

SCHOOL BOARDS IN SOUTH CAROLINA

History, Organization, Profile

by

William H. Babb

Bachelor of Science

Clemson University, 1959

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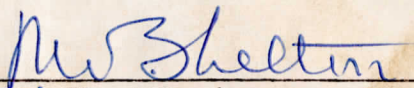
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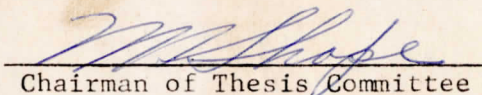
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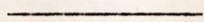
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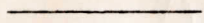
A Thesis  
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In Partial Fulfillment  
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Master of Arts  
in Public School Administration



by  
William H. Babb  
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Columbia, South Carolina

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## Preface

The information contained in this thesis, "School Boards in South Carolina", by William H. Babb deals with the overall history of the public school systems of the State, organization and character of boards and board members.

It presents a factual profile of school board members in South Carolina and the activities engaged in by the member boards of the South Carolina Association of School Boards. Careful study by board members of the information presented in this study should do much to improve the quality of school board membership.

It will be distributed at cost as a service to the school boards of the State by the South Carolina Association of School Boards. It has been my privilege to assist Mr. Babb in securing information for this study.

T. Jackson Lowe  
Executive Director  
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## CHAPTER I

### Introduction

The school board member has been faced with crucial educational problems for many years. At no time in our turbulent history have more decisions of magnitude rested on the shoulders of so few men.

Members of boards are faced with the problems of keeping our citizenry informed, exploding school populations and the growth and complexity of our society. Some of the current issues are the separation of church and state, defacto segregation, collective bargaining on the part of board employees and financing the operation of schools.

The board of education is endowed with duties and powers which are unique. Within the government structure of no other nation is such a body of men found endowed with such great responsibilities for the management of education.

The decisions which these school board members make today will determine to a great extent, what the future generations will bring with them when they assume the mantle of responsibility and power.

It is mandatory that those responsible for public education have the prerequisite of genuine interest and devotion to public education; to become involved with the issues and give of themselves, time and talents, fully and willfully.

Wise men of all generations have stressed the education of the young to be a basic social service. The transmission of our history,



Illustration 1. Parents protesting a school board decision by picketing the superintendent's office.

laws, mores, customs and culture have always been a basic need for the preservation of mankind. What other purpose could be more noble than these to transmit to our young. The vital link between these purposes and those who are directly involved in education is the school board member.

#### Problem

It was the purpose of this study (1) to examine the involvement of public education and the establishment of school boards in South Carolina to control the operation of public education; (2) to examine the structure of the ninety-three school districts in South Carolina as they are now constituted; (3) to study certain characteristics of the individuals who are presently serving on boards of education.

#### The Importance of the Study

The administration and operation of public schools in South Carolina are becoming more complex as the result of industrial development, increased enrollments, public demands on education and financial inadequacies. It is indeed timely and appropriate that more research be conducted with regard to school boards. The demands on public office are becoming more rigorous and it is appropriate with our system of government that we examine ourselves periodically in order that we can improve and upgrade our system of public education. Those who are in positions of responsibility need to be aware of their role in order to secure future members who are willing to commit themselves to



Illustration 2. Governor McNair visits a pilot kindergarten program which was established during the 1969-1970 school year.

excellence in education. Integrity and careful selection must be the prime requisite for board membership and whether those members are appointed or elected is immaterial.<sup>1</sup>

#### Limitations

Any study of this nature is limited by the use of a questionnaire and by the accuracy of the information submitted. Many of the superintendents responded promptly with the request for information. Others found it possible to supply data only in certain areas of the study. All districts were included in the study.

It was believed that the information compiled presents a reasonably accurate picture of board organizational structure and the profiles of the members of the respective boards.

The findings are reported uniformly since the questionnaire used was specific.

#### Definition of Terms

Board of Education.--The officials who are responsible for the directing and managing of the public schools within the framework of the state constitution, laws of the state legislature, and the regulations of the State Department of Education, have been designated as boards of education, boards of trustees, commissioners of education or

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<sup>1</sup>R. R. Morgan, School Boards in North Carolina, Their Status, Functions, and Activities, North Carolina School Boards Association, Inc. (Chapel Hill, North Carolina, 1956). pp. 14.

any other names similiar in nature in the various units of South Carolina. In this study the term "board of education" is used to designate the governing body of an administrative unit.

County Administrative Unit.--Each county of the state which has jurisdiction over the schools of the county and is under the control and supervision of a county board of education with a county superintendent as its administrative officer.

District Administrative Unit.--An area of the county designated as a district which is a body politic and corporate. School district lines do not coincide with county lines in some cases.

Term of Office.--The length of time a person serves as a member of a board of education as a result of one election, or appointment.

#### Procedures and Sources

In securing information for this study, major dependence was placed upon information obtained through the use of questionnaires sent to the ninety-three school districts. The chief administrative officer and board chairman were asked to furnish information for the respective members.

Related studies and field studies were reviewed in order to make comparisons of the South Carolina school boards with school boards in other areas.

Many sources of information were reviewed and many individuals were consulted during the study. However, the study was based

principally on the information obtained from the superintendents and from field studies done by individuals and the State Department of Education's division of research and surveys.

After the questionnaires were returned, the data was checked, analyzed, compiled and interpreted. It was not necessary to make a follow-up study to secure additional information.

#### The Remainder of the Thesis

Chapter II traces the evolvement of public education in the state of South Carolina and the establishment of boards of education. Chapter III examines the organization of the ninety-three school districts as they are now constituted. Chapter IV gives a profile of the members of school boards of the respective administrative units throughout the state. Chapter V discusses the activities and in-service training programs in the light of opinion of authorities in the field of school boards in action. Chapter VI summarizes the study and makes recommendations based upon the findings of the study.



## CHAPTER II

### HISTORY OF THE PUBLIC SCHOOL SYSTEM IN SOUTH CAROLINA<sup>2</sup>

Prior to 1696 a private citizen, Richard Morgan, left money for founding a free school in South Carolina. When the Free School Act was passed in 1710 it was mentioned that a number of legacies, like those of Richard Morgan's, had not been put to proper use, which was one of the reasons for the Free School Act.

The Society for the Propagation of the Gospel in Foreign Parts, incorporated in 1701 in London under auspices of the Church of England, sent missionaries to teach in the province the following year. Since the society attempted to fill the needs of the Negro and Indian slaves as well as the wealthy land-owners, it was rebuffed by the aristocracy. But a number of private schools were established and flourished during these years, mainly to provide a Christian education. The knowledge of

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<sup>2</sup>This historical study of the public school systems of South Carolina was taken from Chapter 41 of a book entitled, Education in the United States: Historical Development and Outlook. This portion of the book, written by Mr. Frank M. Kirk, covers the history of education in South Carolina from 1710 to 1965, and is the most detailed account of our educational system on record. This was a project of the Council of Chief State School Officers and was published by the National Education Association of the United States under contract with the Department of Health, Education and Welfare, Office of Education.



