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Hidden Costs of Tuition of High Schools in Four Minnesota Counties in 1953-54

Clinton L. Strand

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HIDDEN COSTS OF TUITION OF HIGH SCHOOLS
IN FOUR MINNESOTA COUNTIES IN 1953-54

A Thesis
Submitted to the Faculty
of the
Graduate School
of the
University of North Dakota

By
Clinton L. Strand
"

In Partial Fulfillment of the Requirements for the
Degree of Master of Science in Education

August 1954

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This thesis, submitted by Clinton L. Strand in partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the Committee of Instruction under whom the work has been done.

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C. L. S.

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CHAPTER I

INTRODUCTION

Public schools are found in practically every city in the United States. The state government has the responsibility of providing free education to all the children within these cities without regard to the race, color, or creed. A child who is required by law to attend a school should be able to do so without any financial burden. A study was made to determine the hidden costs of tuition in public schools located in four central Minnesota counties. The aim of the study was to discover what costs are involved in attending these schools for the students in addition to what it costs in taxes.

All high schools have expenses for students over and above the costs that are met by taxes. These expenses vary from school to school and will be discussed individually in later chapters.

The local school boards, who are designated by the state to handle educational needs in that community, have not met the obligation of seeing to the fact that taxes are raised to meet the expenses of the students. Conservative school boards and superintendents have suppressed taxes and closed their eyes on educational needs in our democracy.

Most schools want the best program for their students; consequently, in many cases the students have to suffer by paying hidden

tuition when taxes will not handle the needs.

This study will endeavor to bring out the variations in student and school expenditures within the public school.

Need for the Study

In the schools of our country, there is today and will be tomorrow a problem of keeping students in school until graduation. This immense problem was well illustrated in Woeller's¹ article on early school leavers where he alluded to a statement from the National Child Labor Committee pointing out the fact that out of the 1,700,000 students who enter the ninth grade this fall, only about one-half will remain to graduate four years from now. That article was written in 1950. Today, those that stayed on have graduated. But, what about the other 850,000 students that quit school?

A city composed of 850,000 students, who were classed as uneducated as to high school standards, would be considered in the educational circles as a failure for that year. This failure is happening every year, but when it amounts to a small percentage in a school it seems like a minor point. Why did these students drop out of school?

Frasier² made a study of 2,545 youths, sixteen to twenty-four years of age, in four large cities in Iowa to find the reasons for their leaving school. He found two main causes. One of these was economic, and the other was curricular. In answer to his question, "Why did you quit school?", 34.7 per cent said they had to go

¹ R. C. Woeller, Early School Leavers, School Review, 58:1-4, January 1950.

² R. G. Frasier, Out-Of-School Youth, School Review, 48:368-73 May 1940.

to work, 23.4 per cent gave the reason as finances, and 11.9 per cent said they were needed in the home. That gave the economic reason as seventy per cent of the answers.

Another study similar to that in the preceding paragraph, was a study made by the Special Committee on Education³ which found that the reason most often given for drop-outs, thirty-six per cent, was, "Had to go to work". Also, on the economic side was a study made by the American Council on Education⁴ of conditions and attitudes of Maryland young people between the ages of sixteen to twenty-four. This study reported thirty-four per cent of the youth left school because of lack of family funds.

The need for this study on hidden tuitions costs was instigated for a number of reasons. First, if economic reasons are so influential in causing drop-outs from our schools, how much of the burden is caused by hidden tuitions costs of the schools in Minnesota?

The second reason for the study was stimulated by the reading of a 1952 statistical abstract of the United States, from the Bureau of Census, Department of Commerce⁵, which related the following:

³ Report of the Special Committee on Education in the Civilian Conservation Corps, Washington D.C., January 1939, Unpublished.

⁴ H. M. Bell, Youth Tell Their Story, American Council on Education, Washington D. C., p. 64, 1938.

⁵ Statistical Abstract of the United States, U.S. Department of Commerce, Bureau of the Census, p. 262, 1952.

TABLE 1
THE ANNUAL MONEY INCOME AFTER PERSONAL TAXES
FOR FAMILIES OF TWO OR MORE PERSONS

Income	Per cent
Under - \$500	1.5
\$500 - \$1000	5.2
\$1000 - \$1500	5.3
\$1500 - \$2000	10.7
Total	22.7

The above information showed that 22.7 per cent of the families in the United States have an income of \$2,000 or less after personal taxes have been deducted.

In addition is some information that was taken from a book published in 1949 called Elmtown's Youth⁶. The effect of being in lower income brackets on school drop-outs is well illustrated in Table 2. If Table 2 is any indication of average cities in the United States, it should be easily understood why a Minnesota schoolman would be very interested in seeing a study made in his locality in Minnesota.

Grace S. Wright⁷ studied the relationship of high school attendance and family income in the period following World War II. She discovered many studies showing that the largest per cent of

⁶ A. B. Hollingshead, Elmtown's Youth, pp. 329-33, 1949.

⁷ Grace S. Wright, High School Attendance and Family Income, bibliog f. tabs., School Life, 29:7-10.

TABLE 2
INCOME GROUP AS COMPARED TO PER CENT OF
STUDENTS IN SCHOOL AND THOSE WHO DROPPED OUT

Group	Income Class	In School Number	Per cent	Dropped out Number	of School Per cent
I	\$ 10,000	4	100.0	0	00.0
II	4,500	31	100.0	0	00.0
III	2,850	146	92.4	12	07.6
IV	1,550	183	58.7	129	41.3
V	850	26	11.3	204	88.7

drop-outs come from lower income brackets. Although the lack of funds is not the only reason for dropping out of school, it warrants a great deal of consideration.

