

TRAITS AND QUALIFICATIONS OF SCHOOL BOARD MEMBERS
IN
THIRD CLASS CITIES OF KANSAS

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INTRODUCTION

The purpose of this study is to group and analyze the traits and qualifications of the school board members of the third class cities of Kansas, that some judgment may be placed upon their ability to serve the people of the state in the positions they hold. There are traits and qualities that are difficult to evaluate in these men and women who are serving the public in the capacity of school board members. High ideals of service that call for a willing sacrifice of time and effort are invaluable and immeasurable. Willingness and courage to cooperate with the superintendent and teachers in furthering the advance of the schools in general are equally vital. In this study we endeavor to determine the fitness of members as shown by their education, education given their children, their social life, business standing, and other traits and qualifications.

The school board is a powerful instrument in guiding the destiny of the state, the nation, and society. A school may add immeasurably to the advance of human welfare. To do this its administrators must be wise, energetic, and courageous. They must be directed by sound principles. The compensation which they receive is not in money, nor even in honor, but is in the consciousness of having helped as fully

as possible in training young men and women for the part they are to play in American state and national life, and for the larger part which America is to play in the affairs of the world.

The data used in this study was secured by mailing a copy of the following questionnaire to the entire three hundred and forty-nine third class city superintendents in Kansas. The response was not limited to any particular section of the state, so that the four hundred twenty-three members studied should be a representative sample.

The accuracy of this study depends largely upon the information obtained from the one hundred and forty-one superintendents who returned questionnaires, of which a large majority indicated very careful consideration.

School Board Members Qualifications
QUESTIONNAIRE

EDUCATION OF BOARD MEMBERS

	Number Years in Elementary School	Number Years in High School	Number Years in College	Htgh School Graduate	College Graduate	Degrees Held	Teaching Experience	
							Number Years	What Capacity?
Director								
Clerk								
Treasurer								

EDUCATION OF BOARD MEMBERS' CHILDREN

	Number of Children in School				Number of Children Graduated from			Number of Children Teaching in		
	Below Age	Elementary	High School	College	Elementary	High School	College	Elementary	High School	College
Director										
Clerk										
Treasurer										

SOCIAL LIFE OF BOARD MEMBERS

	Name All Social and Fraternal Organizations of Which He is a Member	Member of What Church	Name All Public Offices He Has Held	Years Service on Board of Education
Director				
Clerk				
Treasurer				

BUSINESS STANDING OF BOARD MEMBERS

NOTE:—This information may be secured from your banker.

	Occupation	Does He Own His Business?	Does He Own His Home?	What is His Approximate Income per Year?	What is His Approximate Wealth?	What is Amount of His Taxes per Year?	What is Your School Tax Levy?
Director							
Clerk							
Treasurer							

OTHER QUALIFICATIONS

(Answer by Using E, G, M, or P.)	Director	Clerk	Treasurer
Success as a business man.....			
Interest in public schools.....			
Open mindedness.....			
Willingess to co-operate.....			
Judgment			
Character			
Vision of modern education.....			
Community leadership.....			
Willingness to pay for good service.....			
Willingness to give his time.....			
Information upon educational matters.....			

NOTE:—Underline the correct words and fill in the blanks.

My Director is a (single) (married) (man) (woman)years old.
My Clerk is a (single) (married) (man) (woman)years old.
My Treasurer is a (single) (married) (man) (woman)years old.
My (Director) (Clerk) (Treasurer) is my most valuable board member.
My (Director) (Clerk) (Treasurer) is my least valuable board member.

On the reverse side of this form please list the most desirable qualifications for a board member, listing them in order of importance.

THE EDUCATION OF BOARD MEMBERS

The school board controls directly the administration of the nation's greatest venture, that of effecting and shaping a type of citizenry that will safeguard and further the development of our democratic institutions. At the basis of this citizenry rests the security and the efficiency of all our business, industrial and social organizations. For the accomplishment of this purpose the school board controls the expenditure of large sums of the public money. It is fair, then, to assume that any man or woman who is to participate in such responsibilities as these should possess a high type of character, business judgment, be interested in the welfare of children, and in the social life of his community. The public should be interested in the fitness of the persons who are to assume such duties and responsibilities for it.

This opportunity and responsibility should challenge the attention of the most worthy men and women in the community to offer their service in the advancement of education. The boards need business men and efficient leaders of public opinion, men who have a type of education and a character that fit them to understand and appreciate the importance and the function of schools in a society like ours.