Illustration 3. Round Top School, a typical one-room, frame school house of the early 1900's. (Notice the handpump in the foreground) (Located in Richland County)



Illustration 4. Killian School, a typical two-room school of the early 1900's. (Equipped with hand pump for water supply and outdoor toilet facilities.) (Located in Richland County.)



Illustration 5. A multiple room frame structure of the 1930's.  
(Located in Richland County.)

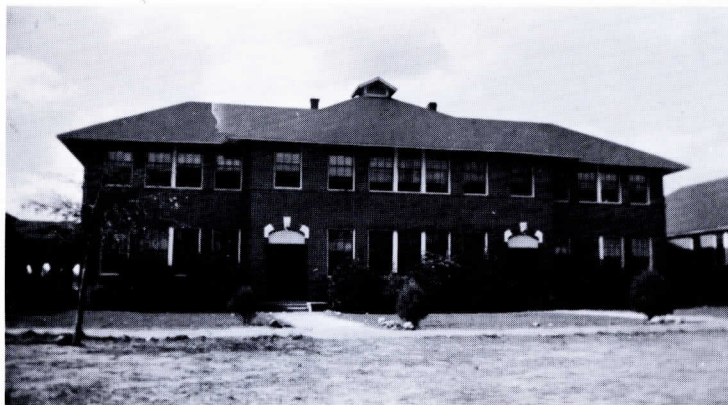


Illustration 5. A two-story, multiple room, brick structure of the  
1940's. (Located in Richland County.)

grammar and the Latin and Greek languages, and of mathematics, could be obtained in Carolina at any time after 1712, or the 42nd year subsequent to the settlement of the province.

In 1710 South Carolina enacted its first Free School Act. The preamble stated:

John Douglas should be preceptor or teacher of said school; and that on his ceasing to be so, the commissioners should appoint his successor who should be of the religion of the Church of England, and capable of teaching the Latin and Greek languages-- that the teacher should have a salary of £100 per annum, to be paid out of the public treasury, and the use of lands and buildings belonging to the school, for which he was to teach twelve scholars, to be nominated by the commissioners, free of expense; and for all others he was to receive at the rate of £4 per annum.

The reference to free tuition for those nominated by the commissioners tells the story of the state's educational program for more than two centuries. South Carolinians did not like the free schools because of their prejudice against "pauper" schools. The wealthy continued to send their children to private schools, followed by the "grand tour" of Europe; the "poor but proud" either sent their children to tuition schools for a limited time or they did not send them at all, and it was only the paupers who attended the free schools. The first public school in America, in the accepted sense, existed in Charleston, at least as early as 1743. They have been described as follows:

. . . the Church of England . . conceived public education, aside from collegiate education, as intended for orphans and children of the poor, and as a charity which the State was under little or no obligation in providing. All

children of the middle and upper classes of society attended private or church schools or were taught by tutors in the home, and for such instruction paid a proper tuition fee. Paupers and orphans, in limited numbers and for a limited time, were provided with some form of useful education at the expense of the Church and of the State.

By the end of the revolution, there were eleven public schools, three charitable grammar schools, and eight private schools in the state's twenty-four parishes and districts. Most of the two hundred teachers were from England.

It was not until one hundred years had passed since the first Free School Act that Stephen Elliott introduced into the legislature in 1811 an act to establish free schools throughout the state. Thus, Elliott became known as the "father of the first public school system in South Carolina. The legislature appropriated \$300 per annum for each school, but it carried the proviso that elementary instruction was to be imparted to all pupils free of charge, preference being given to poor orphans and children of indigent parents. The act bore as little fruit as the provincial act one hundred years earlier, probably because it favored paupers.

The Reverend Mr. Thrummel of All Saints Parish in 1829 expressed the state's view of public education as a charity:

It is bounty intended for the poor. The rich will not avail themselves of it, since they do not need it, while the poor will rather keep their children at home altogether, rather than by sending them to free schools, attach to them, as they think and feel, the stigma of being poor and of receiving an education as paupers.

R. Means Davis succinctly explained the primary detriment to the public school system by pointing out that its need was not felt by the people.

The will of John De La Howe in 1796 provided for the first manual labor school in the United States, which was opened in 1797. This was an agricultural or farm school which was to receive and train free of charge neglected and dependent children. Illegitimate children were admitted. For many years it was operated by the Agricultural Society of South Carolina who later gave title to the Legislature and in 1918 it was operated directly under the Legislature. The school was completely destroyed by fire November 7, 1937, and has been rebuilt and now is in operation as a State-supported institution.

Despite the popular prejudice against public schools, free schools were accepted in Charleston. In 1855 Christopher Gustavus Memminger instituted a plan for improving the city schools which lasted until February, 1865, when the last call for troupes to fight on the side of South Carolina in the Civil War took every white male from sixteen to sixty. Under his wise and progressive leadership the common school system of that city, with the Charleston College, Citadel Academy, Orphan House and High School, had given to Charleston the Educational distinction it now holds among the large cities of the Southern States.

In 1803, the year Memminger was born in the kingdom of Württemberg, Germany, his father died and his mother emigrated to America four years later with her parents. Mrs. Memminger died shortly after reaching Charleston and the grandparents left for Philadelphia,

leaving the boy in the Orphan House in Charleston. When he was eleven, he was adopted by Thomas Bennett, later Governor of South Carolina, and applied for citizenship in 1824. Mr. Memminger became an outstanding attorney and later was Secretary of the Treasury of the Confederate States.

In 1834, together with W. J. Bennett, son of the Governor, Memminger made a study of the schools of South Carolina. He made many trips to the North, especially to the New England states. As a result, he was instrumental in having the legislature pass an act permitting the Charleston municipal government to levy a special tax for educational purposes. By 1856 the Charleston school system, patterned on the New York plan, was well established with heads of the schools brought in from the North.

The first training school for teachers in South Carolina, the Memminger Normal School, was established in 1859 in Charleston. It was organized to train female teachers for the state and student teaching was offered in the elementary schools of Charleston for a period of eight weeks and certificates were awarded at the end of a three year course to all who made 75% on a final examination. The course was based on the Lancastrian, or monitorial system, where the use of abler pupils was used in instruction and was along classical lines although instruction was given in the theory and practice of teaching.

At this time there was a new spirit toward the home educational institutions throughout the state. Prior to the American Revolution,



many of South Carolina's youth had been educated in Great Britain. But now the feeling was different--Great Britain was no longer the mother country. There was a marked increase in the academies and the training was of an excellent quality, as the records of the graduates indicated.

