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An Evaluation of the Functions and Types of Student Body Government in Utah High Schools, in Terms of Approved Principles and Practices

Lowell E. Stanley

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An Evaluation of the Functions and Types of Student Body Government in Utah High Schools, in terms of approved Principles and Practices.

A Thesis
Submitted to the Department of Education
Utah State Agricultural College
In Partial Fulfillment of the Requirements for the Degree of Master of Science

By
Lowell E. Stanley
June, 1954
ACKNOWLEDGEMENT

To Dr. E. A. Jacobsen, Head of the Department of Education at the Utah State Agricultural College, and to the Principals of the Utah High Schools, for their valuable assistance in the construction and criticisms of the subject matter and execution of this manuscript, the author wishes to express his sincere gratitude and appreciation.
# TABLE OF CONTENTS

**Chapter I**
- Purpose................................................................. 1
- Delimitation............................................................. 1
- Definition............................................................... 1
- Method of Procedure.................................................. 1
- Proportion of schools replying...................................... 2
- Questions to be answered............................................. 2
- The Legal Basis of Student Body Government........................ 3
- History........................................................................... 5
- In European Schools..................................................... 5
- Student Government in Early American Colleges..................... 6
- Student Government in the Early American Secondary School........ 6
- The Theory of Student Body Government................................ 8

**Chapter II**
- Values of Extra-curricular activities............................. 10
- Study of Pennsylvania Student Government........................... 11
- Influence of Student Government in College Life..................... 15
- Character Development................................................ 15
- Forms or Types of Student Government................................ 14
- Claims............................................................................ 14
- The Question of Credit for Work Done in Extra-curricular Activities... 15
- Restriction of Participation............................................ 15
- Discipline in Self-government....................................... 15
- Limiting Factors in Extra-class programs............................. 16
- Student Participation.................................................. 18
- Student Funds................................................................... 19
- Final Authority........................................................... 19
- The English Secondary Education...................................... 20
- The French Secondary Schools........................................ 20
- The German Secondary Schools....................................... 20
- The United States High Schools...................................... 21
- Democracy........................................................................ 21
- Form or Organization.................................................... 22
- Control of Student Body Government.................................. 22
- Pupil Participation in High School Government....................... 23
- Extra-curricular Activities compiled by Phi Delta Kappa............ 24
- A Comparison of Junior and Senior High School Activities and Their Policies... 25
- Changed Conception of School Government............................ 26
- Purpose of School Government........................................ 28
- Values of Pupil Government........................................... 29
- Growth Through Experience............................................ 30
- Purpose of Pupil Participation......................................... 31
- The Jenkintown Junior-Senior High School System.................... 32
- A Dream That May Come True.......................................... 34
- Student Development Through Responsibility........................... 35
- Student Self-government by John Chewning.................................. 56
- What Does Life In a Democracy Require................................ 37
- Aims for Extra-curricular Activities in High School.................... 39
<table>
<thead>
<tr>
<th>Chapter II (continued)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision of High Schools by Johnson</td>
<td>59</td>
</tr>
<tr>
<td>Cooperative Ideal</td>
<td>40</td>
</tr>
<tr>
<td>Social Organizations</td>
<td>40</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>41</td>
</tr>
<tr>
<td>Values from Student Participation</td>
<td>41</td>
</tr>
<tr>
<td>The Demand of Education as given by Kilpatrick</td>
<td>44</td>
</tr>
<tr>
<td>Objectives and Aims of Student Government by Koos</td>
<td>44</td>
</tr>
<tr>
<td>Curriculum Problems by Thomas H. Briggs</td>
<td>44</td>
</tr>
<tr>
<td>Extra-curriculum Activities in Junior High Schools by Briggs</td>
<td>44</td>
</tr>
<tr>
<td>Principles of Secondary Education by Inglis</td>
<td>45</td>
</tr>
<tr>
<td>Written Constitution</td>
<td>47</td>
</tr>
<tr>
<td>Is There Faculty Control?</td>
<td>50</td>
</tr>
<tr>
<td>Conclusions and Recommendations</td>
<td>50</td>
</tr>
<tr>
<td>Objectives of Student Body Government</td>
<td>50</td>
</tr>
<tr>
<td>From the Study of Literature</td>
<td>50</td>
</tr>
<tr>
<td>From the Study of Practices in the Field as Interpreted</td>
<td>50</td>
</tr>
<tr>
<td>Weaknesses of Student Government from This Study</td>
<td>51</td>
</tr>
<tr>
<td>Student Government Organizations Should Teach</td>
<td>52</td>
</tr>
<tr>
<td>General Summary</td>
<td>52</td>
</tr>
<tr>
<td>Final Conclusions</td>
<td>54</td>
</tr>
<tr>
<td>Comparison of Aims and Values</td>
<td>54</td>
</tr>
<tr>
<td>The Relationship of the Aims and Objectives of Student Body Government</td>
<td>56</td>
</tr>
<tr>
<td>Agreement</td>
<td>56</td>
</tr>
<tr>
<td>Form of Government</td>
<td>58</td>
</tr>
<tr>
<td>Constitution</td>
<td>58</td>
</tr>
<tr>
<td>How the Constitution is Framed</td>
<td>60</td>
</tr>
<tr>
<td>Some Organization Should be Provided For</td>
<td>60</td>
</tr>
<tr>
<td>Powers of the Constitution</td>
<td>60</td>
</tr>
<tr>
<td>How Student Officers are Elected</td>
<td>61</td>
</tr>
<tr>
<td>Eligibility of Officers</td>
<td>61</td>
</tr>
<tr>
<td>Time Officers Serve</td>
<td>62</td>
</tr>
<tr>
<td>Compensation for Officers</td>
<td>62</td>
</tr>
<tr>
<td>Time Scheduled for Meetings</td>
<td>63</td>
</tr>
<tr>
<td>Parliamentary Form Used</td>
<td>63</td>
</tr>
<tr>
<td>Control of Student Activity by the Point System</td>
<td>63</td>
</tr>
<tr>
<td>Does the Principal or Sponsor Have the Veto Power?</td>
<td>64</td>
</tr>
<tr>
<td>Faculty Sponsor</td>
<td>64</td>
</tr>
<tr>
<td>Proportion Taking Part</td>
<td>65</td>
</tr>
<tr>
<td>Requirements for Participation</td>
<td>65</td>
</tr>
<tr>
<td>How Reported Bact to Pupils</td>
<td>65</td>
</tr>
<tr>
<td>Financial Sources</td>
<td>66</td>
</tr>
<tr>
<td>Student Funds</td>
<td>66</td>
</tr>
<tr>
<td>Chapter III</td>
<td></td>
</tr>
<tr>
<td>Findings from this Study</td>
<td></td>
</tr>
<tr>
<td>Constitutions</td>
<td>67</td>
</tr>
<tr>
<td>Time of Services</td>
<td>68</td>
</tr>
<tr>
<td>Credits and Awards</td>
<td>70</td>
</tr>
<tr>
<td>Time for Having Student Body Meetings</td>
<td>70</td>
</tr>
<tr>
<td>Parliamentary Form Used</td>
<td>70</td>
</tr>
<tr>
<td>Use of Point System</td>
<td>70</td>
</tr>
<tr>
<td>Veto Power</td>
<td>70</td>
</tr>
<tr>
<td>Comparison of Findings</td>
<td>76</td>
</tr>
</tbody>
</table>
Chapter IV
Summary Statements..........................................................77