The duties of the boards of education of third class cities are specified by state laws and the acts of the annual school meetings. They come under such general headings as organization, finance, election of employees, determination of policies, and the evaluation of the results of the school. The function of the board of education is to shape and control the policies of the public schools. A board member can often perform these duties and functions very efficiently even though he himself has had very little schooling. However, in studying the traits and qualifications of the members we will be interested in the schooling these men have attained for themselves.

Table I. Education of the Board Members

Years in Elementary School	Number	Per Cent
2	352	83.2
3	351	82.9
4	347	82.0
5	343	81.1
6	329	77.8
7	320	75.6
8	319	75.4
Years in High School		
1	207	48.9
2	201	47.5
3	178	42.0
4	167	39.4
Years in College		
1	114	26.9
2	90	21.2
3	55	13.0
4	52	12.2
5	17	4.0
6	12	2.9
7	3	.7
No Schooling Indicated	71	16.8

In summing up this data of the education of the board members it will be found that:

No schooling was indicated for seventeen per cent. In some cases this may mean that these board members have received no schooling whatever.

Five per cent have gone no farther than the sixth grade in the elementary schools.

Seventy-five percent have at least an eighth grade education.

Forty-nine per cent have attended high school one or more years.

Thirty-seven per cent have graduated from high school.

Twenty-seven per cent have attended college one or more years.

Twelve per cent are college graduates.

Perhaps the most surprising thing on first thought, is the fact that the high schools in the third class cities of Kansas are being controlled by a group of board members, fifty-one per cent of whom have never attended high school, and the graded schools in connection with these high schools are likewise being controlled by a group of men, twenty-five per cent of whom are not eighth grade graduates. However, when we realize that very little secondary education was available forty years ago, and many of our most successful men of today were even deprived of elementary school advantages, we should appreciate, and at the same time be surprised at, the schooling these men have attained for themselves, especially when we realize that twelve per cent of our board members are college graduates.

The field of advanced education pursued by these graduates while in college can be determined to a great extent by knowing the degree conferred upon them.

Table II. Degrees Held by the Board Members

Degrees	Number	Per Cent
M.D.	22	5.4
A.B.	20	4.7
B.S.	6	1.4
D.D.S.	5	1.2
LL.D.	2	.5
D.V.M.	1	.2
M.Acct.	1	.2
Total	57	13.6

One discovers by the above table that the majority of the board members who are college graduates hold degrees in a professional field. We believe this is explainable by stating that forty years ago when these men received their education the stress was placed upon the professional degrees, the industrial world not being as attractive as it is today. We must admit that our mechanical and agricultural schools did not occupy the prominent places that they do today, but since they are rapidly coming into their own we can expect to find a far greater number of our future board members holding Bachelor of Science degrees.

An administrator of any business who has worked his way up through the ranks generally has a keener appreciation of the problems of the layman and is a more valuable executive because of having had this experience. Likewise a board member who has had teaching experience should have a broader vision of the problems of the schools.

Table III. Teaching Experience of Board Members

Years	Number	Years	Number
1	6	11	1
2	16	12	4
3	12	13	0
4	7	14	1
5	3	15	2
6	5	16	0
7	2	17	1
8	5	18	0
9	1	19	0
10	1	20	1

Range 1 to 20 years

Mean 5.3 years

Median 3.5 years

It is very gratifying to learn that sixty-eight, or sixteen per cent, of the 423 board members studied have had teaching experience. Their average length of service covers a period of 5.3 years, which indicates that they were successful instructors. The fact that so many of the members have had teaching experience signifies that these men and women have been vitally interested in education for a long period of time. The person who prepared himself for teaching forty years ago surely possessed a large amount of courage and determination, as educational opportunities were very limited in comparison with our program today. When these men received their schooling and prepared themselves to be teachers, it was necessary that they themselves

take the initiative and bear a large share of the responsibility in connection with their educational advancement. These men and women have carried this interest and courage throughout their lives and are now devoting their time and effort in equipping the present generation with broader and better educational facilities.

Table IV. Teaching Positions Held by Board Members

Kind of Teaching	Number	Per Cent
Rural	24	5.7
Grade	11	2.6
Teachers	10	2.4
High School	6	1.4
County Superintendent	6	1.4
Principals	5	1.2
Commercial	3	.7
Superintendents	2	.5
College Instructors	1	.2
Total	68	16.1

Table IV shows that the members taught in practically all branches of our educational system, and nearly one-fifth served in administrative positions.