In 1855, at the invitation of the Governor, Henry Barnard of Connecticut visited Charleston, and aroused the people's interest in the educational conditions by his earnest and eloquent presentation of the American school system he had developed in the North. Memminger took advantage of this interest to petition the legislature to establish a common school system for the city. For the first time in the state, the legislature passed an act giving the commissioners power to impose a local tax upon property, in addition to the state fund.

On July 4, 1856, Memminger gave a masterly explanation of the new law at the inauguration of the common school system for Charleston. He pointed out that the old system of 1811 could not be improved while at the entrance of the school a confession of pauperism had to be made. Teachers were brought in from the North and the schools were graded according to the Massachusetts plan. By 1860 there were 4,000 pupils in the Charleston schools, and they had won their way with all classes.

Many serious minded people, though engaged in the more critical issues of the time, recognized the importance of public schools and realized they were needed. When a bill appropriating funds for a state department of education to promote the development of a system of free schools was introduced in the legislature in the winter of 1861, an

eloquent speech in support of the measure by James H. Carlisle, a young Spartanburg teacher, convinced the lower house to pass it immediately. The senate, however, considered the measure an unwarranted extravagance and defeated it.

Thus, the history of the free school movement in South Carolina from 1811 to 1865 illustrates the difficulty of establishing a system of universal education in an aristocratic state. One observer reported that in no country or Commonwealth has there been witnessed so remarkable a spectacle of unanimity of purpose among the leaders of public opinion on the subject of popular education, with almost utter failure of results, as in South Carolina.

South Carolina endured the ordeals of war and entered the Reconstruction period with the state controlled by the Republicans through a Carpetbagger government. It was during the horrors of Reconstruction that this Republican government adopted a constitution which first gave recognition to the free public education in the state. Thus, this constitution of 1868 marked a decided era in South Carolina's educational history: it laid the organizational basis for public educational enterprise which has survived to this day.<sup>3</sup>

The 1868 Constitution provided for a state superintendent of

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<sup>3</sup> Education in the United States: Historical Development and Outlook, A Project of the Council of Chief State School Officers, Office of Education, Department of Health, Education, and Welfare, (Washington, D. D.: National Education Association of the United States, 1969), pp. 1115-1118.

education and established a state board of education; it also provided for taxes to be earmarked for educational purposes; a free normal school to train teachers; educational institutions for the blind; a state reform school; and a state university.<sup>4</sup> The general assembly did not appropriate the necessary funds to meet the provisions of the constitution and free schools were not established until 1870; the first appropriation being \$50,000. The funds for education continued to increase during the next few years. However, the reconstruction government squandered the appropriations through dishonest county commissioners.

There were inequities evident in the duties and authority of county-school commissioners and local trustees. During 1877 the legislature passed new school laws which provided for a state board of examiners who had the authority to interpret school laws, select textbooks and examine teachers' credentials.<sup>5</sup>

The first state-wide support by taxation was incorporated into the constitution of 1895. The next year, in 1896, the legislature defined the duties, responsibilities, and powers of the state superintendent, the state board of education, the county boards of education and the trustees.<sup>6</sup>

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<sup>4</sup>South Carolina, Constitution of 1868, Article 10, Section 10.

<sup>5</sup>Wallace, D. D., South Carolina, A Short History, 1520-1948, (Columbia: University of South Carolina Press, 1961).

<sup>6</sup>South Carolina Acts and Joint Resolutions of the General Assembly of South Carolina, (Columbia, 1896).

## CHAPTER III

### ORGANIZATION OF THE NINETY-THREE SCHOOL DISTRICTS AND SCHOOL BOARDS IN SOUTH CAROLINA

The State of South Carolina is politically divided into forty-six counties. Eighteen of these counties are further divided into school districts with geographic and political boundaries. In several instances school district lines cross county lines. There are ninety-three school districts in South Carolina, each a body politic and corporate. Twenty-eight counties have single-unit organizations; however, in some instances, i. e., Abbeville, Aiken, Greenville, and Saluda Counties, school district boundaries do not coincide with the county lines.

There is a County Board of Education in thirty-five South Carolina counties. In six counties members of the board are elected, in twenty-eight counties members are appointed, and Newberry County elects four members of the board and three are appointed. Eleven counties have no body designated as the County Board of Education.

In Chesterfield County a District Board of Education, which is the central authority of county educational system, is elected in the general election.

In Charleston County the powers and duties of the County Board of Education are devolved upon the County Board of Trustees.

Eleven South Carolina counties have a County Board of Trustees. In five counties the County Board of Education is, ex officio, the county/district board of trustees. Thirty counties have no body designated as the County Board of Trustees. Of the eleven county boards of trustees in South Carolina, six are elected, four are appointed, and the Colleton County board is comprised of both elected (4) and appointed (4) trustees. All county boards of trustees are in single-unit counties.

Three counties in South Carolina, Darlington, Jasper, and Pickens, have both a County Board of Education and a County Board of Trustees.<sup>7</sup> Three counties Chesterfield, Edgefield, and Saluda counties have neither a County Board of Education nor a County Board of Trustees. In these counties school district boards are the central authority for operation of the school systems.

Sixty-seven South Carolina school districts have district boards of trustees. Twenty-six districts are supervised by county boards (11), county boards of education (7), county boards of education ex officio (5), district board of education in Chesterfield, and school commissioners in Richland Number One and Sumter Number Seventeen.

In Aiken, Allendale, Berkeley, Kershaw, and Newberry Counties the County Board of Education is, ex officio, the District Board of Trustees.

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<sup>7</sup>Refer to pp. 40-41 for Specific Duties and Responsibilities of each board.

In Beaufort, Chesterfield, Horry, Lancaster, Lee, Marlboro, and Williamsburg Counties, there are neither county nor district trustees. The County Board of Education controls and operates the school systems. In two districts, Richland District Number One and Sumter District Number Seventeen, the central authority for the school system is a Board of Commissioners and a School Commission, respectively.

Thirty-nine South Carolina counties elect or have appointed a County Superintendent of Education. Thirty are elected by the people, five are appointed by county boards of education, and four are appointed by county boards of trustees. Seven counties have no person designated as County Superintendent of Education.

Laurens County has no superintendent of education, nor an equivalent elected official or employee.<sup>8</sup> Six counties, Abbeville, Chesterfield, Edgefield, Greenwood, Newberry, and York, have appointed or employed an administrative secretary, executive secretary, or a person with similar title to perform duties of the superintendent of education or as prescribed by the central authority of the school systems.