Delimitations

This problem of hidden tuition costs did not include clothing, food, and transportation. In Minnesota, transportation is usually furnished to a student to the high school he is attending, by his own school district. This eliminates transportation as a hidden cost of tuition. Food, also, is a big expense for every family, but since the government has subsidized the community hot lunch program, the price of the meal at school should be very similar to the cost of providing the meal at home. The last item that was excluded from this study is a hidden tuition cost, and a very important expense of the home, namely clothing. The reason clothing was omitted in this study was that it would be extremely difficult

for any schoolman answering the questionnaire to determine the average cost of clothing per student. Due to the wide variety of clothing and the extreme fluctuation of prices in clothing, this factor was eliminated.

This study is also limited because the whole state of Minnesota was not covered. The four counties selected are the most important to the author because they are in the locale of his work. To ascertain if the area selected compared with the whole state, a spot check of eight schools in all parts of the state was made.

Survey of Related Research

A survey was conducted in Maryland by Willard L. Hawkins⁸ to obtain data on school practices calling for dollar expenditures on part of the students, and the extent to which such practices are employed. He made the following statement about his finding, "No two schools employ exactly the same practices, it was found, but all high school principals are confronted with the big issue of how to raise money to finance many school activities for which no tax funds are available."

"The costs imposed upon the students seem to be governed largely by two factors: (1) The extent to which board of education funds are made available for instructional materials and school activities and (2) The extent of the instructional and activity program carried on by the school."

Raymond E. Schultz⁹ made a study of seventy-nine high schools

⁸ W.L. Hawkins, Can Parents Afford to Send Their Children to High School, The Nation's Schools, pp. 54-56, July 1953.

⁹ R. E. Schultz, Can Parents Afford to Send Their Children to High School, bibliog f. tabs, School Review, 60:285-91, May 1952.

in Wisconsin on the cost of attending high school in Wisconsin and stated, "The present study, carried on in Wisconsin, was designed to determine the magnitude of the out-of-pocket expenditures by parents to keep pupils in high school. Data were collected for all costs connected with school attendance. These costs included noon lunches, clothing, transportation, and participation in the social life of the school, as well as necessary supplies and equipment needed for the courses taken in school. The mean per pupil cost of attending these Wisconsin high schools during the 1949-1950 school year was \$124.02." Schultz further pointed out that the financial outlay of \$289.11 was made for families having three children attending high school. This amounted to 11.8 per cent of the 1948 medium income of families with three children in the State of Wisconsin.

Jacobson¹⁰ stated in the January 1944 Bulletin of the National Association of Secondary School Principals the following: "Expenses do increase as students progress in school. Those who cannot conveniently "pay their way" tend to drop out of school and to that extent reduce the democratizing function of the "free American high school" and increase the expenditures made by students in the upper years." Jacobson further stated that, "The data which have been presented in this study casts some light on why some youths continue and others do not. Some families can "pay the bill", others cannot. For well to do families the expenditure of \$82.00 a year by a boy or girl enrolled in the high school is a small matter. For the average family with an income of \$1800 or less, the ex-

¹⁰ P. B. Jacobson, The Cost of Attending High School, Bulletin of the National Association of Secondary School Principals, 28:3-28, 1944.

penditure of \$82.00 for one or more children is a serious matter. For those with annual incomes of less than \$800.00 such expenditures are impossible."

A study was made in Illinois as one of the Basic Studies of the Illinois Secondary School Curriculum Program and edited by Harold C. Hand¹¹. In the Illinois Secondary School Curriculum Program Bulletin Number 2, Hand gave this summary: "What these economically underprivileged youth have experienced in the school is not satisfying. Nor is it democracy. This is scarcely a defensible way of engendering an allegiance to the democratic way of life. Instead, it is much more likely to make these youth receptive to the propagandists of the left who assert that democracy is simply a lot of talk, that who you are is much more important than what you are, that you do not "count" unless you have money, that underprivileged people are foolish because they conform to the system."

Mr. James E. NanCarrow¹², in his condensed summary of the reasons which youth gave for leaving school, follows:

1. Economic - fifty-three per cent

- A. Family needs economic help.
- B. Needed to work at home.
- C. Desires to work in order to increase personal funds.
- D. Lack of pocket money to finance school expenditures.

¹¹ Harold C. Hand, Principal Findings of the 1947-1948 Basic Studies of the Illinois Secondary School Curriculum Program, Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 2, May 1949.

¹² James E. NanCarrow, Reducing Drop-Outs, The Bulletin of the National Association of Secondary School Principals, pp. 183-88, May 1949.

2. Lack of interest in school - twenty-seven per cent
3. Maladjustment in school - eleven per cent
4. Miscellaneous - four per cent
5. Health - three per cent
6. Marriage - two per cent

In the Thirtieth Yearbook¹³ of the American Association of School Administrators, the following statement was made, "From what we know of the increase in the cost of living since 1942, it is probably safe to say that the cost of attending "free" American high schools is today at least \$130. Since considerable money is necessary for young people to attend school, it is being recognized by an increasingly large number of cities that some form of work-experience program is needed to keep many young people in school. The evidence we have on family income indicates that in 1949, over twenty million families, or 52.2 per cent of the total, had money incomes of \$3,000 or more. While this is the highest standard any nation had then achieved, there were at the lower end of the scale four and seven-tenths million families in which the annual income was less than \$1,000. And more than one-fourth of the families had incomes of less than \$2,000. When we realize that nearly half of the children are in the income group below \$3,000, we can readily see how serious are the "cash costs" of attending high school."

In the next few chapters, the author of this thesis will try to bring out a number of hidden tuition costs in schools in

¹³ The American Association of School Administrator's Thirtieth Yearbook, The American School Superintendency, A Department of the National Education Association of the United States, Washington D. C. p. 33, February 1952.

Minnesota that will show added proof that students are burdened with many financial costs during their school attendance.

Method of Study

The data used in this study were derived from a questionnaire sent to the secondary school principals in Kandiyohi, Meeker, Stearns and Wright counties and to eight selected schools in out-lying areas in Minnesota.

A letter was sent with each questionnaire explaining the study and the need of an accurate reply. All schools that were solicited to answer the questionnaire replied.