EDUCATION OF BOARD MEMBERS' CHILDREN

It would be reasonable to expect that a man who is not interested in giving his own children educational advantages surely would not be interested in such advantages for his neighbors' children. Yet we will assume that a board member who is giving his own children good educational opportunities

will likely be interested in a good sound educational program for his community.

Table V. Educational Status of Board Members' Children

	Number	Per Cent
Those having no children	11	2.6
Children below school age	98	23.1
In elementary school	228	53.9
In high school	191	45.1
In college	87	20.5
Graduated from elementary school	254	60.1
Graduated from high school	187	44.2
Graduated from college	68	15.8
Teaching in elementary schools	37	8.7
Teaching in high school	27	6.3
Teaching in college	4	.9

We find that ninety-eight per cent of our board members have children, and a majority of the members have children who have graduated from elementary school or high school. From the above table it is evident that the board members of the third class cities of Kansas are firm believers in education for their own children.

SOCIAL LIFE OF BOARD MEMBERS

The best citizenry of the state is composed of men who are interested in the social life of their communities. It is not necessary that this interest be confined solely to the church or fraternal organizations, but when one is in-

terested in other things that mean for the betterment of his community, and, therefore, he is a more valuable citizen.

Table VI. Social and Fraternal Affiliations of Board Members

Organizations	Number in Each	Per Cent
Masonic	162	38.3
Odd Fellow	53	12.5
Woodman	18	4.3
Lions	12	2.9
Knights of Columbus	8	1.9
American Legion	7	1.7
Rotarians	6	1.4
Knights of Pythias	4	.9
Community Club	3	.7
Ku Klux Klan	2	.5
Card Club	2	.5
Farmer's Union	2	.5
Elks	2	.5
Daughters of Israel	1	.2
Greek Letter	1	.2

Table VI indicates the predominance of the Masonic Order, yet the large number of fraternal and social organizations represented shows the tolerance of citizens in selecting those who are to control the public schools by a remarkably varied choice of board members.

Church membership is not to be taken as an index of any sort as to the worth of a man or woman on the board of education, but rather as an index of their general interest in the community. The church itself stands for worthwhile things and an affiliation with it would, in a degree, show the attitude of the average individual toward community welfare. Although different creeds are here listed, no special

emphasis is placed upon this phase other than of general church membership. The number of members belonging to the various denominations is shown in the following table.

Table VII. Religious Affiliations of Board Members

Church	Number in Each	Per Cent
Methodist	128	30.3
Christian	39	9.2
Presbyterian	38	9.0
Baptist	16	3.8
Lutheran	13	3.1
United Brethren	13	3.1
Catholic	13	3.1
Congregational	12	2.9
Menonite	12	2.9
Christian Science	11	2.6
Evangelical	9	2.1
Brethren	2	.5
Nazarene	1	.2
Episcopal	1	.2
Friends	1	.2
United	1	.2
Non-church members	41	9.7
No data	72	17.0

It is quite probable that a large number of the members upon whom we received no data are non-church members, yet are interested and help support some church, so that in reality a very large per cent of our board members are affiliated with some religious organization. One cannot help noticing the predominance of the Methodist church, as nearly one-third of the board members hold membership in this organization. One is impressed with the religious tolerance which is shown by the patrons in selecting their representatives to shape the policies of the public schools, as tables

VI and VII show no disposition on the part of the patrons to discriminate against a man because of his social affiliations.

Good citizenship requires that every intelligent man and woman devote a certain portion of his or her time, effort, and ability to the performance of those things for which no actual remuneration is paid, and which are absolutely essential to the welfare of the state and the community. School board work comes under this class of duties and when undertaken should be performed without fear, prejudice, or partiality, having in mind at all times only the best interests of the community and of the young people of the community whose educational opportunities are in their hands.

A man who has had experience in serving the public in civic duties and public offices is better qualified for the position of board member and the electors have had an opportunity to judge the efficiency of the individual as a public servant.