Sixty-seven South Carolina School districts have district

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<sup>8</sup>The authority for school taxes is administered by the county board who prepares the budget for the county office and school affairs are administered by two district superintendents, responsible to their respective boards.

superintendents. The Abbeville County District Board of Trustees appoints and "Administrative Superintendent of the School System of Abbeville County," and the District Board of Trustees in Edgefield County selects a "County School Administrator." Twenty-seven of twenty-eight single-unit counties have county superintendents or the equivalent. Chesterfield County has a district superintendent but no county superintendent. McCormick County has both a county superintendent and a district superintendent. Ten single-unit South Carolina counties are divided into administrative, attendance, or high school areas. All ten counties have area superintendents. Six of these counties have an area board of trustees for each area. Charleston County is divided into eight constituent districts, each of which has a superintendent and a district board of school trustees. In fifteen South Carolina counties the central authority for administering the public school system, has fiscal independence. The appropriate board prepares school budgets, determines tax levies required, and directs expenditures of funds for school purposes. In other counties, the budget and/or tax levy for school purposes must be approved by county legislative delegations, referendum, or otherwise as prescribed by statute.

#### BOARDS OF EDUCATION

##### COUNTY

Current legislation provides for thirty-five County Boards of Education in South Carolina. Six county boards of education are

electd by the qualified voters of the counties. Three of these boards are composed of seven members, one of eight, one of nine, and the Spartanburg County Board boasts sixteen members. Two of the seven member boards are elected from the county at large, and one county has a board member elected from each of seven administrative areas. The eight and nine-member boards are elected from the county at large.

#### DISTRICT

Chesterfield County School District has the only district board of education in South Carolina. This seven-member board is elected -- one member from each of six former school districts, and one from the district at large.

#### BOARDS OF TRUSTEES

##### COUNTY TRUSTEES

There are eleven County Boards of Trustees in South Carolina. In addition, in five counties the county boards of education are the county/district boards of trustees, ex officio. All of these counties are single-unit counties. Thirty counties have no body designated as the county board of trustees. Three counties, Darlington, Jasper and Pickens, have both a County Board of Education and a County Board of Trustees. Three counties, Chesterfield, Edgefield, and Saluda, have neither. In six counties members of the County Board of Trustees are elected. One nine-member board in Cherokee County and a ten-member board in Chester County are elected from the respective counties at



large. Greenville County has a seventeen-member board elected from areas designated by statute. In Oconee County five members of a ten-member board are elected from specified high school areas, four from the county at large, and the County Superintendent of Education is the tenth member. In Pickens County a fifteen-member board is elected from designated high school attendance areas, and Union County legislation directs a thirteen-member board elected from specified voting precincts. In four counties members of the County Board of Trustees are appointed. Darlington and Jasper Counties, with nine and twenty-one-member boards respectively, have the members appointed by the County Boards of Education. In Charleston County, a nine-member board is appointed by the Governor upon recommendation of the County Legislative Delegation. The nine-member board of Fairfield County is appointed by the County Legislative Delegation. The Colleton County Board of Trustees is composed of four members elected, two each from designated residence divisions of the school district, four appointed by the Governor upon recommendation of the County Legislative Delegation, and the County Superintendent of Education.

#### DISTRICT TRUSTEES

A district board of trustees is identified for each of sixty-nine school districts in South Carolina. Members of thirty-five district boards of trustees are appointed by the appropriate County Board of Education. Members of thirty district boards of trustees are elected by the qualified electors of each district. Members of two district

boards of trustees are appointed by the appropriate County Legislative Delegation. In Lexington County District Number One, two members of the board of trustees are elected and five members are appointed by the County Board of Education. In Richland County District Number One, five school commissioners are elected and two are appointed by the Columbia Academy Board of Trustees. The sixteen-member board is elected from designated voting district; two each from six districts, and four from the seventh district. Members of twenty-two county boards are appointed by the Governor upon recommendation of a majority of the County Legislative Delegation. The County Superintendent of Education is a member of five of these boards, an ex officio member of nine, and is not included on eight. In Jasper County members of the County Board of Education are appointed by the Governor upon recommendation of the County Council. The County Superintendent, ex officio, is a voting member and secretary of the board. In Kershaw County eight members of the County Board of Education are appointed by the Governor upon the recommendation of area boards of trustees. The ninth member is selected by the other eight and appointed by the Governor. In Calhoun and Laurens, seven-member county boards of education are appointed by the County Legislative Delegation. In Hampton County the seven-member county board is composed of six members appointed by the County Council plus the County Superintendent of Education. In Newberry County a seven-member board is composed of three members appointed by the Governor upon recommendation of the County Commission and Legislative

Delegation plus four members elected from two Road Districts. In Marion County six members of a seven-member board are appointed by the State Board of Education upon the recommendation of the County Legislative Delegation. The County Superintendent is a member, ex officio, of the system. In Aiken and Allendale Counties, the County Board of Education is ex officio the County Board of Trustees, and in Newberry County the County Board of Education is technically the County Board of Trustees.<sup>9</sup>

#### AREA TRUSTEES

Ten single-unit South Carolina counties are divided into geographic and political areas, Administrative, Attendance, or High School Areas, for administration of the public school system. Charleston County is divided into constituent districts to serve a similar purpose. In these eleven counties there is a total of forty-six areas and eight constituent Districts. Thirty-three areas and the eight constituent districts have boards of trustees. Fourteen area boards of trustees, five in Berkeley County, three in Georgetown County, and six in Williamsburg County, are appointed by the pertinent County Board of Education. In Lancaster County six area boards of trustees are elected. In Kershaw County eight area boards of trustees are appointed by the County Superintendent of Education. In Marlboro

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<sup>9</sup>School Districts of South Carolina, Administration and Organization, State Department of Education, June, 1969.

County five area boards of trustees are appointed by the Governor upon recommendation of the County Legislative Delegation. In Charleston County five constituent district boards are elected, and three are appointed by the County Legislative Delegation.

#### ADDITIONAL EXCEPTIONS

In Beaufort and Chesterfield Counties there are no boards of school trustees and no statutory provisions therefor. In Lee County administrative or supervisory area and advisory trustees are authorized by statute but are not now utilized. The Horry County Board of Education may appoint Advisory Boards of Trustees for schools.

## Chapter IV

### PROFILES OF BOARD MEMBERS

This chapter will examine the profiles of the members of the respective boards. Facts were obtained from 79.5% of the school boards within the state. These facts have been considered important as they show many of the characteristics of those persons who mold the policies of public education in South Carolina.

#### Age of Board Members

Many questions are brought to mind when the ages of board members are considered. It is rather generally believed that a young person has no particular qualifications for board membership and that youth, inexperience and extravagance are synonymous. Conversely, there is a school of thought which believes that older members are somewhat satisfied with the status quo and minimum programs for public education.