After all questionnaires were returned they were tabulated, evaluated, and summarized under the following divisions:

- (1) Over-all School Expenses
- (2) Expenses for Individual Activities
- (3) Expenses for School Subjects
- (4) Expenses for Supplies
- (5) Expenses for Graduation.

Recognition

The author of this thesis gives recognition to Harold C. Hand¹⁴, editor of the Illinois Secondary School Curriculum Program Bulletin Number 4., entitled "How to conduct the Hidden Tuition Costs Study", for some ideas and plans in administering a hidden tuition cost study in my locality.

¹⁴ Harold C. Hand, How to Conduct the Hidden Tuition Cost Study, Illinois Secondary School Curriculum Program Bulletin No. 4., May 1949.

Terminology

In the writing of this thesis the author is using the term "Group A" to stand for four counties, namely, Kandiyohi, Meeker, Stearns, and Wright, and "Group B" to stand for eight selected schools in various parts of the state.

CHAPTER II

OVER-ALL SCHOOL EXPENSES

This chapter will deal with what it costs pupils to "belong" to the student body and to their respective classes. This can be in the form of a membership in the school, the buying of an activity ticket, or the paying of class dues.

A question was asked in the basic study conducted in Illinois¹, whether or not the school had any general over-all student body membership dues, and if so, the amount charged. They found in this one basic study a low of forty cents and a high of \$16.70.

Table 3 that follows explains the low, median, and high distributions of the school membership fees.

TABLE 3
SCHOOL MEMBERSHIP PRICES

Group	Yes	No	Low	Median	High
A	10	15	\$1.00	\$2.63	\$6.00
B	3	5	\$2.85	\$3.50	\$5.00

The above table shows that forty per cent of the schools in Group A charged an over-all membership due while thirty-seven and

¹ Hand, op. cit., p. 9.

a half per cent of the schools in Group B charged membership dues. Only one school claimed it was not compulsory to pay their membership fee of \$5.00. A few schools included in their membership charge a deposit for a lock which was returned to the student when the lock was returned. In general, the membership dues were used for assemblies, insurance, newspaper, and locker.

In the preceding table it was found that the low for Group A was \$1.00 and the low for Group B was \$2.85. The high for Group A was \$6.00 and the high for Group B was \$5.00. In an over-all membership dues, it was found that in Group A about thirty per cent more schools charged the dues than in Illinois.

In the area of an activity ticket, the following information was found and developed into a table, which is as follows:

TABLE 4
ACTIVITY TICKET PRICES

Group	Yes	No	Low	Median	High
A	11	14	\$1.00	\$2.50	\$4.25
B	3	5	\$2.50	\$3.50	\$5.00

In Group A, forty-four per cent of the schools charged for an activity ticket compared to thirty-seven and a half per cent in Group B. The high for Group B was higher than that of Group A, but one school in Group A was just as high in the senior high school and lower in the junior high school, giving them an average of \$4.25.

Two of the above three schools in Group B said that they included activity tickets in an over-all school membership.

In many schools, an activity ticket means selling tickets at a reduced admission price to encourage students to attend more activities and support the activity program.

In both Group A and Group B schools, it was found that the high was further from the average than the low was, a circumstance which would indicate that the average charge per activity would be still lower if a few schools would reduce the price of their activity tickets.

The fact that a school sells an activity ticket does not mean that a student is forced to buy an activity ticket in all cases. This study shows that three out of the twenty-five schools in Group B had 100 per cent of their student body buying an activity ticket. In Group A, two out of the eight schools had 100 per cent of their student body buying an activity ticket. In this study, it was also found that about sixty-four per cent of the students in Group A and ninety-eight per cent of the students in Group B bought activity tickets.

In Group A, eighty per cent of the schools said that the students paid class dues. In Group B, the per cent dropped to thirty-seven and one-half for the schools that had the students pay class dues. The amounts paid by the various students are illustrated in the following table:

TABLE 5
DISTRIBUTION OF CLASS DUES

Grade	Group	Low	Median	High
7	A	\$.25	\$1.00	\$2.25
7	B	\$.25	\$1.00	\$2.25
8	A	\$.25	\$1.00	\$2.25
8	B	\$.25	\$1.00	\$2.25
9	A	\$.25	\$1.00	\$2.25
9	B	\$.50	\$1.00	\$1.00
10	A	\$.25	\$1.00	\$2.25
10	B	\$1.00	\$1.00	\$1.00
11	A	\$.25	\$1.00	\$3.25
11	B	\$.25	\$1.00	\$5.00
12	A	\$.25	\$1.00	\$3.25
12	B	\$.25	\$1.00	\$5.00

The above table shows that the majority of the low school rates ran at \$.25, the majority of the median ran at \$1.00, and the majority of the high ran at \$2.25. Dues seem to have more of a tendency to rise in the senior high school than in the junior high school. Because class dues, for the most part, are set by the classes, in many cases, they include such things as prom charges, class trips, gifts to teachers, etc.. One possibility open to schools is to follow the practice of one school which has a compulsory limit on class dues.

The figures and tables in this chapter should raise the follow-

ing questions: "What is the feeling of the students who did not buy an activity ticket, that did not pay class dues, and that did not buy a school membership? Do they feel themselves to be a part of the public school that is supposed to be free?"

CHAPTER III

EXPENSES FOR INDIVIDUAL ACTIVITIES

Two types of student expenses occur in the area of high school athletics. One is the expense to those who observe the sports, and the other is for those who participate. The first to be discussed will be that of the spectator. In chapter II, the price of activity tickets was presented as an over-all charge which included athletics. The figures which follow show the cost on a "pay-as-you-go" basis. The following tables will show the low, median, and high costs for all sports:

TABLE 6
TOTAL PER-PUPIL COST FOR FOOTBALL

Group	Low	Median	High
A	\$0.00	\$1.00	\$1.25
B	\$.75	\$.75	\$1.00

In all of the schools that charge an admission fee for games, the fee was twenty-five cents per student. Most school schedules in Minnesota can accommodate about three or four home games per year.