Bibliography.................................................................80
Appendix A.................................................................83
Spot Map of Utah...........................................................84
Questionnaire..............................................................85

Appendix B
Returned Questionnaire

Appendix C
Utah High School Constitutions

LIST OF TABLES

Table I. Type of Organization From an Educational Bulletin..........24
Table II. Thirteen Values Listed From Forty Writings by Koos..........43
Table III. Aims or Objectives From Magazine Articles..................46
Table IV. Eligibility In Student Government Listed by Vineyard and Poole.......................................................46
Table V. Items of School Government Listed by Vineyard and Poole..46
Table VI. Methods Used In Execution Listed by Vineyard and Poole..47
Table VII. Values Derived Through Student Participation Listed by Vineyard and Poole.................................................48
Table VIII. Values Listed by Authorities..................................49
Table IX. Weaknesses of Student Government Listed by Authorities..49
Table X. Aims Listed From Educational Authorities.....................55
Table XI. Aims of Student Body Government From Four Studies........55
Table XII. Items of School Government From Six Magazines...........55
Table XIII. Aims of Student Body Government Listed in Four Surveys.55
Table XIV. Aims of Student Body Government In Utah High School....56
Table XV. Combined Study of Aims.........................................56
Table XVI. Values of Student Body Government by Authorities........57
Table XVII. Values of Student Body Government From Four Studies...57
Table XVIII. Values of Student Body Government From Six Magazines.57
Table XIX. Values of Student Body Government From Four Educational Surveys..........................................................57
Table XX. Values of Student Body Government in Utah High Schools..58
Table XXI. Values According to Rank.......................................58
Table XXII. Items of School Government Acted Upon......................61
Table XXIII. What Determines Eligibility by Vineyard and Poole.....62
Table XXIV. Ways of Reporting Listed by Vineyard and Poole..........63
Table XXV. Type of Organizations in Utah High Schools................67
Table XXVI. Number of Years in Operation................................69
Table XXVII. Manner of Election.........................................69
Table XXVIII. Per Cent of Students Participating........................71
Table XXIX. Method of Reporting...........................................71
Table XXX. Size of Committees.............................................72
Table XXXI. Ways of Handling Student Body Funds.......................72
Table XXXII. Financial Sources and Per Cent Derived..................73
Table XXXIII. Opinions of Principals......................................73
Table XXXIV. Fifteen Most Frequently mentioned Values................74
Table XXXV. Objectives of Student Body Government.....................74
Table XXXVI. Who Should Have Most Power................................75
Table XXXVII. Activities Arranged In Order of Frequency................75
CHAPTER I

An Evaluation Of The Functions And Types Of Student Body Government In Utah High Schools, In Terms Of Approved Principles And Practices

Purpose:

The purpose of this study is threefold: First, to describe the forms of government used in the Utah High Schools; second, to find out how the Student Body Government functions in the Utah High Schools; third, to show the activities the students participate in as a body.

Delimitation:

This study is confined to the Senior High Schools in Utah as they are operating at the present time.

Definition:

The term Student Body Government in this study shall be used to include all activities in which the student body as a whole takes part; which helps them to maintain right relationships with the principal, the teachers, the fellow students; and which trains them in school citizenship and creates a wholesome public opinion in school.

Method of Procedure:

The procedure used in this study involved a survey of educational literature to determine the principles and practices in Student Body Government in general, and a questionnaire to determine the practices in Utah Schools. A conscious effort was made to overcome the common weaknesses of the questionnaire method by following the criteria given in "The Questionnaire in Education" by Koos, and in "The Questionnaire" published by the National Educational Association.

A questionnaire was sent to all the Senior High Schools in Utah and no school was personally interviewed, as this might have influenced some with a personal factor.
One questionnaire each was sent to sixty-six (66) Senior High Schools. Fifty-four (54) have replied, or eighty-one and eight tenths (81.8) per cent of the schools. These replies have been well distributed over the State. In the Southern District, eighty-five and seven tenths (85.7) per cent answered; in the Central District, eighty-one and eight tenths (81.8) per cent answered; and in the Northern District, eighty (80) per cent answered. Eighteen and one tenth (18.1) of the schools failed to reply and three (3) per cent of the schools returned them unanswered.

The percents listed above show that each part of the State was evenly represented according to the number and size of the Senior High Schools in each district. The map will show the location according to districts, of the schools that answered the questionnaire.

In this study these questions will be answered from the findings:

1. How many of the Senior High Schools of Utah are using any plan of student government?

2. What types of plans are in use?

3. What are the activities engaged in by the student governing body?

4. What are the objectives of student government?

5. What are the benefits of student government to the Senior High School?

6. What are the objections to student government?

7. In whom should the final authority be vested in a plan of student government?

8. Who has charge of the Student Body Finances?

9. How was the constitution of the Student Body framed?

10. How are the Student Body officers elected?

---

1 Copy of Questionnaire in Appendix A.
2 See Maps.
The Legal Basis of Student Body Government:

The decision handed down by the Utah Supreme Court upheld the right of the school to establish Study Body Government with the authority to carry on extra curricular activities. It recognized that Student Government was a part of the curriculum, that school time could be used and that the Board of Education could appropriate funds to be used in carrying on Student Body Activities.

