

THE ECONOMIC STATUS OF SCIENTIFIC MEN AND WOMEN*

BUDGET NEEDS OF COLLEGE TEACHERS

By Dr. BENJAMIN R. ANDREWS

PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THE teacher has three groups of personal budget needs: those connected with his profession; those concerned with living expenses of self and family, and those necessary for financial security. Every one must meet his living expenses; every one who spends intelligently tries to provide for financial security; but professional needs represent items that do not appear in the average person's budget. The teacher who does research as well as teaching must keep in close touch with the progress of his subject and his profession, and this involves annual expenses that every teacher knows. He must also be adding to his subject by his own studies and research, and part of their cost with many workers comes back upon the private purse. He must also have a broad mental equipment and the personal and social resources of the traditional college teacher who deals with youth and desires to serve any intellectual or personal need that arises. Since the college teacher is responsible for the increase and dissemination of the knowledge necessary for civilization and for progress, society is concerned that he have personal income adequate to his function and that he administer his funds so as to function efficiently. In his professional expenditures the teacher is a public person, and even his private living conditions and his security are of public concern as far as they affect his work as teacher and researcher.

This paper discusses a few aspects of personal expenditure of college teachers, illustrating them by returns from a schedule of inquiry answered by sixty-four teachers in a metropolitan professional school referred to herein as the first group¹ and by forty-six teachers in three institutions, located in small eastern cities, referred to as the second group. Appreciation is expressed for the contributions of these correspondents which while not adequate for reliable generalizations have helped clarify the problems of spending.

PROFESSIONAL NEEDS

The college teacher must keep in contact with his field through association memberships, professional

* Symposium of invited papers read before a general session of the American Association for the Advancement of Science, New York, December 28, 1928.

¹ In the first group, to whom the schedule had to be submitted in two parts, sixty-four replied to the inquiry on professional needs and forty-eight to that on living conditions and financial security.

meetings, books and journals, and must budget accordingly.

Professional contacts with fellow workers have their peculiarly stimulating value. There is creative power for new ideas in conventions, and in meetings of research committees. There is profound truth for scientific progress in the familiar valuation that the talk in the hotel lobby at a convention is as valuable as the papers read at the sessions. Who draw benefits from such contacts? The young worker surely who meets leaders and who can thereafter attach a face and a personality to what has been so far a mere name, and who may at a convention make an acquaintance on which his whole career may turn. But also the convention has unique values for the mature worker who meets his peers, gets orientated on new research and makes living contact with the movements of thought in his specialty. That man-to-man meeting with time for discussion is prized, is indicated by one correspondent who craves for travel to visit laboratories in other universities, stating that conventions do not meet his needs of protracted and intimate contacts with a limited few. The recent development of committees, councils, boards in specialized fields of research, concerns this need, and ten of the first group furnishing data had personal expenditures last year for committee work.

Membership in professional organizations is prized for these personal contacts, for association journals and printed proceedings and for participation in organized research. Support of such organizations is part of the scholar's faith. The first group of college teachers belong to from one to twelve professional organizations, and the second group from none to seven organizations, with the medians at five and three memberships respectively, and with attendance during the year upon a median of two and one out-of-town meetings respectively. The first group illustrates the gradation in such matters by academic rank; instructors belong to a median of two organizations and attend one meeting; assistant professors belong to three organizations and attend two meetings; associate professors belong to five organizations and attend two meetings, and for professors these numbers are six to seven and three. Here then is one formula of academic ascension—memberships and meetings in ratios 2-1; 3-2; 5-2, and 7-3.