Table VIII. Public Offices and Civic Duties in Which Board Members Have Served

Office	Number	Per Cent
Mayor	9	2.1
State Representative	7	1.7
Councilmen	5	1.2
County Attorney	5	1.2
Township Trustee	4	.9
State Senator	3	.7
County Clerk	3	.7
President Farm Bureau	2	.5
Commander American Legion	2	.5
City Clerk	2	.5
County Commissioner	2	.5
County Health Officer	1	.2
Postmaster	2	.5
City Marshal	1	.2
County Treasurer	1	.2
Member School Code Commission	1	.2
President State Board of Health	1	.2
Police Judge	1	.2
Coroner	1	.2

The public offices and civic duties in which the board members have served show very diversified interests and abilities. It is quite probable that this data is not historic in nature, but simply indicates the offices that were held by the members at the time this study was made.

The years of service given by a board member might be considered an indication of the member's ability and willingness to serve his community in such a capacity.

Table IX. Years of Service Given by the Different Members

Years	Number	Years	Number
0 - 3	101	21 - 24	5
3 - 6	102	24 - 27	3
6 - 9	85	27 - 30	2
9 - 12	52	30 - 33	2
12 - 15	23	33 - 36	1
15 - 18	17	36 - 39	1
18 - 21	7	No Data	22

Range 1 to 38 years

Mean 7.24 years

Median 5.9 years

The above table tells us the average school board member in third class cities of Kansas is serving his third term on the board of education. This certainly indicates the willingness of the members to accept the office, and surely signifies efficient service. It is remarkable the long period of service many men have given to the advancement of the public schools. Ten per cent of the members have served from fifteen to thirty-eight years, while only twenty-five per cent are serving their first term. This in itself seems to assure a constant and steady advance of our school system, as the American public schools are the best in the world and have been governed since their inception by boards of education.

If schools are to be efficient, they must be well financed. It is the duty of the school board to see that this is done. Every member of the board should know the facts concerning his district: the laws, the financial forms in common use, the sources of school income, and the ability of the district to maintain schools. It should not be the board's purpose to keep the schools from spending money, nor to lead them into extravagance. Instead, the board should try to keep expenditures fairly balanced between needs and abilities.

If a man is not able successfully to manage and finance his own business, it is reasonable to believe that he will not be able economically to shape the policies of an institution as large as the public schools. In practically every third class city, the public school system is the biggest business operated within the district. On the other hand, if a man has been economically sound in his own financial affairs, we will have a right to suppose that he possesses business judgment which is so essential in a man who is to spend ten to forty thousand dollars of his district's money each year.

In measuring the business ability of the board members one of the first things we want to know is whether or not he

is financially interested in some business. We find that 394 or 93 per cent of the third class city board members either own or are part owners of the business with which they are connected. This is a very high per cent and surely speaks well for the business ability of these men. It is doubtful if we can find a similar group in any other section of the world that can equal the Kansas board member from the standpoint of business ownership.

Four hundred, or ninety-five per cent of the board members own their homes. This is one of the finest tributes that can be paid this group of men, as home ownership is an index of a man's quality of citizenship. A man who owns a home in his community has a keener interest in its social and economic problems, and is really more a part of the community. We realize that from strictly a business standpoint we frequently find it more economical to rent a home than to own one, but any man who owns his home has a civic and community pride that can only come with home ownership.

Table X gives the different kinds of occupations, the number and the per cent of the board members, who are engaged in each vocation. The farmer group includes stockmen, dairymen, and poultrymen. Six dentists and one veterinarian are included with the doctors. The miscellaneous group includes one member for each of the following occupations: miner, county superintendent, carpenter, electrician.

blacksmith, road foreman, mail carrier, county clerk, janitor and tailor.

Table X. Business Occupation of Board Members

Occupation	Number	Per Cent
Farmers	139	32.8
Bankers	49	11.5
Mercantile	33	7.7
Doctors	28	6.5
Hardwaremen	22	5.2
Grain dealers	12	2.9
Housekeepers	12	2.9
Garagemen	11	2.6
Lumbermen	10	2.3
Retired	7	1.6
Lawyers	6	1.4
Oil dealers	6	1.4
Real Estate	6	1.4
Clothiers	5	1.1
Furniture	5	1.1
Editors	4	.9
Insurance	4	.9
Clerks	4	.9
Oil drillers	4	.9
Produce dealers	3	.7
Telephone service	3	.7
Railway service	3	.7
Salesmen	3	.7
Bakers	3	.7
Station agents	2	.5
Postmasters	2	.5
Miscellaneous	10	2.3
No data	11	2.6
Total	423	100.