The trial court erred in holding that the organized student body of the North Summit High School is not part of the educational system of the district. While not required by statute as part of the minimum educational program, Laws of Utah, 1931, p. 243, it is within the power of the Board of Education to authorize and maintain such an organization as one of the required educational activities and as a part of the educational system of the district. This it may do pursuant to the provisions of section 4617, wherein it is empowered "to do all things needful for the maintenance, prosperity and success of the schools, and the promotion of education." Defendants, by their answer and by evidence, defend and seek to justify their action on the ground that most of the entertainments and activities complained of, termed extra-curricular activities, were conducted by the student body of the school, not as an ordinary business or commercial proposition, but as a part of the educational program authorized by the Board of Education of the district, with the approval of the State Superintendent of Public Instruction and the State Board of Education. The evidence shows that the student body organization was authorized by the Board of Education of the district and that the constitution adopted by the student body had the same sanction and approval of the Board. The Student Body Constitution provides the qualifications for membership and the duties of its officers, their duties, and provisions are made for activities awards.
"The court in its findings of facts, found that the student body was organized by the students of the school by and with the permission of the board of education, for the government of themselves and their carrying on of student social and entertainment activities not contemplated by the school curriculum, and that the dances, motion picture shows, lyceum lectures and musicales, games and athletic contests about which complaint is made are conducted by the student body and that a fee is charged for admission to such entertainments and that no part of the income goes to the school treasury to cover the cost of heating, lighting, janitorial and other services."

"That the student body organization and proper activities thereof are part of the educational system of the district we think admits of no doubt. The scope of its activity, as indicated by the constitution shows a purpose closely related to the school curriculum although not required thereby and is certainly within what is now regarded by all educated as a modern educational system.

"The statement in the decree that the board of education cannot delegate its power to the student body is undoubtedly an accurate statement of the law, but we do not find any evidence in the record that the board has attempted to exercise any of the powers vested in the district board of education.

The judgment and decree is reversed and set aside and the cause remanded to the District Court of Summit County with directions to make findings of fact, conclusions of law and decree in conformity with this opinion. No costs will be awarded either party on this appeal." 1

This decision of the Utah State Supreme Court has definitely established the fact that student body government has a legal place in the school.

1 In The Supreme Court of The State of Utah. George Beard, Respondent vs. The Board of Education of North Summit School District, eb. al. appellants. No. 5159. pp. 8, 9, 16.
curriculum, that they have the legal right to carry on their activity programs.

History

This is a brief historical summary of the forms of Student Body Government from the early Greek Period up to the present time, to show that Student Body Government is not a modern educational device. It is to show that the development of Student Body Government has gradually expanded until its influence is felt in all phases of high school life.

"In the early Greek education a form of Student Body Government existed. Wherever they lived in fraternity houses, they had initiations, collected fees, and practiced many forms of so-called fraternal Brotherhood."¹

In European Schools

"In 1383 a system was outlined at Winchester College. Older scholars were selected to supervise the study and morals of the others and report to the warden, defects that needed correction."²

We find in 1398 that Vittorino de Feltre in his boys' school at Mantua departed from the accustomed practices of discipline and control by having student leaders help him."³

"In 1531 we find that Trotzendorf Goldberg, in Germany, used a monitorial system and shared a large amount of authority with the student leaders."⁴

"In 1630 at Westminster a system was used which gave more independence to student officers, called monitors, than had been given in former plans."⁵

"In 1832 the Hazelwood School near Birmingham, England used a decidedly more modern type of government, which included laws which were enforced by a court and a council of students in charge of the whole."⁶

¹ Schutte, T. H., Orientation in Education, p. 252.
² Terry, Paul W., Supervision of Extra Curricular Activities in the American Secondary Schools, pp. 6, 7.
³ Bowden, A. C., and Clark, Ida Clyde, Tomorrow's Americans, p. 25
⁴ Terry, Paul W., Supervision of Extra Curricular Activities in the American Secondary Schools, p. 5.
⁵ Ibid. p. 7.
⁶ Ibid. p. 27.
Student Government in Early American Colleges

"In 1779 the honor system was first instituted in the old college of William and Mary."

In 1821 in the University of Virginia, Jefferson planned that the students should practice self-government for the purpose of acquiring the training needed to make them good citizens of the Republic in which they were to live after graduation."2

"In 1866 the University of South Carolina inaugurated a plan of self-government."3

"In 1869 the University of Illinois instituted an elaborate plan of student-government which failed to accomplish the desired results."4

"In 1870 Indiana University put into operation a plan of student government which was successful for a number of years."5

"Also in 1870 a system was tried in Lafayette College. Its purpose being to enlist eighty five or ninety per cent of the law abiding students in determining a policy that would encourage all students to think of the responsibility of being reputable students in the institution."6

"In 1873 a plan was used in the University of Maine similar to that used in the University of Illinois except that it was much simpler. It was declared more successful than the Illinois plan."7


"In 1825 the New York High School adopted the monitorial system which had a measure of student government."8

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1 Bowden, A. O. and Clark, Clyde Ida, Tomorrows Americans, p. 27.
2 Ibid. p. 28
3 Ibid. p. 29
4 Ibid. p. 28
5 Ibid. p. 29
6 Ibid. p. 29
7 Ibid. p. 29
8 Terry, Paul W., Supervision of Extra Curricular Activities in the American Secondary Schools, p. 9
"In 1826 the Boston High School for girls adopted the monitory system."¹

"In 1832 the Hartford Female Seminar instituted a kind of honor system in which at the daily assembly, the pupils handed in notes recording rules they had violated the preceding day."²

"Also in 1832 John Griscom read a paper before the American Lyceum in which he described the plan of the Hazelwood School of Birmingham England."³

"In 1833 Jacob Abbott reported a system of study government used at Mount Vernon."⁴

"In 1834 Bronson Alcott opened the Temple School at Boston. The pupils were allowed, each day, to choose a student superintendent and were encouraged to discuss the general conduct of individual students."⁵