The findings, in this study, should reveal facts pertinent to the age of board members as well as present day belief toward the age of board members.

TABLE I

<u>Ages</u>	<u>Board Members</u>	<u>Percentage</u>
25-35	24	4.8
36-45	160	32.0
46-55	186	37.2
56-65	75	15.7
66 and over	28	5.5
No Answer	24	4.8
TOTAL	<u>497</u>	<u>100.0</u>

Table I indicates the ages of the members of the respective boards within the state. The median age for board members is between the ages of 46 to 55 and it is interesting to note that 69.2% of the members are between the ages of 36 to 55. This information somewhat parallels a study done in North Carolina which indicated that 73.1% of the members were within the ages of 36 to 55.<sup>10</sup> Generally this data would indicate that the people have a tendency to choose a member if he is within this age range. An interesting fact is that those members who are appointed are more likely to be somewhat older than those who are elected members. This may be due to judgement on the part of those who make appointments rather than consideration of age.

#### Educational Attainment of Board Members

Many authorities indicate that a certain amount of formal education is desirable for a school board member and there is considerable evidence that a board member should be an educated person. The amount of formal education that a board member should have as a prerequisite has not been determined, as other factors must be considered in conjunction with education. Generally the voters decide what citizens possess those qualifications and traits necessary for board membership.

Table III shows the educational attainment of the members of

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<sup>10</sup>Morgan, op cit., pp. 47-48.



Illustration 6. A school board poses for a traditional photograph prior to a monthly meeting.

Boards of Education. Only .4% of the board members have elementary school as their highest level of achievement. It is significant that approximately 90% of the board members have listed attendance or completion of high school as their level of educational achievement.

TABLE II  
EDUCATIONAL ATTAINMENT OF BOARD MEMBERS

<u>Level</u>	<u>No. of Board Members</u>	<u>Percent of Total</u>
Elementary	2	.4
1 Yr. H/S	4	0.8
2 Yr. H/S	10	2.0
3 Yr. H/S	23	4.6
4 Yr. H/S	185	36.0
1 Yr. College	15	3.0
2 Yr. College	23	4.6
3 Yr. College	10	2.0
4 Yr. College	37	7.0
Conferred Bachelors Degree	127	25.0
Advanced Degree	28	10.0
PHD	23	4.2
Honorary Doctorate	2	.4
No Answer	0	0
TOTAL	497	100.0

It is indeed significant that 39.6% of the board members have a conferred college degree or an advanced degree of some nature. This would indicate that the educational level of board members has increased in the last two decades. A study done in 1946 by the NEA indicated that only 30% of board members studied were college graduates.<sup>11</sup>

<sup>11</sup> "School Boards in Action," twenty-fourth yearbook of the American Association of School Boards, Washington, D. C.: The National Education Association, 1952, pp. 413.



## Occupations of Board Members

A total of thirty-four occupations were listed for board members. However, some occupations are listed together as they were similar in nature. Twenty-five occupations are listed in Table III and it is generally believed that the occupation of board members is closely tied in with the educational level. Morgan's study undertaken in 1956 of the North Carolina board members listed farmers as the most frequently mentioned occupation.<sup>12</sup> Farmers constituted 18.52%, merchants 11.43%, sales 9.66%, and management 8.46%. This almost parallels Morgan's study. However, the percentage of those engaged in farming and the merchantile business has dwindled considerably. This is due to the movement away from the farm and the rapid increase in service occupations.

TABLE III

<u>Occupations</u>	<u>Number of Board Members</u>	<u>Percent</u>
Physicians	28	5.65
Merchants	57	11.43
Bankers	23	4.63
Textiles	31	6.23
Farming	92	18.52
Engineers	7	1.40
Construction	24	4.85
Utility Companies	10	2.01
Attorneys	19	3.84
Government	21	4.24
Insurance	10	2.01
Management	42	8.46
Retired	17	3.24
Dentists	10	2.01

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<sup>12</sup>Morgan, op cit., pp.54-55.

Minister	3	.60
Housewife	9	1.81
Sales	48	9.66
Pharmacist	6	1.20
Higher Education	8	1.60
Forester	5	1.00
Teacher	4	.80
Undertaker	4	.80
Realtor	4	.80
Manufacturer	5	1.00
Other	10	2.01
	<hr/>	<hr/>
TOTAL	497	100.00

#### Income of Board Members

From the findings of the educational and occupational levels of the board members it would be expected that generally the income of the board members would be higher than that of the average citizen. Table IV shows the approximate annual income of 80% of the board members who responded to the questionnaire.

TABLE IV

#### Approximate Annual Income of Members of School Boards

<u>Yearly Income</u>	<u>No. Board Members</u>	<u>Percent</u>
Below \$ 6,000	19	4.0
\$ 6,000 - \$ 8,000	58	11.0
\$ 8,000 - \$12,000	123	26.0
\$12,000 - \$20,000	105	22.0
\$20,000 - \$25,000	27	5.0
\$25,000 - \$30,000	23	4.0
\$30,000 - \$35,000	12	2.0
\$36,000 - \$49,000	16	3.0
\$50,000 - Above	16	3.0
No Answer	98	20.0
	<hr/>	<hr/>
TOTAL	497	100.0

As could have been predicted the board members incomes have increased considerably in the last decade. This would be partially to inflation and to the increase in education and its subsequent value consideration. It would seem that those who are in favorable economic positions are those who control and direct the educational system.

#### Length of Service on School Boards

It could be generally concluded that experience as board members would be an attribute. It could be determined that new members without experience would represent change and a school system which is in a transitional period. Table V shows the tenure in office of 70% of the board members and could give a general representation of all school systems of the state. The present chairman of each board was listed separately to see if there was any distinction between the chairman and the other members of the board in tenure. It is interesting to note that 10.42% of chairmen have ten years experience as a member. The regular members have 18.01% of their membership with one year experience. This would probably be typical of most boards throughout the country.

TABLE V

#### Length of Service on School Boards

<u>Years</u>	<u>Members</u>	<u>Percent</u>	<u>Chairmen</u>	<u>Percent</u>
1	67	18.01	4	6.89
2	30	8.06	3	5.17
3	27	7.25	4	6.89
4	8	2.15	1	1.72
5	15	4.03	0	1.72
6	15	4.03	4	6.89

7	17	4.56	0	—
8	11	2.95	0	—
9	5	1.34	2	3.45
10	13	3.50	6	10.42
11	5	1.34	1	1.72
12	5	1.34	2	3.45
13	10	2.68	2	3.45
14	6	1.61	1	1.72
15	6	1.61	1	1.72
16	2	.54	1	1.72
17	8	2.25	2	3.45
18	5	1.34	1	1.72
19	2	.54	0	—
21	1	.26	1	1.72
22	0	—	1	1.72
23	1	.26	1	1.72
24	0	—	1	1.72
39	0	—	1	1.72
41	1	.26	0	—
43	1	.26	0	—
44	0	—	1	1.72
No Response	111	29.83	16	27.58
TOTAL	372	100.00	58	100.00

#### Members of Boards With Children in Schools

Table VI indicates that more than 65% of the board members have children in school. The average age of the board members would indicate that they would be within the child rearing age and have children in school. The public has considered parenthood as a requisite for board membership. It could be surmised that those members who have remained on boards of education for many years originally had children who attended school.