The above information shows the democratic spirit of the patrons in selecting board members from many walks of life, since forty different vocations are represented. Kansas being an agricultural state, we would expect to find

a predominance of farmers serving as board members in third class cities. Eleven per cent of the members being bankers is not surprising, because the banker in a third class city is usually in close contact with all business transactions and is called upon to advise his people in financial problems.

An index of a man's business ability is his earning power and income per year.

Table XI. Approximate Income of Board Members

Income	Number	Income	Number
\$500 - \$1,000	2	\$4,500 - \$5,000	2
1,000 - 1,500	3	5,000 - 7,500	14
1,500 - 2,000	12	7,500 - 10,000	5
2,000 - 2,500	28	10,000 - 15,000	4
2,500 - 3,000	19	15,000 - 20,000	1
3,000 - 3,500	24	20,000 - 25,000	1
3,500 - 4,000	10	25,000 - 30,000	1
4,000 - 4,500	16		

Total number reported - 142

Range - \$500 to \$25,000

Mean - \$4,183

Median - \$3,146

The average income of the board members being \$4,183 per year certainly indicates business ability far above that of the average individual. A man who is making money is usually much more agreeable to work with than one who is meeting with financial disappointments.

In the eyes of most people, a man's business ability is determined largely by his wealth. This is far from true in some cases, but generally speaking, it is a very good index. Again, a man with considerable wealth has more influence in his community than his neighbor who has been less fortunate.

Table XII. Approximate Wealth of Board Members

Wealth	Number	Wealth	Number
\$1,000 - \$2,500	2	\$40,000 - \$45,000	5
2,500 - 5,000	8	45,000 - 50,000	1
5,000 - 7,500	17	50,000 - 60,000	7
7,500 - 10,000	8	60,000 - 75,000	1
10,000 - 15,000	27	75,000 - 100,000	1
15,000 - 20,000	16	100,000 - 150,000	4
20,000 - 25,000	15	150,000 - 200,000	1
25,000 - 30,000	17	200,000 - 250,000	1
30,000 - 35,000	7	250,000 - 300,000	1
35,000 - 40,000	2	300,000 - 350,000	1

Total number reported - 142

Range - \$1,000 to \$300,000

Mean - \$25,789

Median - \$17,812

We find some board members with less than two thousand dollars worth of worldly goods, yet we have some members who are very wealthy. However, our average board member's wealth is approximately \$25,789. This is evidence that he is an influential man in his community, is accustomed to business transactions, and is financially interested in the social and economic policies of the district.

There is an unconscious feeling among the patrons that only those who pay taxes should be in a position to handle school finance. It is fortunate for the public schools that this is not true in all cases, yet a heavy tax payer surely has a right to play a prominent part in shaping the policies of the public schools.

Table XIII. Approximate Tax Paid by Members per Year

Tax	Number	Tax	Number
\$25 - \$50	1	\$600 - \$700	3
50 - 75	3	700 - 800	1
75 - 100	6	800 - 900	3
100 - 150	12	900 - 1000	2
150 - 200	16	1000 - 1500	4
200 - 250	17	1500 - 2000	2
250 - 300	14	2000 - 2500	0
300 - 350	6	2500 - 3000	0
350 - 400	4	3000 - 3500	1
400 - 500	2	3500 - 4000	2
500 - 600	8		

Total number reported - 107
 Range - \$30 to \$3800
 Mean - \$470
 Median - \$246

From Table XIII it is evident that the third class city board member is a heavy tax payer. This is, perhaps, one of the best safe guards against an extravagant public school system, and assures us that our schools will be operated on a sound financial basis.

OTHER TRAITS AND QUALIFICATIONS OF MEMBERS

A man learns by experience. It is generally conceded that a man fifty years of age is less erratic and more conservative than is a man of thirty. If our schools are to be controlled by seasoned minds, we must have board members who have had years of experience in the school of life.

Table XIV. Age of the Board Members

Age	Number	Age	Number
25 - 30	1	55 - 60	33
30 - 35	23	60 - 65	23
35 - 40	46	65 - 70	5
40 - 45	66	70 - 75	5
45 - 50	89	75 - 80	1
50 - 55	74	No data	54

Total number reported - 396
 Range in age - 27 to 75 years
 Mean age - 48.05 years
 Median age - 47.73 years

The average board member, being forty-eight years old, bears out the thought that our schools are being controlled by men who have had the necessary years of experience and are not likely to be carried away by the "fads of education" but will consider all new policies very carefully.