"In 1852 the Hartford Public High School instituted a modified form of the Hazelwood plan."⁶

"In 1861 John MacMullen began using a successful plan of student government in a New York City School."⁷

"In 1883 at Cottage Row, New York, a system of student government similar to that used at Illinois University was tried."⁸

"In 1894 the George Junior Republic was established at Treeville, New York. A complete system of self-government was employed, the children learning both book and shop work, and governing themselves most successfully."⁹

"In 1897 Mr. Wilson L. Gill introduced a form of self-government known as the "School City" into the Norfolk Street Vacation School in New York City."¹⁰

¹ Terry, Paul W., Supervision of Extra Curricular Activities in the American Secondary Schools, p. 9.
² Ibid. p. 9
³ Ibid. p. 9
⁴ Ibid. p. 9
⁵ Bowden, A. O., and Clark, Ida Clyde, Tomorrow's Americans, pp. 31-32
⁶ Ibid. p. 32
⁷ Ibid. p. 32
⁸ Ibid. p. 32
⁹ Ibid. p. 32
¹⁰ Ibid. p. 32
These are the high points in the history of student government in the early colleges and secondary schools. At the present time, a majority of our American colleges have some type and some measure of student government; and investigations show that from twenty to ninety per cent of the secondary schools have some plan.\footnote{1}

This plainly shows that Student Body Government evolved from the college to the high school.

The Theory of Student Body Government

The purpose of student participation during the years of school attendance should be to secure the best all around development of the individual pupil in order that each may live more abundantly, more happily, more efficiently and more usefully during the years of life. The school must accept the responsibility for the development of the individual pupil along moral, physical and social lines as well as along purely intellectual and vocational lines. The emphasis upon the best development of the whole personality of the pupil has lead to the socialization of schools. The writer believes that principals and others who are responsible for guiding student government organizations should be warned that more emphasis should be placed upon activities resulting in moral, social and intellectual uplift, that is, upon activities which teach and require self-control, honesty, promptness, thinking of others, cooperation, loyalty, truth, fairness, common sense, good judgment and high scholarship, rather than upon routine, menial and mechanical activities, such as selling tickets, giving news to local papers and care of the bulletin board. Routine mechanical activities lead to little fundamental growth in pupils. The outcome of participation must be fundamentally social and moral rather than mechanical.

\footnote{1} Terry, Paul W., \textit{Supervision of Extra Curricular Activities}, p. 84.
They must put in practice what they are studying in order to have the concomitant values carry over into everyday life after they have completed school. Educators know that by having a varied and interesting program, all pupils will have an opportunity of participating in school activities, will have an interest in their work and be better students.

Values of Extracurricular Activities:

Extracurricular activities are inseparably bound to student government in such as they usually constitute the major activities of the student body. What is said of the extracurricular activities applies to the government which sponsors them. The following comprehensive quotation gives a review of the values of these activities and a statement of the educational principles upon which these values are based.

"First they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway; to take their places as members of social units and exercises, each according to his ability, these qualities of leadership, initiative, cooperation and intelligent obedience are fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these, lead to higher types of activities and make them both desirable and possible attainment."

"There is not a more fundamental principle of life than that activity is the law of growth."

"Students do not learn citizenship, or adjust themselves in relation..."
CHAPTER II.

This chapter will be presented in two parts: Part one will deal with the literature of recognized school authorities on Student Body Government. Attempts will be made to extract from this literature the statements of aim and the fundamental principles of organization and function. Part two will give the findings and conclusions from other studies on Student Body Government pertaining to aim, organization and function.

Values of Extracurricular Activities:

Extracurricular activities are inseparably bound to student government inasmuch as they usually constitute the major activities of the student body. What is said of the extracurricular activities applies to the government which sponsors them. The following comprehensive quotation gives a resume of the values of these activities and a statement of the educational principles upon which these values are based.

"First they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway; to take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation and intelligent obedience are fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these, lead to higher types of activities and make them both desirable and possible attainment."  

"There is not a more fundamental principle of life than that activity is the law of growth."  

"Students do not learn citizenship, or adjust themselves in relation

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2 Ibid. p. 254.
to others, merely by hearing these matters discussed in class. They must practice the attitudes and habits that are to be established."

"There must be a laboratory training and this training must be given in the plastic, adolescent age. We need to apply in our school room activities, some of the methods that have been used so successfully in athletics."¹

"Extra curricular activities represent a natural shift from subject matter to child development. They are excellent means of providing for individual differences, try-out courses, and the objectives set forth in the "Cardinal Principles of Secondary Education." They are in complete harmony with the philosophy of modern education which holds that government must come from within rather than from without, and that character rather than conduct is the desired goal in control of behavior. It is believed, furthermore, that through the laboratory method of "learning to do by doing" extra curricular activities develop qualities of cooperation, initiative, leadership, and self-direction."²

Study of Pennsylvania Student Government:

In a circular sent out by the State Department of Education of the state of Pennsylvania, dealing with the subject of student and faculty activities, the following statement appeared. In this statement, citizenship training is particularly stressed and the conditions necessary to its realization are pointed out.

"The success of our democratic government and social order depends upon the intelligence, the conscience, and the skill with which the great mass of our people attack our political, social, and economical problems. The public high school is the one institution through which society can most directly and purposefully attack the problems of developing the intelli-

² Ibid. p. 283.
gence, the conscience, and the skill essential to successful democracy. It is owned and run by society; it is open on equal terms to all the children of all the people; it has under its daily influence, the group from which will come nearly all the leaders of thought and sentiment in the coming generations; and perhaps most important of all, it has them at the time when they are more responsive to social appeal than at any other period of their lives. Clearly, the first duty of the high school is to make its charges intelligent concerning the history, the philosophy, and the problems of democracy. It must enlist the personal devotion of our young people to the welfare of democracy at once, by showing them how inextricably their own happiness is involved in this welfare, and by appealing to their idealism, dominant in adolescence as in no other period.

As the enacting clause of its instruction and of its emotional and ethical appeals, it must train in those skills that will make the knowledge and devotion dynamic in producing a better democratic social order. The high school has an unparalleled opportunity to develop these skills. Its problems are real, not make-believe; the welfare of the group depends upon cooperation and demands the subordination of individual to group interests; the responsibility and authority of the groups must be delegated to leaders; indeed, the success of the school depends upon a high standard of intelligence, conscience, and skill in solving the problems of the school community.