Table 7 on the following page does not include cost of Sub-District, District, Regional, or State Tournament expenses. The

TABLE 7
TOTAL PER-PUPIL COST FOR BASKETBALL

Group	Low	Median	High
A	\$2.00	\$2.25	\$2.50
B	\$2.00	\$2.25	\$2.50

State High School League has set a limit of twenty games per year previous to tournament games. If a school played half of the games at home and charged the regular price of twenty-five cents per game, a student paid a maximum of \$2.50. This was found to be true in this study.

TABLE 8
TOTAL PER-PUPIL COST FOR BASEBALL

Group	Low	Median	High
A	\$0.00	\$.75	\$1.50
B	\$0.00	\$.75	\$1.50

In Minnesota, the baseball season is hampered with cold and rainy weather causing many game cancellations each year. Most schools will participate in at least three home games per year.

In most of the schools, the three sports of football, basketball constituted the major sports. If a person attended all these sports for every game, he would spend, on the average, about \$4.00 a year just to observe. A few schools gave a special rate

of ten cents per game for the seventh and eighth grade students. Only one school charged more than twenty-five cents admission per game, and that school charged thirty-five cents. At the time of this study one school had the policy of charging no admission for any home games for its own students. The principal of that school informed the author that the school would extend the same opportunity to any visiting school that had the same policy.

Two schools in northern Minnesota had hockey, which replaced basketball for students in that part of the state. Many schools in that locality played about ten home games. If they would have charged twenty-five cents per game, as the two schools in the study did, the total cost for the ten games would have been \$2.50, which was the high for basketball. All track events in the schools had free admission. One school had swimming listed for three events, at a total cost of seventy-five cents.

The next area in athletics that will be discussed is participation in the sports. To be able to compete in inter-school athletics in Minnesota a student has to pass a physical examination by a licensed medical doctor. In Group A, thirty-eight per cent of the schools charged the students for the physical examination, compared with fourteen per cent in Group B. The cost of this physical examination ranged from fifty cents to \$3.00 depending upon the doctor and his personal feelings toward the school.

In this study, very few schools took on the obligation of paying for the insurance that is needed to protect a student

participating in athletics. The insurance provided by the State High School League cost \$2.00 for football and all other sports, while it cost only \$1.00 for all sports except football. If a person desired hospitalization, it cost him an additional twenty-five cents. In eighty per cent of the schools in Group A, the students paid for the insurance and, in eighty-seven and a half per cent of the schools in Group B, the students did likewise.

The equipment needed for participation in all sports cost a student, on the average, about \$10.00 per year. This was for equipment, such as basketball shoes, gym clothes, sweat socks, supporters, baseball shoes, and rental on shoes for football and baseball, etc. In all cases, the uniforms were furnished. The cost for an athletic program is so expensive, for the main equipment, referees, etc., that students could get burdened financially if they desired to compete in sports.

In about thirty per cent of the schools the students had to pay for meals on road trips. The tendency to cut down on most road trips, as many schools are trying to do, seems advisable. The main reason for reducing the number of road trips is the extremely high expense encountered on these trips.

The best recommendation for most schools would be to place athletics under the curriculum, and let the school pay the bill and receive all revenue from the athletic program.

Clubs

In the survey of clubs there were twenty-two different organizations. The five most popular clubs to be found in the schools

were the Student Council, Letterman's Club, Girls' Athletic Association, Library Club, and Movie Projector Operators. The clubs that usually had some charge for dues, equipment, etc. were the Pep Club, Girls' Athletic Association, Future Farmers of America, Lettermen's Club, and Future Homemakers of America. The average number of clubs found per school was five and a half. The Girls' Athletic Association was usually mentioned on the returns for needing special equipment, but their physical education uniforms should meet the need of this organization as they do for the regular school classes. Equipment for the games, sports, etc. that is needed can be furnished by the physical education department. Included in the study was a special question asking if the underprivileged youngsters feel fully accepted by their associates or school associates. Only one organization in one school was listed as having submitted a negative answer.

Group B compared approximately equally with Group A in financial costs. Group B averaged three and one-tenth more in number of organizations than Group A. Combining all the organizations in Group A and Group B one can find a total of 206. Of the 206 organizations, there were thirty-one that had dues and other charges which averaged sixty-five cents per organization. One school had an Aquatic Club which required swimming suits, but those that belong to the club could use them in the summer. The Aquatic Club did require costumes for a show that is presented by their organization during the year. Some Lettermen's Clubs order sweaters, but the members were never required to buy them.

Debate and Declamation

This seems to be the best area in regard to costs for a student to spend his time because the schools have no charge for debate and declamation in every school in Group B except one in debate and two in declamation. No charge was made in any of the schools in Group A for debate and declamation.

Class Plays

The following table shows the low, median, and high costs necessary to attend about two plays:

TABLE 9
TOTAL COST PER STUDENT ATTENDING
ALL CLASS PLAYS FOR ONE YEAR

Group	Low	Median	High
A	\$.20	\$.50	\$1.00
B	\$.25	\$.50	\$.80

In Group A, eighty-eight per cent of the students had to pay to see the school class plays. In Group B, 100 per cent of the students had to pay to see the school class plays. Class plays are usually the money-raising project for the senior and junior classes, and therefore, the school has not discontinued charging for it.

School Assemblies

In this study it was found that eighty per cent of the schools assumed the expense for school assemblies. Moreover, many schools

in Minnesota have made a contract with the University Lyceum program, which is sponsored by the University of Minnesota. The University has performed a careful job of screening talent for the programs which has proved so satisfactory that the school district will pay the incidental expense. Many schools which subscribe to the above service also add other lyceum programs throughout the year, each of which costs about ten cents per student. As more schools add the University plan to their school, it will become one of the best assets of the schools of Minnesota.

