50	91.55
Number reported	27	27	25	27

* not reported

EXPENSES INVOLVED IN PROFESSIONAL DUTIES

Case number	Car mileage	Dues Prof.	Convention Expense	Contests
Case 1	$400.00	$10.00	$ *	$25.00
Case 2	600.00	15.00	25.00	35.00
Case 3	900.00	10.00	10.00	5.00
Case 4	400.00	12.00	20.00	5.00
Case 5	650.00	15.00	40.00	50.00
Case 6	600.00	5.50	*	25.00
Case 7	500.00	10.50	25.00	50.00
Case 8	800.00	10.00	40.00	20.00
Case 9	800.00	17.00	45.00	100.00
Case 10	600.00	15.00	30.00	40.00
Case 11	465.85	8.50	20.00	15.00
Case 12	600.00	8.00	45.00	15.00
Case 13	600.00	20.00	20.00	100.00
Case 14	650.00	10.00	*	20.00
Case 15	500.00	10.00	10.00	20.00
Case 16	500.00	10.00	15.00	10.10
Case 17	500.00	4.00	30.00	15.00
Case 18	700.00	9.70	55.00	45.00
Case 19	600.00	7.00	*	30.00
Case 20	605.50	7.00	*	15.00
Case 21	600.00	6.00	65.00	*
Case 22	562.00	6.00	*	14.00
Case 23	650.00	4.00	35.00	30.00
Case 24	600.00	15.00	15.00	25.00
Case 25	427.20	10.00	*	10.00
Case 26	500.00	10.00	*	10.00
Case 27	500.00	8.50	15.00	20.00
Total	$15810.55	$273.00	$560.00	$759.10
Average	585.58	10.11	28.00	29.19
Number reported	27	27	20	26

* Not reported

EXPENSES INVOLVED IN PROFESSIONAL DUTIES (B)

Case number	Fairs and shows	State, Area Dist. Meet	Summer School	Prof. Read. material
Case 1	$18.00	$40.00	$100.00	$6.00
Case 2	25.00	45.00	110.00	60.00
Case 3	20.00	30.00	50.00	20.00
Case 4	10.00	20.00	60.00	6.00
Case 5	20.00	45.00	150.00	5.00
Case 6	10.00	100.00	150.00	20.00
Case 7	25.00	25.00	100.00	10.00
Case 8	100.00	15.00	*	5.00
Case 9	25.00	63.00	75.00	10.00
Case 10	20.00	25.00	50.00	25.00
Case 11	10.00	35.00	40.00	7.50
Case 12	15.00	35.00	40.00	2.00
Case 13	50.00	20.00	100.00	10.00
Case 14	25.00	15.00	*	6.00
Case 15	50.00	20.00	50.00	10.00
Case 16	15.00	45.00	50.00	15.00
Case 17	10.00	30.00	200.00	*
Case 18	30.00	30.00	200.00	18.00
Case 19	20.00	20.00	15.00	5.00
Case 20	25.00	50.00	150.00	15.00
Case 21	*	25.00	90.00	15.00
Case 22	8.00	15.00	*	5.00
Case 23	10.00	25.00	50.00	5.00
Case 24	10.00	15.00	150.00	10.00
Case 25	15.00	40.00	30.00	20.00
Case 26	5.00	20.00	25.00	5.00
Case 27	20.00	20.00	100.00	10.00
Total	$591.00	$868.00	$2135.00	$310.50
Average	22.73	28.00	32.15	12.42
Number reported	26	27	24	25

* Not reported

SALARY AND OTHER INCOME

Case number	Annual salary	Other income
Case 1	$2200.00	$578.00
Case 2	3000.00	*
Case 3	2000.00	200.00
Case 4	2100.00	325.00
Case 5	2725.00	*
Case 6	2400.00	*
Case 7	2412.00	*
Case 8	2400.00	300.00
Case 9	2190.00	*
Case 10	2364.00	*
Case 11	2456.00	840.00
Case 12	1950.00	50.00
Case 13	2460.00	*
Case 14	2481.00	250.00
Case 15	2340.00	*
Case 16	2364.00	50.00
Case 17	2400.00	*
Case 18	2640.00	967.50
Case 19	2562.00	100.00
Case 20	2556.00	300.00
Case 21	2400.00	700.00
Case 22	2200.00	450.00
Case 23	2040.00	100.00
Case 24	2200.00	125.00
Case 25	2200.00	600.00
Case 26	2400.00	1000.00
Case 27	2100.00	100.00
Total	$63543.00	$7035.50
Average	2353.45	260.57
Number reporting	27	18