TABLE VI

## Members of Boards with Children in School

<u>No. of Children</u>	<u>Responses</u>	<u>Percent</u>
0	129	26.0
1	78	16.0
2	125	25.0
3	77	15.0
4	37	7.0
5	9	2.0
6	2	1.0
No Answer	40	8.0
	<hr/>	<hr/>
TOTAL	497	100.0

## Reasons For Becoming A Board Member

It seemed logical that a member of a board would have some motivation for offering himself for service on a board of education. Table VII shows some of those reasons and the responses of the board members.

TABLE VII

## Reasons For Becoming a Board Member

<u>Reasons</u>	<u>Responses</u>	<u>Percent</u>
Personal	12	2.0
Bring About Change	25	5.0
Educational	138	28.0
Political	3	.6
Community Service	220	44.4
No Answer	99	20.0
	<hr/>	<hr/>
TOTAL	497	100.0

It is significant to note that 44.4% of the board members gave community service as their reason for membership and 28.0% indicated educational reasons for becoming a board member.

#### Political Affiliation

Perhaps in some areas of the country the political ties of board members would not be significant. However, in South Carolina it would seem noteworthy to ascertain the party affiliation of board members. It generally could be surmised that a large proportion of membership would be Democrats as traditionally this party has dominated all political endeavors for many years. Table VIII shows that 43.2% of the members indicated this party affiliation. A large number, 40.6%, gave no response but indicated that they would entertain ideas from any party and would make a determination by the nature of the issue.

TABLE VIII

#### Political Affiliation

<u>Party</u>	<u>No Response</u>	<u>Percent</u>
Democrat	215	43.2
Republican	65	13.1
Independent	15	3.1
No Answer	202	40.6
	<hr/>	<hr/>
TOTAL	497	100.0

The findings of this chapter indicate that our average board member is between the ages of 36-55 years; has completed high school and has attended or completed college; is engaged in farming, is a



Illustration 7. Classroom scene of an innovative program in reading.  
(Established with the funding of ESEA, P. L. 89-10, Title I.)

merchant, or is engaged in sales, management, or a service occupation; has an income between \$8,000 and \$20,000 annually; has served as a board member less than five years; has two children in school; is serving as a board member as a community service responsibility; and is a democrat or advocates no political party affiliation.



## CHAPTER V

### THE ACTIVITIES OF THE BOARDS OF EDUCATION

It has been generally accepted that lay citizens who assume the leadership role as a member of a board comes to his position with little, if no preparation. This lack of knowledge would include ignorance of state statutes concerning boards, school law, public finance and the overall educational program. The state statutes concerning boards and their duties are:

#### County Boards of Education

Section 21-101. Appointment, term and qualifications.— There shall be a county board of education in each county which, except as otherwise expressly provided, shall be composed of seven members, six of whom shall be appointed by the Governor upon the recommendation of the Senator and at least one half of the members of the House of Representatives from the county, who shall serve terms of four years each commencing on May first in each year preceding the year of a presidential election. Any vacancies on the county boards of education shall be filled in the same manner for the unexpired terms. The county superintendent of education shall be ex officio members of the county boards of education in those counties in which the county superintendent of education is elected by the people and in counties in which the county superintendent of education is not elected by the people the seventh member shall be appointed in the same manner and for the same term as the other six members. No employee of a public school system other than the county superintendent of education shall be eligible to serve as a member of a county board of education.<sup>13</sup>

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<sup>13</sup> School Laws of South Carolina, 1962, Chapter 7, County Boards of Education, pp. 25.

## ARTICLE I

## General Provisions

Section 21-111. School districts bodies politic and corporate.—Every school district is and shall be a body politic and corporate, by the name and style of ....  
 ..... (a descriptive name may be designated by the county board of education or legislative act) School District No. .... (such number may be designated by the county board of education or legislative act), of ....  
 ..... County (the name of the county in which the district is situated), the State of South Carolina. In that name it may sue and be sued and be capable of contracting and being contracted with to the extent of its school fund and holding such real and personal estate as it may have or come into possession of, by will or otherwise, or as is authorized by law to be purchased, all of which shall be used exclusively for school purposes.<sup>14</sup>

## ARTICLE I

## General Provisions

Section 21-221. Districts under management of boards of trustees.—Each school district shall be under the management and control of the board of trustees provided for in this article, subject to the supervision and orders of the county board of education.<sup>15</sup>

Section 21-230. General powers and duties of school trustees.—The board of trustees shall also:

- (1) Provide schoolhouses. Provide suitable schoolhouses in its district and make them comfortable, paying due regard to any schoolhouse already built or site procured, as well as to all other circumstances proper to be considered so as best to promote the educational interest of the district;
- (2) Employ and discharge teachers. Employ teachers

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<sup>14</sup>Chapter 8, *ibid*, pp. 28.

<sup>15</sup>Chapter 9, *ibid*, pp. 39.

from those having certificates from the State Board of Education, fix their salaries and discharge them when good and sufficient reasons for so doing present themselves, subject to the supervision of the county board of education;

(3) Suspend or dismiss pupils. Suspend or dismiss pupils when the best interest of the schools makes it necessary;

(4) Call meetings of electors for consultation. Call meetings of the qualified electors of the district for consultation in regard to the school interests thereof, at which meetings the chairman or other member of the board shall preside, if present;

(5) Control school property. Take care of, manage and control the school property of the district;

(6) Visit schools. Visit the public schools within its district from time to time and at least once in every school term and take care that they are conducted according to law and with the utmost efficiency;

(7) Control educational interests of district. Manage and control local educational interests of its district, with the exclusive authority to operate or not to operate any public school or schools;

(8) Charge matriculation and incidental fees. Charge and collect matriculation and incidental fees from the pupils when allowed by any special act of the General Assembly; and

(9) Transfer and assign pupils. Transfer any pupil from one school to another so as to promote the best interests of education, and determine the school within its district in which any pupil shall enroll.<sup>16</sup>

A majority of school boards in South Carolina have policies with regards to matters of concern. Many boards, however, do not have a written statement of policies for distribution to the public. Table IX shows the number of boards and the percent who disseminate this information to the public.