School Parties and Dances

The author found a wide variation in answer to the question of who pays for school parties and dances and how much they pay. Nearly every school had from five to twelve different kinds of parties, ranging from a "sock hop" to a spring formal. The prices varied just as widely, from ten cents for the lunch to \$1.00 for the dance, plus the proper clothing for the occasion, such as a formal. This seems to be the area in which it is difficult to arrive at any definite recommendation outside of the suggestion that each school strive to limit the cost per student in order that he might feel more welcome.

School Magazines

School magazines have seemed to disappear in most schools today. A few schools give the students a free handbook to acquaint them with the school and its operation. The author of this study feels that magazines have been removed from the list of hidden

tuition costs of the public school today.

Newspaper

In Group A, sixty-eight per cent of the schools, and in Group B, sixty-seven per cent of the schools charged students for school newspapers. The cost of each copy of the newspaper ranged from five cents to ten cents. This charge was used to defray the expense of issuing the paper.

Yearbook

Only one school of those studied gave a yearbook free of charge. The prices for the yearbooks are as follows:

TABLE 10

SUBSCRIPTION COST FOR A YEARBOOK FOR A YEAR

Group	Low	Median	High
A	\$1.50	\$2.50	\$3.50
B	\$1.25	\$2.50	\$3.25

The principal reason for variation in prices is the type of cover used on a yearbook. The next most significant reason for variation in prices of yearbooks would be the number of pages in the yearbook.

CHAPTER IV

EXPENSES FOR SCHOOL SUBJECTS

This chapter will deal with instructional expenses, of which the following are typical examples: workbooks, textbooks, field trips, physical education supplies, and miscellaneous items that are needed in addition to those already mentioned, such as insurance and locks. All these will be discussed individually.

Textbooks

In order to collect state aid in Minnesota, a school must furnish all textbooks free of charge to the students. Therefore, the only charges that schools would make would be for damage inflicted on the textbooks. In some schools a one dollar deposit was required in case of damage, and if there was none, the money was refunded.

Workbooks

In this study, it was found that thirty-six per cent of the schools in Group A charged students for workbooks, and in Group B, sixty-two per cent of the schools charged for the workbooks. The charges vary according to the type of workbook. They might be fifty cents in one class and \$1.20 in another. This definitely is a case where the State Department of Education should require the school district to pay the fees for workbooks.

Insurance

In Group A, forty per cent of the schools required the students to pay their insurance, while fifty per cent of the schools in Group B required the students to pay for the insurance. This is insurance carried for protection of the students while they are on a school function, whether it is on a bus, in the halls, or in the gym, just as long as it is not in athletics. At the present time, the price of this insurance is twenty-five cents per student per year.

Field Trips

In three schools in Group A and two schools in Group B, the students paid for the cost of a field trip. This would be for the actual cost of the trip and would not be a money-making proposition. In many schools, the senior classes have been going on two and three day trips that might be called field trips and that are paid for by the senior class.

Locks

A student in school usually has a gym locker and a hall locker. According to the questionnaire the practice of the schools is that the students get the locks free, but pay a deposit fee. In case the lock is lost, the deposit fee is not returned. Only five schools listed in the entire study required any kind of a deposit or fee from the students for locks.

Physical Education

All students who take physical education must provide for

themselves a pair of gym shoes, sweat socks, supporter, and trunks if they are boys, and, if they are girls, they would need a pair of gym shoes, and a physical-education uniform. Many schools have taken on the responsibility of furnishing towels for physical education and athletics.

Band, Orchestra, and Choir

Instrument costs in schools vary a great deal as to who will pay the expense, whether the student, or the school, or both have to pay. Of the schools in Group A that completed the questionnaire, 21.7 per cent had students furnish all instruments, while in 17.4 per cent of the schools, the schools themselves paid for them and, in 60.9 per cent of the schools, both the students and school paid for the instruments. In Group B, all of the schools had the plan of both the school and the students, paying for the instruments. The tendency is to have the school buy the larger and more expensive instruments and to leave the students pay for the cheaper instruments unless the parents are so situated financially that it did not make any difference.

When instruments were furnished by the school, it was found that 72.7 per cent of the schools in Group A to fifty per cent in Group B charged a rental fee.

The rentals varied as shown in Table 11 on the following page. In most cases, the rentals charged would take care of the normal upkeep on the instruments. In cases where there was a considerable amount of damage done to the instrument, the student would have to pay for that in addition to the rental.

TABLE 11
INSTRUMENT RENTAL CHARGES

Group	Low	Median	High
A	\$2.00	\$4.75	\$15.00
B	\$2.00	\$4.50	\$15.00

In every school listed in the study, it was found that music sheets were furnished free of charge to the members of all music departments.

Thirty-five per cent of the schools in Group A and fifty-five per cent of the schools in Group B said that their students had to pay for accessories in band, choir, and orchestra. The most frequently mentioned accessory that students had to buy for themselves was a tie to match the uniform. The principals answering the questionnaire felt that the band instructors were in most cases, trying to use regular street shoes to avoid excessive expense to the student.

Every school in the study claimed that they paid all transportation costs on road trips, but the students in sixty-four per cent of the schools in Group A and in sixty-two per cent of the schools in Group B paid for their own meals while on the trip. Lodging fees on road trips were paid entirely by the school except for one school in Group A and one school in Group B.

In all schools, uniforms were furnished rent free. One school had students taking care of the cleaning of the uniform, an item which would cost about \$1.50.

CHAPTER V

OTHER ASPECTS OF HIGH SCHOOL EXPENSES

This chapter reports on the expressions by the principals of their own opinions. In addition, one question was included which required the principals to make an approximate estimate, for no accurate information is available on the subject. The question was, "What is the average amount spent by students of your school for one full year for fountain pens, notebooks, mechanical pencils, lead pencils, paper, etc?" In this study 42.4 per cent of the principals answering the questionnaire did not venture to answer the question. For those who answered the question, it was found that the low was \$1.25, the high was \$9.00. and the median was \$3.65. This area of supplies constitutes a large percentage of a student's expenditures.