*not reported

ACCUMULATED SAVINGS

Case number	Insurance	Government Securities	Teacher Retirement	Savings Account
Case 1	$220.00	$------	$441.00	$------
Case 2	700 .00	1000.00	600.00	------
Case 3	50.00	------	300.00	------
Case 4	250.00	37.50	------	------
Case 5	1000.00	400.00	500.00	------
Case 6	1000.00	------	480.00	
Case 7	125.00	------	520.00	------
Case 8	600.00	------	500.00	------
Case 9	1400.00	------	415.00	------
Case 10	100.00	5.00	296.00	------
Case 11	170.00	------	------	------
Case 12	80.00	66.00	190.00	------
Case 13	300.00	------	------	------
Case 14	550.00	------	420.00	300.00
Case 15	200.00	------	425.00	------
Case 16	200.00	93.75	325.00	------
Case 17	------	1000.00	465.00	------
Case 18	700.00	300.00	600.00	------
Case 19	250.00	------	500.00	150.00
Case 20	800.00	------	593.40	172.50
Case 21	350.00	------	------	------
Case 22	300.00	25.00	------	------
Case 23	120.00	25.00	------	------
Case 24	300.00	2000.00	570.00	250.00
Case 25	------	------	------	500.00
Case 26	2500.00	------	------	400.00
Case 27	500.00	------	300.00	------
Total	$12965.00	$4952.25	$8440.40	$1772.50
Average	480.18	183.42	312.61	65.65
Number reported	25	11	19	6

INVESTMENT IN FARM, HOME, AND AUTOMOBILE

Case number	Farm	Home	Car	Other Investments
Case 1	$5852.00	------	$500.00	$1200.00
Case 2	------	------	1000.00	------
Case 3	500.00	------	800.00	700.00
Case 4	3400.00	750.00	500.00	------
Case 5	------	2500.00	900.00	------
Case 6	------	3000.00	1000.00	5000.00
Case 7	------	------	600.00	------
Case 8	1000.00	------	1000.00	------
Case 9	------	170.00	300.00	2500.00
Case 10	------	450.00	1000.00	110.00
Case 11	8500.00	------	500.00	280.00
Case 12	------	------	1200.00	150.00
Case 13	------	1600.00	200.00	------
Case 14	------	700.00	600.00	500.00
Case 15	------	------	300.00	2000.00
Case 16	------	------	800.00	1775.00
Case 17	------	------	950.00	------
Case 18	------	------	900.00	------
Case 19	------	2500.00	550.00	100.00
Case 20	------	------	600.00	1600.00
Case 21	------	500.00	500.00	------
Case 22	1900.00	------	800.00	------
Case 23	------	2000.00	900.00	------
Case 24	3500.00	------	500.00	1500.00
Case 25	9000.00	------	1000.00	2200.00
Case 26	1500.00	1500.00	900.00	------
Case 27	------	------	700.00	------
Total	$35152.00	$15670.00	$19400.00	$19605.00
Average	1301.93	580.37	718.52	726.11
Number reported	9	11	27	15

CAPITAL WORTH EARNED FROM TEACHING
VOCATIONAL AGRICULTURE

Case number	Value	Years of teaching experience
Case 1	$2961.00	12
Case 2	3300.00	15
Case 3	1000.00	3
Case 4	1537.50	4
Case 5	2000.00	16
Case 6	4500.00	10
Case 7	1345.00	5
Case 8	500.00	11
Case 9	2500.00	26
Case 10	1961.00	3
Case 11	1400.00	8
Case 12	1000.00	3
Case 13	1575.00	6
Case 14	1500.00	6
Case 15	1000.00	20
Case 16	2000.00	9
Case 17	1500.00	6
Case 18	1600.00	22
Case 19	4050.00	6
Case 20	3765.90	12
Case 21	800.00	6
Case 22	800.00	8
Case 23	760.50	4
Case 24	4050.00	13
Case 25	600.00	3
Case 26	2200.00	13
Case 27	2350.00	15
Total	$53545.90	265
Average	1983.18	9.81
Number reported	27	27

DATA SHEET

selected from records on file

in

office of Area I Supervisor

1. What is the present average salary per year for teachers of vocational agriculture in Area I? $_____

2. What is the average tenure of teachers of vocational agriculture in Area I? _____ years in present location..

3. What is the number of new high schools wishing to include vocational agriculture in their curriculum, for which funds were not available during the last 6 years in Area I?

Year	Number
1936-37	4
1937-38	3
1938-39	5
1939-40	2
1940-41	8
1941-42	5

Signed O. T. Ryan

Area I Supervisor of Vocational Agriculture, Lubbock, Texas.

T-H-A-N-K-S

If we can help further, let us know.

O.T.R.

BIBLIOGRAPHY

1. Amend, W. S. A comparative study of the qualifications and salaries of teachers and county officials in Southeastern Teachers College District, Oklahoma. Master's thesis, 1936. Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.
Abstract in: U. S. Office of education. Bibliography of research studies in education, 1935-1936. p. 193.