If good citizenship is the product of proper knowledge, right ideals, and correct habits, and if it consists of being able and desirous of playing one's full part in the cooperative activities of one's community, state and nation, then it is obvious that education for such citizenship must aim at creating social intelligence in citizens, on the one hand, and at increasing cooperation to a maximum, on the other hand.  

Influence of Student Government on College Life:

The greatest values accrue from student government only where it is carefully organized and operated for educative purposes. The following statement recognizes the need of a democratic principle in the operation of student affairs.

"Student government has done much to develop the morale in college life and to unify student sentiment in proper directions. Possibly there is no such thing as absolute student government. As long as young people are immature and inexperienced, and the student population changes from year to year by approximately one third, it will be difficult to stabilize and standardize even so valuable a thing as student government. There is no question that where it is practiced with conscience and care it becomes a very splendid aid not only in regulating the life and behavior of the students but also in unifying and intensifying college spirit. Where it is used as a mere means of securing advantages and favors for the students, and where it becomes partisan and represents the students over against the faculty, it fails. But if the students and faculty recognize the college is a community and that the highest good may be worked out by cooperative effort, a system of student government serves a very splendid purpose."\(^1\)

Character Development:

Self direction is recognized as a fundamental principle in character development. Exercise in self direction is claimed as a function of student government in the following statement:

"The claim is made for extra curricular activities that they offer the one great chance for character development through the free participation of the pupils in the management of the affairs which interest them. Of

course, in such projects as have real value in the life of the school, the pupils will learn all that will ever come to them in the way of responsible management of their own affairs. The pupil is finding himself, not within, but without the school.\(^1\)

**Forms Or Types of Student Government:**

Student government is recognized as an integral part of the whole educational scheme, not as a mere supplement with a distinct set of values, but as attempting to realize the generally accepted objectives of education.

An efficient type of student government is that in which the form of organization supports the objectives to be attained. The first essential is universality of participation. This principle is recognized in the following extracts:

"The goal to be achieved here was, preparation for health; life in a group; civic relations; industrial and economic relations; a vocation; parenthood and family life; use of leisure time; and appreciation of beauty."\(^2\)

"Rightly used, the self-government idea is fundamental to any effective scheme for character education, and must take its proper place in our developing theory, what should be included in a complete programme for a school."\(^3\)

**Claims:**

Extra curricular activities are educative as well as regular curricular. That form and type of organization must be subsidiary to function is recognized by Weber as follows:

"Claims made for extra curricular activities are similar to those made for curricular. All one has to do to be convinced of this is to look at

\(^1\) Character in Human Relation. Hugh Hortshorne. p. 347.
\(^2\) Ibid. p. 66.
\(^3\) Ibid. p. 79.
the claims made for extra curricular activities."1 McKown in Extra curricular activities, lists six, namely: (1) that they prepare the students for the active participation in life situations in a democracy; (2) that they tend to inculcate self-direction; (3) that they encourage cooperation; (4) that they enhance the interest in the work of the school; (5) that they foster sentiments of law and order; (6) that they tend to develop initiative and leadership."

The Question of Credit for Work Done in Extra Curricular Activities:

Some form of credit must be given in order to maintain the pupils' interest. "This point should strike home with especial poignancy when we face the situation, that in spite of all insistence on the greater attractiveness of extra curricular activities, in some way, "credit" must be given for this work in extra curricular activities or student interest lags."2

Restriction of Participation:

Some system must be used to limit the number of activities that the individual student may take part in. "The fact on the other hand, that many students are only too willing to devote an unusual amount of time to extra curricular activities to the exclusion of adequate attention to "the work for which the school exists" raises another question. There seems to be a consensus of opinion that participation therein may be over-done. This brings up, of course, the whole matter of restriction of opportunity for joining. The points or credits that can be earned and academic standing is used to control the pupils participation."3

Discipline in Self-government:

Student Government in no way alters the academic work but deals with student relationship.

"With an organization of self-government in the school, the academic

2 Ibid. p. 391.
3 Ibid. p. 392
work is not altered save in so far as the teacher's disciplinary tasks are lightened, thereby making more effectual the teaching work. Pupil self-government has but little to do with the curriculum of study. It is concerned rather with the relations of the children toward one another and toward school authorities."

"Such accentuation of school discipline was considered necessary, as it was supposed, in order "to give children a chance to learn by actual practice the legitimate operations of the democracy of which they would one day be citizens." The implicit faith in pupil government as the panacea for the existing social ills is revealed in the following."

Student Body Government gives the pupils practice and experience in a democratic form of government. "This we know, that in the main, our people are lacking in a true conception of the benefits of democracy, and this, we believe, that by permitting the pupils in the school to share in its government, they will become habituated to democratic living."1

"We believe it to be an efficient method of giving the pupils a habit of mind that will consider the public business as a matter of private citizen's interest."2

Student government is not ready-made; it must develop from within. "Student government is not a ready-made device for governing a school. It is instead, an educational process, a conception, which involves both the intellectual and the ethical, and makes possible the realization that philosophical doctrine enunciated by Dr. Dewey: "Education is life."3

Limiting Factors in Extra Class Programs:

The poorly supervised program is due to lack of training, public pressure and the arbitrary appointment of teachers to supervise student activities.

2 Ibid. p. 258
3 Ibid. p. 262
"These activities are, generally speaking, poorly supervised. The inexperienced teachers who are going out into the secondary schools have a very limited background for the work. Undue outside pressure demands winning teams in sports and other competitive activities in place of student development."

"These activities have been so administered in the past as to minimize their influence in the lives of the boys and girls. Many phases of this program have had to be directed by average and inferior teachers, and as a result a cosmopolitan student body has failed to respond. Teachers are arbitrarily appointed for club guidance in which they have little or no interest or they have so many that they are unable to be of real service to the club members."¹

Some means of control should be used to regulate and encourage student participation in their activities. "The factor which limits the possibility of careful evaluation, is the unregulated participation of pupils which is permitted in a large number of secondary schools. This permits a few students to carry all the responsibility of school life and receive all the value therefrom, while the great majority neither take part nor realize any other than vicarious experiences from a great and expensive program. This difficulty, while important at the present time, is rapidly disappearing through the introduction of the point system in many schools, regulating the participation of students.