The author also included a question as to whether or not the schools made any special concessions to help those who could not afford to pay for activity tickets, supplies, etc., such as giving them jobs in the school or giving them outright gifts. In Group A, sixty-four per cent of the principals said that they made special concessions to help those who could not afford to pay, compared to seventy-five per cent in Group B.

Their comments are as follows:

1. "Yes, in a very small number of cases through work in the

hot lunch kitchen."

2. "Only for those who cannot afford noon lunch"
3. "I feel all of these things are a part of the total education of any one student, and, therefore, the money from taxes should be used to support these things."
4. "Yes, we give jobs."
5. "Yes, jobs and outright tickets."
6. "It has not been necessary."
7. "Yes, but very seldom."
8. "For activity ticket."
9. "Very, very few are unable to pay for necessary, required expenditures."

The author of this thesis feels that the majority of the principals would make the best possible arrangements for those that could not afford to pay their share of the expenses.

The final question of the questionnaire, which brought out the principal's true opinion, was as follows: "Do you, as principal, feel that students are required to pay too much for their "hidden tuition" outside of the public taxes?" An affirmative answer was received from twenty-three per cent of the responses in Group A, compared to fourteen per cent of the responses in Group B. Their comments in regard to the above question are as follows:

1. "It might vary with the community, but the children here seem to have plenty of spending money."
2. "I feel that the money need is quite a lot, but I wouldn't term it hidden tuition. Class rings, pictures, club dues, etc. are to be eliminated if this is to be changed."

3. "No, except for a few non-essentials, such as class rings, extra pictures, and a large number of commencement announcements. These are all voluntary, but it is a matter of 'keeping up with the Joneses'."
4. "The two big items here (ring and athletic equipment) are larger than they should be. Both the superintendent and I urged our seniors to buy less expensive rings. Much athletic gear can be used by the individual for more than one year. Thus, the \$15.00 figure would be initial cost for a boy going out for all sports."
5. "I feel that all of these extra charges are not in keeping with the basic ideas of public education. I feel that some people do not graduate because of the group pressure to buy class rings, pictures, etc.."
6. "If the school furnishes too much, it is not appreciated and misused. I've seen it elsewhere."
7. "Neither active nor spectator participation in student activities should be placed on a 'pay before you participate' basis."
8. "The \$3.00 includes physical education towel services, physical examination, group insurance, lab fees, etc.. We are in a definite 'no hardship' area, and pupils seem to expect services. No pressure is applied, and they do not have to pay the fixed charge, but operate on their own if they wish. No lists are made up; so only the administration and the faculty advisor of the

activity concerned know."

9. "Not for most of the students while economic conditions and summer work opportunities remain as they are. For a very small percentage, I believe the answer would be 'Yes'."
10. "No, with reservation of athletics."
11. "In many schools 'yes', but all schools can adopt activities as a part of the curriculum and get tax money to support the activities. Graduation expenditures are not school expenditures, and athletics should be tax supported and no admission should be charged to students."
12. "I believe the students of _____ are very fortunate. They get a lot for a little."
13. "No, not in _____ where, for many years, the school has furnished free all instructional material, including workbooks, pencils, paper, etc.."
14. "I think 'hidden tuition' is misleading in this questionnaire."
15. "No, not today"

General Comments Given

1. "If you plan to write out results, include me."
2. "Glad to help in any way I can. I think your questionnaire is well organized. Your thesis well-chosen. My personal feeling is that students are assessed entirely too much. I would be interested in the results of your survey and

the recommendations you make."

3. "We suggested to the students that they should be willing to pay a \$2.00 fee to help defray the cost of programs, etc. In the past, this has been called a tuition fee and was required, but, this year, we are calling it an activity fee, and we are exerting no pressure to collect it. I would say that about three-fourths of the students have paid, but there is nothing we can do if they don't. We don't have any kick on this procedure since it has been done here for years."

4. "Extra costs not listed:

- A. Transportation and admission to out-of-town athletic contest.
- B. Charity drives-Junior Red Cross, March of Dimes, Christmas Seals, Easter Seals, etc.."

CHAPTER VI
EXPENSES FOR GRADUATION

Graduation expenses are included in this study of hidden tuition costs, because they are very important parts of the student's life in school and are very expensive items.

The first table that will be presented has to do with class rings. It shows the estimated per cent of students purchasing rings for graduation either as a junior or a senior in high school.

TABLE 12
ESTIMATED PER CENT OF STUDENTS PURCHASING RINGS

Group	Low	Median	High
A	80%	98.0%	100%
B	15%	77.5%	100%

A class ring would cost a student from about \$15.00 to \$25.00 depending on the type of ring purchased. Median percentages are so high, that one may be certain that a large majority of the students purchase class rings.

Graduation photographs seem, in some ways, like a necessity if the school has an annual, and if they do not, the trend of giving pictures to the relatives and friends still necessitates

graduates buying a few pictures.

The following table shows the per cent of students in the senior class purchasing graduation photographs.

TABLE 13
ESTIMATED PER CENT OF STUDENTS PURCHASING PHOTOGRAPHS

Group	Low	Median	High
A	90%	100%	100%
B	15%	97%	100%

The per cent of the median above ran higher than the median for class rings. One school's average was over \$20.00 per student for graduation pictures.

The next question pertaining to graduation expenses was, "What per cent of your students buy a new dress or suit for graduation?" Many principals mentioned that less emphasis has been put on new suits and dresses since the use of cap and gowns, but as explained by the following table, the per cent that still buy a new dress or suit ran high.

TABLE 14
ESTIMATED PER CENT OF STUDENTS PURCHASING
A NEW DRESS OR SUIT

Group	Low	Median	High
A	25%	77.5%	100%
B	45%	45.0%	90%

Approximately all schools required students to rent a cap and a gown for graduation at a cost of about \$2.50 for both articles. Some schools have the students pay a fee to the school for the caps and gowns which are owned by the school. However, gowns owned by the school serve a dual purpose, as graduation gowns and choir robes.