We find that 93 per cent of the board members are married men, 5.4 per cent are mothers, .7 per cent single men, and .4 per cent are single women. This confirms the thought that a married man is more desirable as a board member.

Table XV. Traits and Qualifications of the School Board Members and the Per Cent That Were Rated as Excellent, Good, Medium, or Poor by their Superintendent.

Trait or Qualification	Excellent %	Good %	Medium %	Poor %
Success as a business man	31.9	40.9	20.8	4.5
Interest in public schools	43.0	34.7	16.8	4.2
Openmindedness	31.2	35.4	23.4	7.3
Willingness to co-operate	47.5	30.0	15.8	4.9
Judgment	37.8	32.9	18.9	8.7
Character	68.8	23.4	3.1	1.7
Vision of Modern Education	20.3	36.9	25.8	15.6
Community leadership	22.4	36.4	26.0	12.1
Willingness to pay for good service	27.6	43.3	19.1	7.3
Willingness to give his time	39.0	38.0	18.9	2.6
Information upon educational matters	10.4	24.3	35.9	25.5

Total number reported 414.

Per Cents based on 423.

The board member as seen by the superintendent may or may not be of value. We realize that a personal element may enter into this rating. However, when we take the eleven traits as a whole it should give us some knowledge of the members' traits and qualifications. Considering the traits and qualifications on this basis we find that 35.54 per cent were rated as excellent, 32.22 per cent as good, 20.42 per cent as medium, while only 8.58 per cent were rated as poor. This certainly is self evident that the school board members in third class cities of Kansas are of a very high quality.

Table XVI. Status of School Boards, Giving the Number and Per Cent of Boards That Have One, Two, or Three Members Who Are Doctors, Farmers, or Bankers.

Vocation	Number of Members	Number of Boards	Per Cent
Doctor	1	26	18.0
Farmer	1	40	28.0
	2	27	19
	3	15	11
	1 or more	82	58
Banker	1	41	19
	2	4	3
	1 or more	45	22

We find the electors have selected the leading type of men to serve on the board of education as one board out of five has a physician as a member. In third class cities a physician is usually the leading professional man and possibly knows home conditions better than any other individual in the district because of the nature of his profession.

Over half the boards having one or more farmers as members signifies the patrons have selected representatives of our leading industry. The farmer of today, with his modern conveniences such as the telephone, radio, and rural free delivery bringing to him a wide range of publications, and his modern means of transportation, finds it possible to get a much broader vision of the affairs of the world.

When we say the 22 per cent of the boards have one or

more bankers as members we do not feel these men have been placed there through selfish reasons. It is a well known fact that not so many years ago there was generally very keen rivalry between the banks when the school election date came to hand. Each bank endeavored to elect its candidate in order to obtain the school account. This condition is rapidly disappearing since the tendency of the small town banks is to merge, leaving only one banking institution in many of the third class cities. Another thought that is worth considering is the position the banker occupies in his community. He is in close touch with the financial condition of the district and is called upon to council and advise in the shaping of its financial policies.

SUMMARY

In concluding this study we wish to present a composite photograph of a third class city school board member as viewed by the facts revealed in this investigation. He is a married man, forty-eight years of age, and is serving his third term on the board of education. He has spent eight years in the elementary school and one year in the high school. He is the father of three children, one of whom is in the elementary school, one in high school, and one has graduated from high school. He is a prominent man in his community, fraternally, socially, and financially, being a

member of the Masonic Order, affiliated with the Methodist Episcopal church, a successful business farmer with an annual income of \$3,000, rated at \$17,000, and pays taxes to the amount of \$246. He is interested in the things that make for the betterment of his community, gives freely of his time to the public schools, and is willing to cooperate with his fellowman. His vision of modern education and information upon educational matters are only fair; however, he is willing to pay for good supervision and instruction. All the above traits combined with his good judgment, open mindedness, and excellent character show him as a person of energy and ability.

So long as the schools of the third class cities of Kansas are controlled by men possessing the traits and qualifications of the member just described, the policies of the public schools will be so shaped and controlled as to serve the needs of the Kansas girls and boys to fit them for a worthy place in democracy.

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