These hindrances deserve the consideration of every high school teacher in the United States; but, in spite of the fact that they do exist, it is probable that the program of extra-class work which is being presented in our secondary schools is doing more than any other phase of the curriculum to further the philosophy of the secondary schools in the third decade of the twentieth century."²

Student activities help the pupils to form a better philosophy for life. "That activities are a vital part of the philosophy of the democratic high school is shown by the following facts: (1) Larger numbers of students graduating from the grammar school, are entering high school because of the appeal of the enriched school life; (2) a larger percentage of students in the high school is being held for graduation; (3) students are being better adjusted in the high school through the analysis that has been made of their extra curricular interest and attitude; (4) students are becoming better moral, social, physical, and intellectual possibilities for democratic citizenship. This is because attitudes of mind have been developed through different acts which lead inevitably to the right habits and the formation of character based upon the ideals this rigidly established. These ideas which have become a part of the student's life, may be the result of a healthy and normal development and thus has greater possibilities of giving a life of service to the community, state and nation. These activities are vital in the development of the power to use facts and principles in laying the foundations for a philosophy of life. This philosophy shall be the guiding force in the acquisition of new and enriching facts and principles which are fitted into a program of life which is based upon habits, attitudes, and ideals firmly implanted through actual practice."1

Student Participation:

Student participation in school government should be a part of the school curriculum. It affords practice in duties of citizenship. If all this is true extra curricular activities should be regarded, not as "extra" but as a part of the school. The strongest evidence that they are so

regarded is the fact that they are given recognition, supervision and en-
couragement, and are coming to occupy a regular, rather than an incidental
place in the schedule."1

Student Funds:

The pupils should handle all of their finances under faculty super-
vision. "Collections and disbursements of student funds should be properly
supervised. In the first place the opportunity for training in methods of
handling accounts is too valuable to be lost; in the second, it is little
less than criminal to throw temptation in the way of the pupil by entrusting
him with funds of which no strict account is kept.

The most successful system of supervision includes the customary
student treasurers for the various organizations, and a general high school
treasurer or financial manager. The latter is often a member of the faculty."2

Final Authority:

The principal should retain the veto power, but he should relinquish
to the students control of activities which they are willing to assume.
"It should be unnecessary to remark that full and final authority in affairs
of government cannot be assumed by secondary students. Their powers are
delegated to them by the administrative officers of the school. The prin-
cipal should always retain the final word concerning the decisions or activ-
ities of the student council. He should however relinquish to the council,
those affairs of school control which students are willing and competent
to assume. More than this he should be able to guide the activities of the
students in such a way that their powers of self-direction will not dim-
nish, but increase."3

2 Ibid. p. 634.
3 Ibid. Chap XXII, p. 637.
The following examples of comparative secondary education show the means other countries employed to introduce self-government in their schools:

The English Secondary Education:

"Athletics, however do not constitute the only outlet; any form of adolescent activity which is of social value or which emerges from the interest of various groups has its devotees as societies, clubs, and school organizations. Running through all these activities is a system of self-government, the perfect or monitor system, in which, except in the gravest cases, discipline is to a large extent entrusted to the older pupils, a practice which not only trains in qualities of leadership, but also inculcates a rule, often forgotten, that the duty of obedience is of equal importance with ability to lead."\(^1\)

The French Secondary Schools:

"The government, however, has for the past two decades, sought to encourage the development of athletics and sports throughout the educational system. In the regulations, at any rate, their importance for the development of personality, ideals of self-government, physical agility and endurance have for long been recognized. It is only within the last three years that actual steps have been taken to promote their expansion by the provision of government grants."\(^2\)

The German Secondary Schools:

"The reform spirit is manifested in still another direction in the rise of student activities. Since 1918 efforts have been made with the appeal of the ministry to encourage the development of pupil self-government. Following a decree issued in 1920, each class is expected to elect a

\(^1\) Comparative Education. I. L. Kandel. pp. 673-674.
\(^2\) Ibid. pp. 700.
spokesman, (in the first two classes he is appointed by the teacher). The spokesman representing the last four years (or in six-year schools the last three), constitute a "pupils' committee" with a teacher as advisor to serve as the connecting link between the committee and the staff. Each class meets as a group to discuss problems affecting the interests of the class. Periodically, all the classes meet together as a community group either under the chairmanship of the president of the school committee or of a teacher. The purposes of these various organizations are not clearly described; their establishment is encouraged to give the pupils experience in group action of the kind which they will find on leaving school."

The United States High Schools:

"The extra curricular activities offer opportunities for the development of pupil government, self-direction, and leadership in a diverse number of ways, although athletics appear to be the most prominent, of securing public interest in the schools.

Pupil participation in government, may include home room, class organizations, student councils, and all the organizations of whatever name, that participate in the government of the life of the school."2

Democracy:

Pupil participation is a plan where the pupils take an active part in school administration. "Where students have been given a certain degree of administrative control in the school, the practice has often been called student self-government. Gradually student self-government has become student participation in school government. With pupil cooperative control, the pupils are not self-governing but, on the contrary, the teacher still remains a vital source of advice and sponsorship. Student government is not student atonomy. Pupil participation in school government is

1 Comparative Education. I. L. Kandel. p. 746.
2 Ibid. p. 825.
a plan which provides a definite organization primarily to share in school administration. It is a plan involving the organization of representative students elected to assist through cooperative effort in working out helpful social relationships in school activities and civic problems.¹

"We think of the school as a democracy where one learns to live by living and whose main purpose is to make good citizens, not with knowledge only, but also with right ideals and attitudes and with worthy habits."²

Form or Organization:

"One other attempt at citizenship training should be mentioned because of its effectiveness, although it is difficult to operate. Some junior high schools and a few senior high schools have organized some form of student participation in school control. This organization sometimes implies the existence of a system of government through home rooms and student councils, but not necessarily so. The school is regarded as a miniature civic body, and the pupils are its citizens. The rules of the civic body are made by its citizens with the advice and guidance of the faculty. If this organization is properly administered, pupils can be directed to take a critical, intelligent, active and constructive attitude toward citizenship."³

Control of Student Body Government:

The constitution should be framed by both the pupils and principal; it should delegate definite powers to each department. "It would be highly advisable for a school adopting this form of control to work out with the advice of the principal, a constitution to be adhered to by both principal and pupils. This constitution should give the principal the power of

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² Ibid. p. 153
vetoing the acts of the council; provision should be made in the constitution for the removal of a member of the council by a majority vote of the council or by the vote of the principal and teacher. The function of the council should be to suggest and advise principal and pupils how the school may be improved."