The last items that were included in expenses for graduation are class announcements and personal cards. The following table is the tabulated estimated prices of announcements and personal cards submitted by the various principals.

TABLE 15
ESTIMATED PER CENT OF STUDENTS PURCHASING
ANNOUNCEMENTS AND PERSONAL CARDS

Group	Low	Median	High
A	90%	100%	100%
B	15%	97%	100%

The above table proves that, in over half of the schools, 100 per cent of the students buy announcements and personal cards.

The average of the medians of the four areas, such as rings, photographs, new dresses and suits, and announcements is about 93.9 per cent. Now, if one totaled up how much, on the average, each of the students in these schools paid for their graduation, how much would one get? One ring - \$18.00, photographs - \$20.00, one new dress - \$15.00, one new suit - \$40.00, announcements and

personal cards - \$3.00, leaving a grand total for the girls of \$56.00 and \$81.00 for the boys. For most parents, that amount is excessive and causes hardships in trying to make ends meet "budget-wise".

The 1950 Commencement Manual of the National Association of Secondary School Principals¹ listed activities in which a senior might engage and the approximate costs. In their study, the principals found seniors in high school have paid from \$0.00 to \$182.00 in the senior year of high school

The author of this thesis included clothing in the area of graduation, but, because of the variations in price, this expense was omitted from the bulletin's list put out by the Principals' Association.

¹ The 1950 Commencement Manual, The National Association of Secondary School Principals, Washington D. C., pp. 7-9.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

This study was made on hidden tuition costs in twenty-six high schools in four Minnesota counties: 1. Meeker, 2. Kandiyohi, 3. Stearns, 4. Wright, and eight selected schools in different areas of the state. A questionnaire was sent to each public secondary school. A summary of the material obtained from the responses on the questionnaire appears as follows:

1. Forty per cent of the schools charged a membership fee. The median fee was \$2.63.
2. Thirty per cent more of the schools in this study charged a membership fee than those in the basic study conducted in Illinois.
3. Forty-four per cent of the schools charged for an activity ticket. The median charge on the activity ticket was \$2.50.
4. Many schools sold activity tickets at a reduced rate to attract students into buying them.
5. Eighty per cent of the schools had their students paying class dues. The median charge for class dues was \$1.00.
6. On the average, every student would pay some sort of over-all school expense, either in the form of a membership fee, activity ticket, class dues, or all three.
7. If a student attended all three sports, football, basketball, and baseball, for every game for one year, he would

spend, on the average, \$4.00 per year.

8. One school in the study let all students in free for all home athletic games.
9. More schools paid for the physical examinations of athletes than did the students themselves. The ratio was sixty-two to thirty-eight.
10. In eighty per cent of the schools the students paid for athletic insurance, which costs \$2.00 for football and other sports, and \$1.00 for all sports except football.
11. The cost of equipment needed by the student to participate in all sports averaged about \$10.00 per year.
12. In thirty per cent of the schools, the students paid for their meals on road trips for athletics.
13. The average number of clubs per school was five and a half.
14. In fifteen per cent of the organizations, a student would have to pay a charge averaging sixty-five cents.
15. Debate and declamation were found to be free of charges.
16. A very large majority of the schools had the students pay for the class plays given in the school.
17. Each school averaged about two plays per year.
18. Schools, in general, have adopted the lyceum program plan of the University of Minnesota.
19. In most cases, students paid the cost for the miscellaneous expenses encountered in the area of parties and dances.

20. In thirty-two per cent of the schools, students paid for the school paper. This price ranged from five to ten cents.
21. The median price for yearbooks was \$2.50.
22. In all the schools surveyed, textbooks were free of charge.
23. In thirty-six per cent of the schools, workbooks were paid for by the students. The prices varied from fifty cents to \$1.20 per workbook.
24. Forty per cent of the schools charged the students for the accident insurance of the State High School League. This cost is twenty-five cents per student.
25. School field trips were normally paid for by the school rather than by the students.
26. A deposit fee was required on most locks, but it was refunded to the student on his return of the lock.
27. Physical education was one department requiring a great deal of equipment from the students in the form of clothes.
28. Instruments were furnished by the students in 21.7 per cent of the schools, by the school themselves in 17.4 per cent of the schools, and by both in 60.9 per cent of the schools.
29. Instrument rentals were charged by 72.7 per cent of the schools that supplied instruments to the students. The median charge was \$4.75 per year.

30. Accessories were paid for by the students in thirty-five per cent of the schools. The most frequently mentioned accessory was a tie to match the uniform.
31. In every school in the study, transportation on road trips for the music department was furnished by the school.
32. In sixty-four per cent of the schools, the students paid for their meals on road trips connected with the music department.
33. In all of the schools in the study, band uniforms and choir robes were furnished free of charge.
34. The median of the estimates for supplies, such as pencils, paper, etc., was \$3.65.
35. Expenses for graduation were encountered by the students in the following manner:
 - A. Ninety-eight per cent was the median of the students who purchased class rings.
 - B. The median per cent of the students that purchased photographs was 100.
 - C. The median per cent was 77.5 for the students that purchased a new dress or suit for graduation.
 - D. One hundred per cent was the median of the students purchasing announcements and personal cards.

Recommendations

Hidden costs of tuition are found in all the high schools included in this study. This is in direct contradiction to the basic American principles of free public education. In the course of his work, the administrator has many opportunities to reduce the expenses of attending the high school. Each time this is done, it brings the school closer to the ideal of education for American youth. It is strongly recommended to school administrators that expenses of attending the high school be transferred from the student to the district.

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PLEASE COMPLETE THE FOLLOWING FORM TO THE BEST OF YOUR KNOWLEDGE
AND RETURN TO CLINTON L. STRAND, KIMBALL, MINNESOTA.