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<sup>16</sup>Chapter 9, *ibid*, pp. 42-42.

TABLE IX

## Number of Boards With A Written Policy Manual

<u>Definite Policies</u>	<u>No. Boards</u>	<u>Percent</u>
Yes	41	55.0
No	25	34.0
No Answer	8	11.0
	<hr/>	<hr/>
TOTAL	74	100.0

It can be determined that more than half of the school boards do have definite written policies. Those boards who do not formulate written policies, handle situations as they arise and the actions taken are recorded in the minutes of the meetings. The efficiency of this method could be questioned as the time spent by the board in deliberation on each issue would be considerable. The chief administrative officer would not have a guide for procedure activities on any case, as the board considered each case on its merit.

## Compensation of Board Members

There is no set procedure or amount designated as standard for the compensation of board members. The amounts vary from one area to another and many districts give no compensation. Table X indicates the amount of compensation, the number of boards who give this amount and the percentage.

TABLE X  
Compensation of Board Members

<u>Compensation</u>	<u>No. of Boards</u>	<u>Percent</u>
None	41	56.4
\$ 5.00 per meeting	2	2.7
\$ 10.00 per meeting	6	8.4
\$ 15.00 per meeting	1	1.4
\$ 20.00 per meeting	2	2.7
\$ 25.00 per meeting	1	1.4
\$100.00 annually	2	2.7
\$500.00 annually	2	2.7
\$100.00 annually plus mileage	1	1.4
Mileage plus Expenses	2	2.7
No Answer	10	14.8
TOTAL	74	100.0

It is interesting to note that 41.4% of the boards received no compensation in Morgan's 1956 study of North Carolina boards.<sup>17</sup> This study shows 56.4% receiving no compensation and would indicate a general trend toward abolishment of compensation. Many authorities point out that members of boards should serve without compensation as a public service.

#### In-service Training For Board Members

In South Carolina the prospective school board members are elected or appointed from the general population of the unit and are not trained or experienced in school matters. With the selection of

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<sup>17</sup>Morgan, op. cit., pp.24.



Illustration 8. Governor McNair talks with two board members during the 1966 annual convention.

the best school board members who are willing to receive training, it would be the responsibility of some organization or person to establish the training program. Most of the in-service becomes the responsibility of the trained educator or superintendent to impart to his board. This can be done through careful selection of meetings, magazines, and in-service opportunities presented by professional associations. Table XI shows the professional training opportunities available to board members and the number of boards who had representation at these activities.

TABLE XI  
In-service Opportunities For Board Members

<u>Activity</u>	<u>No. of Boards Represented</u>	<u>Percent</u>
Governor's Conference on Education	55	74.3
National School Boards Association Annual Convention	7	9.4
Southeastern Regional School Boards Associa- tion, Annual Convention	4	5.4
Regional Spring Conference, South Carolina Association of School Boards	37	50.0
ETV Training Programs for School Board Members	19	25.6
Other Type Training Programs	27	36.4



Illustration 9. Student addresses a school board about current issues relating to students.



Membership in the South Carolina Association of School Boards	58	78.3
<u>American School Board</u> <u>Journal</u> made available to Board Members	51	68.9

It is obvious to the writer from the findings that some school boards do not participate in any training activities. Apparently a majority of the school boards recognize the value of the state association. Seventy-eight percent of the school boards were members of the South Carolina Association of school boards. From the findings many school boards do not take advantage of the training activities which are made available to them through various activities.

Little justification, if any, need be offered for school board associations; they do not seek to take over the professional and technical phases of school administration, although vigilance is required on this score. There is a vast province in which school boards and their associations may operate without poaching on the territory of the professional leaders. Every school administrator should urgently recommend affiliation of his board with its state association and encourage active participation in its program.<sup>18</sup>

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<sup>18</sup>Grieder, Pierce and Rosenstengel, Public School Administration, (New York, The Ronald Press Company, 1961), chapter 6, pp. 133.

## Chapter VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study indicates that the public school systems are the responsibility of the state and are operated within the framework of the state constitution. The state board of education through its state department of education delegates this responsibility to the local boards of education. The local boards determine to a great extent the quality of education by the selection of a chief school administrator, and careful consideration of policies relative to a good instructional program.

It was considered appropriate to examine (1) the historical evolution of the public school system, (2) to delve into the organization of the ninety-three school districts as they are now constituted, (3) to obtain a profile of a typical board member, (4) to determine the level of training each board has received since assuming office, (5) to evaluate these findings with regards to boards of education for South Carolina with those of boards of other areas and with authorities in school administration.

Information was obtained on board members through the use of a questionnaire sent to each superintendent of the ninety-three school districts. Many books, public documents and studies were examined to secure information relative to the boards of education. There were no specific requirements constituting legal qualifications

for board membership other than willingness to serve. This somewhat repeats the procedure of most of the states. There are no qualifications concerning sex, age, occupation, ethnic group or race.

The members of boards of education are elected or appointed, according to the laws of the country in which they reside. Those who are elected in political elections must receive approval of the state legislature. The size of school boards range from three to twenty members, and they serve a term of approximately four years. If the term of office is over four years, the terms are staggered in order that a majority of the members will not have to seek office in one election. Organizational meetings are held every two years at which time the officers are selected by voice vote.

A typical board member is between the ages of 36 to 55 years; has finished high school and several years of college; is a farmer, merchant, salesman, or industrialist; has an annual income between \$8,000 and \$20,000; membership on a board of more than five years; two children in school; became a member as a community service; and is a Democrat.

The board performs its responsibilities in an acceptable manner, though having a somewhat limited training experience. It holds membership in the South Carolina Association of School Boards, and actively participates in the annual state convention.

#### Conclusions

Many conclusions could be drawn; some are as follows:

The heritage of financial inadequacies have been manifested since the beginning of our public school system.

The manner of selection of boards has no set pattern of organization.

There is no pattern of organization which could be considered uniform in the ninety-three school districts.

The educational program of the units is dependent upon fiscal bodies other than boards of education.

Many boards have no definite written policies.

There is no uniformity of compensation for serving as a member of a board.

Very few women serve as members of school boards.

The majority of boards are members of the South Carolina School Boards Association.

The majority of the boards participate in some form of in-service training.

#### Recommendations

Based upon the finding of this study it is recommended:

That the South Carolina legislature consider amendment of school laws which would provide for the following:

A uniform organization in the several counties of the state with regards to public education.

1. Uniform county administrative organization

2. Uniform method of selection for board members
3. Terms of office to be uniform throughout the state
4. Fiscal independence for school boards
5. Allow the remaining board members to fill vacancies
6. The number of board members be uniform for each board with the terms of the members staggered in such a way that a majority of board members could not be removed at any one election
7. The South Carolina School Boards Association be identified as the official agency for training of board members in cooperation with the State Board of Education

A concentrated effort should be made by the chief administrative officer of each unit to apprise each board member of the need for training.