2. American vocational association. Agriculture section, Research committee. Summaries of studies in agricultural education. Washington, U. S. Govt. print. off., 1935. 196 p. (U. S. Office of education, Vocational education bulletin, no. 180; agricultural series 18 [i.e., 47] .)

3. Barr, George Wilbert. Tendencies in the professional training of secondary teachers of agriculture. Ed. D. thesis, 1928. University of California. 178 p. ms.
Abstract in entry no. 2, p. 27-28.

4. Blose, David F. Average salary of teachers, supervisors, and principals. School life, 23:254-5, March 1938.

5. Cooke, Dennis H. Adequacy of teachers salaries. Peabody journal of education, 11:145-53, January 1934.

6. Dyke, C. B. The economic aspects of teachers' salaries. New York, The Macmillan company, 1899. 84 p.

7. Elsbree, Willard S. Salaries and salary schedules. (In Monroe, Walter S. ed. Encyclopedia of educational research. [New York], The Macmillan company, [1941]. p. 992-98.)

8. Evenden, E. S. Teachers' salaries and salary schedules in the United States, 1918-19. Washington, The association, 1919. 169 p. (National education association. Commission series, no. 6.)

9. Evenden, Edward S. and others. Teacher personnel in the United States. Washington, U. S. govt. print. off., 1935. 258 p. (U. S. Office of education. Bulletin, 1933, no. 10; National survey of education of teachers, v. 2.)

10. Fitzgerald, Nugent Edmund. Transportation costs of teachers of vocational agriculture in Tennessee. Master's thesis, 1926. Cornell University. 58 p.
Abstract in entry no. 2, p. 67.

11. Gaumnitz, Walter H. Economic status of rural teachers. Washington, U. S. Govt. print. off., 1939. 56 p. (U. S. Office of education. Bulletin, 1937, no. 13.)

12. Green, Louie B. A study of teachers' salary schedules during the last 15 years. Master's thesis, 1939. East Texas State Teachers College. 88 p. ms.
Abstract in: East Texas State Teachers College. Bulletin, vol. 22, no. 4:23-24.

13. Hubbard, Ochiltree Seawell. Administration and effects of age tenure termination in California. Doctor's thesis, 1938. California.
Abstract in: U. S. Office of education. Bibliography of research studies in education, 1937-1938. p. 255.

14. Ireland, Dwight Burris. The financial and tenure expectancy in teaching. Doctor's thesis, 1938. Ohio State University.
Abstract in: Ohio State University. Abstracts of doctoral dissertations, 27:45-52.

15. Jordan, David F. Managing personal finances. New York, Prentice-Hall, 1940. 426 p.

16. Magill, Edmund Charles. A study of the cost of travel for teachers of vocational agriculture. Special study, 1932. Virginia Polytechnic Institute. 6 p. ms.
Abstract in entry no. 2, p. 121.

17. Martin, Verey G. Tenure of agricultural teachers in Mississippi. Master's thesis, 1922. Cornell University. 84 p. ms.
Abstract in entry no. 2, p. 124.

18. National education association. Research division. A handbook on teacher tenure. National education association. Research bulletin, 14:167-94. September 1936.

19. National education association. Research division. The teachers economic position. National education association. Research bulletin, 13:165-267. September 1935.

20. Pinkerton, Clyde O. Some influences which affect the selection of teachers by local school boards. Master's thesis, 1939. East Texas State Teachers College. 120 p. ms.
Abstract in: East Texas State Teachers College. Bulletin, v. 22, no. 4:44-46.)

21. Rittgers, Mary Z. Comparison of teaching combinations, teaching preparations, tenure of service, and salary of vocational and non-vocational teachers in Iowa. Master's thesis, 1936. Iowa State College. 86 p. ms.
Abstract in: U. S. Office of education. Bibliography of research studies in education, 1936-1937, p. 221.

22. Stewart, Richard Bradshaw. A comparison of salaries, tenure, and experience of superintendents, principals, and teachers of vocational agriculture, manual arts, and athletics in Iowa high schools. Master's thesis, 1930. Iowa State College, Ames, Iowa. 96 p. ms.
Abstract in entry no. 2, p. 163.

23. Turner, Ralph Smith. Factors determining teacher salaries in high schools of representative third class schools in Kansas from the standpoint of theory and practice. Master's thesis, 1939. Colorado University.
Abstract in: Colorado. University. Abstracts of theses for higher degrees, 1939, p. 122.

24. Walraven, Jessie Edward. The status of the federally-aided teachers in Oklahoma. Master's thesis, 1939. Oklahoma. 129 p. ms.
Abstract in: U. S. Office of education. Bibliography of research studies in education, 1938-1939, p. 245.

25. Welch, Hugh David. The relationship between training, tenure, experience, and salaries of secondary school teachers in Missouri. Master's thesis, 1935. Colorado University.
Abstract in: Colorado. University. Abstracts of theses for higher degrees, 1935, p. 170.