- (a) Is there any general "over all" student body membership fee or dues which every pupil is expected to pay (class dues and activity books excepted) in order to be regarded as a member in good standing of the general student body? (check one)

_____ 1) yes

_____ 2) no

- (b) If answer is "yes" what is the amount of this fee or of these dues per pupil for one year? \$ _____

- (a) Are the pupils expected to pay class dues? (check one)

_____ 1) yes

_____ 2) no

- (b) If there are class dues, how much are they per pupil for one full school year? (answer for all grades)

1. \$ _____ in the 7th grade.

2. \$ _____ in the 8th grade.

3. \$ _____ in the 9th grade.

4. \$ _____ in the 10th grade.

5. \$ _____ in the 11th grade.

6. \$ _____ in the 12th grade.

- (a) Does the school sell a student activity book (by whatever title) to the pupil? (check one)

_____ 1) yes

_____ 2) no

- (b) If "yes", how much does it cost for one full year?

\$ _____

- (c) If "yes", to question 3 (a), approximately what proportion of the total student body bought a student activity book during the school year?

_____ %

How much would it cost a pupil to attend all of the home athletic contests for one full year? (answer in space provided under (a) or (b))

- (a) If you have a student activity book which admits students to all home athletic contests, place a check mark in this space _____ and go on to question 5.

(b) If not, complete the following form. 45

(1) Athletic Contest	(2) Number of contests not covered by student activity book, and to which only individual admissions were charged	(3) Average individual admission charged per contest	(Total cost (2x3))
football			
basketball			
baseball			
track			
list all others			

Do you charge students to see or attend the following?

Activity	Yes	No	Amount per year	The charge is covered by the student activity book.
debate				
declam. contests				
class plays				
school assemblies				
school parties and dances				

Does your school charge students for the following?

Description	Yes	No	Amount
science laboratory fee			
gym lockers			
gym fee (excluding gym lockers)			
hall lockers			
textbooks			
workbooks			
graduation cap and gown			
insurance			
diploma			
padlock			
field trips			

Which of the following items are paid by students participating in athletics?

Description	Yes	No	Amount
pre-physical exam			
accident insurance - football			
accident insurance - other sports			
equipment rental or purchase such as shoes, socks, golf balls, trunks, etc.			
meals on a road trip			
list others			

How much would it cost a pupil to subscribe to all the school's publications (newspaper, yearbook, magazine, etc.) for one full year?

Publication	Free		If "no", how is it taken care of?		
	Yes	No	Activity book	Charged fee	Amount
newspaper					
yearbook					
magazine					
others					

Cost of Band, Orchestra, and Choir to students.

- (a) Band and Orchestra instruments are furnished by the students: Yes ___ No ___
- (b) If instruments are furnished by the school are they free ___, rented ___, if a charge, give the amount paid by the student \$ ____.
- (c) Music sheets are free ___, purchased ___, rented ___, amount \$ ____.
- (d) Do students pay for accessories such as: special shoes, ties, etc? Yes ___ No ___. If the answer is "yes", what is the average amount? \$ ____.
- (e) On school trips in band, orchestra, or choir, do the students pay for any of the following?

Charge	Yes	No	Amount
transportation			
meals			
lodging, if necessary			

- (f) Are the uniforms used free of charge or are they rented?

Description	Free	Rented	Amount
band			
orchestra			
choir			

Club	Check those clubs your school has	Amount of dues charged	Does the club require any special equipment to participate? Yes No Amount	Do you feel that unprivileged youngsters feel fully accepted? Yes No
Letterman's Club				
G. A. A.				
Library Club				
Student Council				
Pep Club				
Dramatic Club				
Science Club				

	Yes	No	Amount
Camera Club			
Future Teachers			
Commercial Club			
Movie Operators			
Bill and Scroll			
Foreign Language			
National Honor Society			
Journalism Club			
List others you have			

What percent of your students buy the following for graduation?

Class ring _____ %

Graduation photographs _____ %

Graduation announcements _____ %

A new dress or suit _____ %

What is the average amount spent by students of your school for a full year for fountain pens, notebooks, mechanical pencils, lead pencils, paper, and etc.? \$ _____

Do you as principal feel that students are required to pay too much for their "hidden tuition" outside of the public taxes?

_____ 1) yes

_____ 2) no

Comment:

Do you make special concessions to help those who can't afford to pay for activity tickets, supplies, and etc. such as giving them jobs in the school or giving them outright gifts?

_____ 1) yes

_____ 2) no

Have any other costs that are paid by students that haven't been mentioned? comment on them on the back of this questionnaire.

954 Enrollment (grades 7-12) _____

APPENDIX B

December 3, 1953

Dear Principal:

Enclosed you will find a questionnaire that I would like you to fill out for your school. I need the information from the questionnaire for my hidden tuition study that I'm doing for my thesis.

It is very important that I get this information from all the schools as I'm using only 25 schools, from 4 counties for the study.

We have been hearing, "So many days until Christmas" for some time, but may I add, that there are 16 days until vacation. I have planned on working on my thesis over Christmas vacation so if you can complete and return my questionnaire within a few days I would appreciate it very much. Enclosed you will find a stamped and addressed envelope for your convenience.

Sincerely,

Clinton L. Strand

P.S. May I take this opportunity to thank you in advance.

APPENDIX C

Schools Who Answered the Questionnaire

GROUP A

Meeker County

Dassel
Eden Valley
Grove City
Litchfield

Kandiyohi County

Atwater
New London
Raymond
Wilmar

Stearns County

Albany
Belgrade
Brooten
Holdingford
Kimball
Melrose
Paynesville
Sauk Center
St. Cloud Central
St. Cloud Technical

Wright County

Annandale
Buffalo
Cokato
Delano
Howard Lake
Maple Lake
Monticello
Rockford

GROUP B

Detroit Lakes
Hibbing
Elgin
Glenwood
Mapleton
Pipestone
Two Harbors
Warroad