A coordinated effort by the State Department of Education, the South Carolina School Boards Association and the state universities organized to increase the effectiveness of the respective boards.

Additional research similar to this study should be conducted during the next few years. This would be appropriate if reorganization continues to evolve as it has during the last decade.

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School Boards, 1401 Hampton Street, Columbia, S. C. 29201. Advisory, Area, Consultant, Constituent or any other School Board (other than the fiscal independent Boards) in your County - please list on back of this form. (College, University Board Members and Administrator)

Name	Address, Zip Code	ELECTED OR APPOINTED For example: Either by Dist., Region, etc., or At Large		Term Beginning	Term Expires	No. Years Served on Board	BUSINESS and/or PROFESSIONAL STATUS AND SERVICE CLUB MEMBERSHIPS		IF ANY CHAIRMEN, OFFICER AND/OR BOARD MEMBERS are new, give name of persons being replaced.
		ELECTED	APPOINTED				Occupation	Service Club Please name	
CHAIRMAN									
VICE-CHAIRMAN									
OTHER BOARD OFFICERS Secretary, Administrative Officer and/or Superintendent, etc.									

TOTAL # STUDENTS ENROLLED FALL (1969) \_\_\_\_\_

OFFICIAL SIGNATURE OF PERSON MAKING REPORT \_\_\_\_\_

Please Date \_\_\_\_\_

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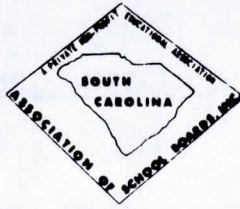
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1401 HAMPTON STREET, COLUMBIA, S. C. 29201

TELEPHONE: 253-9742

T. JACKSON LOWE, Executive Director  
Corporation's Secretary

December 1, 1969



*President*

AMES M. FULLER  
GREENVILLE 29602

*President-Elect*

HOWARD F. BURKY  
CHARLESTON 29402

*Vice-President*

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AIKEN 29801

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SUMTER 29150

*Treasurer*

ROBERT LEE SCARBOROUGH  
EASTOVER 29044

*Immediate Past President*

J. L. TAMSBERG  
GEORGETOWN 29440

To : Public School, University, College, Board Chairmen and  
Chief Administrative Officers

From : T. Jackson Lowe, Executive Director

The South Carolina Association of School Boards is making a study of the respective boards in South Carolina. The results of this study will be available during the Association's Twentieth Annual Convention, February 11, 1970.

Please fill in the information requested on this form and return to us in the enclosed envelope no later than December 15, 1969.

### BOARD MEMBER PARTICIPATION IN:

Governor's Conference on Education, sponsored annually by the South Carolina Association of School Boards.

National School Boards Association's Annual Convention.

Southeastern Regional School Boards Association Annual Conference.

Regional Spring Conferences, South Carolina Association of School Boards.

ETV Training Programs for school board members.

Participated in other type training program for board members.

Is your board an active member of the South Carolina Association of School Boards?

Is the American School Board Journal, the official publication of the National School Board Association made available to your board members?

(OVER)

ASSOCIATION'S 20th ANNUAL CONVENTION - FEBRUARY 11, 1970

"12th GOVERNOR'S CONFERENCE ON EDUCATION", SPONSORED ANNUALLY BY THE  
SOUTH CAROLINA ASSOCIATION OF SCHOOL BOARDS - OCTOBER 29, 1970



1. Chairman 2. Vice-Chairman 3. Chief Administrative Officer 4. Other	Address, Zip Code	ELECTED OR APPOINTED For example: Either by Dist., Region, etc., or At Large		Term Beginning	Term Expires	No. Years Served on Board	BUSINESS and/or PROFESSIONAL STATUS AND SERVICE CLUB MEMBERSHIPS		IF ANY CHAIRMEN, OFFICER AND/OR BOARD MEMBERS are new, give name of persons being replaced.
		ELECTED	APPOINTED				Occupation	Service Club Please name	

TOTAL # STUDENTS ENROLLED FALL (1969) \_\_\_\_\_

OFFICIAL SIGNATURE OF PERSON MAKING REPORT \_\_\_\_\_

Please Date \_\_\_\_\_

This list is CONFIDENTIAL and used ONLY for the Association's official notices, bulletins, etc., and invitations to the Conferences sponsored by your Association.

NOTE - When answering the question indicate the number of your Board Members who fit into the category. Example - Age 25-35 (4), 36-45 (2).

QUESTIONNAIRE

Please Give :

1 - .....the OCCUPATION of each member of your school board.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2- .....indicate the AGE bracket of each member of your school board.  
25-35 ( ), 36-45 ( ), 46-55 ( ), 56-65 ( ), 66 and over ( ).

3- .....the EDUCATIONAL LEVEL of each member of the school board.  
Elem. ( ), H.S. 1Yr. ( ), H.S. 2Yrs. ( ), H.S. 3Yrs. ( ), H.S. 4Yrs. ( ),  
College:1 Yr. ( ), 2 Yrs. ( ), 3 Yrs. ( ), 4 Yrs. ( ), Conferred Bachelors  
Degree ( ), Conferred Advanced Degree ( ), Earned Doctorate ( ), Honorary  
Doctorate ( ).

4- .....the INCOME RANGE of each member of your school board.  
Below \$6,000.( ), \$6,000 - \$8,000 ( ), \$8,000 - \$12,000 ( ), \$12,000 - \$20,000  
( ), \$20,000 - \$25,000 ( ), \$25,000 - \$30,000 ( ), \$30,000 - \$35,000 ( ),  
\$36,000 - \$49,000 ( ), \$50,000 or above ( ).

5- .....indicate the NUMBER OF CHILDREN each member presently has attending the  
public school system and institutions of higher learning.  
One Child ( ), Two Children ( ), Three Children ( ), Four Children ( ),  
Five Children ( ), Six Children ( ), Seven Children ( ), Eight Children ( ).

6- .....the MARITAL STATUS of each member of your school board.  
Single ( ), Married ( ), Widow ( ), Divorced ( )

7-..... each board member's reason for becoming a member of a school board.  
Personal ( ), Educational ( ), To bring about change ( ), Political ( ),  
Status ( ), Community Service ( ).

8-..... Political Party affiliation for each member.  
Democrat ( ), Republican ( ), Other \_\_\_\_\_ ( )  
Please Indicate

9- .....Does your Board have a written board policie manuel? Yes ( ), No ( ).

10- .....Do the Members of your board; Own Property ( ), Rent Property ( ).

11- .....What is the Per diem allowance for members serving on your Board?