Student Body Government should have a council and their meetings should be conducted according to parliamentary procedure. "The council should be composed of representatives from the different home rooms of the buildings. These members should be required to report to their respective home rooms, acts of the council and the reason thereof. These meetings should be conducted strictly according to parliamentary procedure. The aim should be, always, education for citizenship and leadership. Student participation in school government is satisfactory only in so far as it accomplishes this."

Pupil Participation in High School Government:

Information on the characteristics of pupil participation in high school government was furnished by an even hundred of the selected schools, as shown by the United States survey of Secondary Schools. 2

Of the schools reporting as shown in table 79, seven in ten used the home-room plan as the basic unit of pupil organization and government. Almost two-fifths of the schools reported pupil councils, and slightly more than a fifth reported pupil traffic officers. Pupil school monitors, and pupil discipline committees were each reported by a considerable number of schools. The major features reported were found in about the same proportion of schools in each of the three size groups."

3 Ibid, p. 166.
Table I.
Number and Percentages of Selected Schools Reporting Various Types of Organizations of Pupil Government.

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Size</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Total %</th>
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<td>41-75</td>
<td>76-150</td>
<td>150-up</td>
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<tr>
<td>The home room</td>
<td></td>
<td>6</td>
<td>23</td>
<td>41</td>
<td>70</td>
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<tr>
<td>A pupil Council</td>
<td></td>
<td>4</td>
<td>11</td>
<td>24</td>
<td>49</td>
</tr>
<tr>
<td>Pupil traffic officers</td>
<td></td>
<td>3</td>
<td>1</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Pupil monitors</td>
<td></td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Pupil discipline committee</td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

"Of the fifteen schools visited, ten had general pupil associations and councils and nine used the home room plan. Some of the schools had a court system and the schools have committees that had charge of pupil affairs."

"A large proportion of the schools are definitely organized for the supervision and control of pupil social activities. Likewise, in the matter of pupil participation in high school government a considerable proportion of the selected schools show significant departures from the traditional practices of smaller schools."

Extra-Curricular Activities compiled by Phi Delta Kappa:

"The tendency is to regard the school curriculum as the sum total of all the activities of the school. In this sense there are no extra-curricular activities. Class room and out-of-class activities are but different aspects of a unified program.

"The so-called extra-curricular cannot be evoluted thoroughly, except as each activity is considered on its own merits, in terms of its contrib-

2 Ibid. p. 169.
ution to educational development of the pupil and in view of local condi-
tions. Nevertheless, certain general facts about this phase of the
school's program can be given."1

"Extra-curricular activities ordinarily grow out of curricular activ-
ities and in turn enrich them. Hence, they are vital elements in teaching.
They motivate the work of the class room and provide experiences which
give meaning and reality to instruction that would otherwise seem vague
and theoretical. In many cases extra-curricular activities are merely
those which a reasonable adaption of the school to new conditions demand
barred from the class room for a time by traditions thoroughly established."

"Extra-curricular activities help to teach the fundamentals of coop-
eration and provide opportunities to practice the qualities of good citizen-
ship. Improved discipline and better school spirit often result when a
program of suitable activities is introduced. The school becomes a labora-
tory for democratic conduct whose first principle is that of student re-
sponsibility. A functional program of extra-curricular activities vitalizes
class room work, takes into account individual differences, and makes the
school a happy place in which to live. "Ability to make choices, increased
self-control and self-discipline, sympathy, tolerance, cooperation, leader-
ship, culture, intellectual power and efficiency are fruits of the pro-
gram."2 Moreover, such activities frequently lead the student into a use-
ful vocation or develop an avocational interest which gives him permanent
satisfaction in adult life."3

A comparison of Junior and Senior High School Activities and their Policies:

"Home room organizations, school publications, extra-curriculum athletics,
school exhibitions, and graduation exercises all claim a share of participation from the senior high school pupils, to approximately the same extent in each case as from the junior high school pupils. The only notable difference between the programs of the two schools consists in somewhat greater participation by the upper school pupils in school social affairs (parties, dances, and the like) and their somewhat smaller participation in school assemblies."

"In the senior high school as in the junior high school, pupils are either required to take part in some form of activity or are given a choice between participation and study. The senior high school follows the practice of the junior high school in giving no credit for extra curricular activities toward promotion or graduation, and in not requiring such activities for promotion or graduation."1

"The senior high school differs from the junior high school in providing only two half-hour periods each week for it in school program of extra curricular activities as contrasted with three in the lower school. Of the two senior high school periods, one is devoted to assemblies and the other to miscellaneous activities.

Financial support for the extra-curriculum is derived in the senior high school as in the junior high school, from a somewhat haphazard variety of sources."2

*Changed Conception of School Government:*

"The governments of society, political and pedagogical alike, have passed from the merely negative level to the positive; from preventing mutual destruction to fostering mutual progress. The assumption of the old regime was that subjects or children had neither the intelligence nor the community of sympathy to govern themselves. The new type of government assumes that they never will, except through the exercise of such intel-

2. Ibid. p. 72.
ligence and sympathy as they do have."¹

The tendency of high schools is to mimic college forms of student activities. "The older American colleges, however, have grown up rather from schools of boys and therefore, have had to adopt some form of student government to get it. The principle was first ingrafted at the old college of William and Mary as the "Honor system" in 1779. During the past century various types of honor systems or plans of student government have extended to American Institutions. Many of these assume responsibility only for honesty in examinations; others extended their oversight to haz ing and thieving and, in some cases, to practically the whole student's life. American High Schools have tended to mimic our colleges in many things, and elementary schools, too, often mimin the high school government. Thus the toga virilis of the American school government, the honor system, has been put on by many schools that would be better fitted with administrative kilts."²

"As legislation by the children secures laws better adapted to their needs, more easily enforced and better appreciated, and trains the child ren in ethical judgment, self-direction, and good citizenship; so execution of these laws by the pupils is more thorough, more just, accomplished with less friction, insures sympathetic cooperation, and trains the child to appreciate the position of public officials and the significance of their word and to cooperate in the responsibility of citizens."³

"In bestowing a public office there must be no political pull, part iality of the powers that be, or rewarding of a popular favorite. This lesson cannot be learned too early, and it is just as important for effi cient government in school as in the state."⁴

² Ibid. p. 283.
³ Ibid. 288.
⁴ Ibid. p. 290.
Purpose of School Government:

"Self-government, using the term in its proper sense, should have a place in any scheme of government, and the pupils who are exercising self-control should be found in increasingly large numbers as they pass through the high school. But that any definite body of pupils at any time should constitute the governors and that the larger body on the other hand, should constitute the governed, should not necessarily follow. At the outset of the discussion it was insisted that the problem of government is essentially an educational one. The relationship of teacher and pupil is no different from what it was in other school situations.

The particular form of school government is of itself not important. The significant things are a definite governmental policy which is in accord with the purposes of the school, and the choice of means that are best adapted under all circumstances to carrying out the policy.

The purpose of school government is not only to keep order, but also to accomplish certain educational ends."

The following are essential for successful school government:

"The first essential of a successful policy of school government is that it enlists the sympathies and cooperation of the pupils themselves.

This spirit of loyalty to ethical ideals and to a sense of social obligation, should be made to function in the right way and be utilized both in the interest of the pupils themselves and for the creation of a proper school spirit.

But permanent interest should be attached only to those permanent activities which the working groups within the school are actually carrying on. The importance of these activities should be kept constantly in the foreground, and the appeal made for cooperation in securing conditions under which they can most successfully be promoted. This puts the matter

of government in its right relation in the minds of the pupils, and secures by indirect means genuine and permanent cooperation.\(^1\)

**Values of pupil Government:**

"It is often stated that the citizenship aim of education can be truly achieved only by living it."\(^2\)

"Among the values commonly claimed for student body government, with careful management should in a large measure be realized are the following:

1. **Temporary values.**
   a. Provision for a channel through which the principal and the faculty may educate the teachers and the students to civic responsibility and to the ideals of and attitudes of good citizenship.
   b. Development of a feeling of good will, friendliness between pupils and faculty.
   c. Reduction of faculty supervision, relieving for more professional duties.
   d. Increase happiness of school life for pupils.
   e. Improvement in the discipline and moral tone of the school.
   f. Removal of the tie that binds pupils together in unsocial attitudes and conduct.

2. **Essentially permanent.**
   a. Development of ideals of right conduct, self-control, cooperative efficiency and fairness.
   b. Provision for practice contributing heavily to the development of habits of cooperation, self-control, right thinking, and responding rightly to questions involving civic righteousness.

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c. Provision for training in leadership, to see the right side of civic issues and responding.

d. Preparation of the pupils to understand and appreciate the necessity for, and the virtue of, fair and ethical cooperation as demanded in adult activities in business life.

e. Development of a sense and appreciation of individual responsibility for the welfare of all group interests.

f. Development of habits of and skills in substitution behavior in situations in which the demands of social and civic life conflict with instinctive reactions.

g. Provision of valuable training in situations which are similar to those to be met in later life, and hence much more likely to be effective in influencing conduct in later life than mere information, and even ideals, acquired in classroom or elsewhere, divorced from concrete practical situations in the life and immediate conduct of the pupils.¹

Growth Through Experience:

"One of the outstanding needs of modern man is the capacity to participate effectively in democratic government. The educational regime which fails to develop this capacity to the maximum cannot justify itself in the long run."²

"Growth in capacity for self-government cannot be induced from without. It comes through experience, through practice, through doing, through participation in real government." "Pupils of secondary school age are obviously not capable of complete self government, but they are capable of progressive growth through participation, and by the time the secondary period ends they should be essentially self-governing. This means of course, that pupil participation in school government requires adult guidance."

"In order to be maximally effective, a program for pupil participation in school government must conform to certain principles. It must be viewed as a paramount educative agency and not as an administrative expedient; it must be flexible rather than restricted and highly mechanized; carefully planned for successive levels, it must encourage creative endeavor rather than initiative performance; and it should be an integral part of the social studies curriculum."1

Purpose of Pupil Participation:

"If pupil participation in government is not simply a way of getting things done but a means, rather, of real education and training, anyone working in this field should think through what he is aiming to do. Listed below are seven of the purposes the writer has in mind in considering pupil participation in government.

1. Pupil participation in government provides a favorable opportunity for the pupil to have a definite purpose of his own. This purpose he must make clear to his associates through explanation if he is to get it accepted by this group.

2. Pupil participation in government tends to create a friendly feeling between teacher and pupils. The basis of this friendliness is cooperative effort.

3. Pupil participation in government can be psychologically remedial. The pupil may not have learned that, as Benjamin Franklin put it, "Vicious actions are not hurtful because they are forbidden but forbidden because they are hurtful."2

4. The development of a plan of pupil participation in government is concerned with the development of attitudes in pupils, in teachers and

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in administrators. There is the absolute necessity that the individual or group of pupils sharing in opportunities of government should insistently demand that they do something.

5. Pupil participation in government tends to provide for emotional satisfactions.

6. Participation in government can make for intelligent obedience to authority. There is no instinctive tendency that makes youth recognize that freedom comes through law.

7. Participation in government is a means of education. Rather, it is a means of enabling pupils, intelligently guided, to practice the qualities of the good citizen here and now with results satisfying to themselves.¹

The Jenkintown Junior-Senior High School System.

"The school in which it functions comprises about three hundred students in the junior-senior grade ages.

The present constitution is the fourth revision of the same, the latest form being the longest lived so far, having functioned the last two years without change. It is the result of trial and error in this school, built upon a foundation of considerable investigation in other schools.² The name of the organization is the Student and Teacher Association of the Jenkintown High School, which includes all teachers and students in the building. The system does not artifically fail to recognize the faculty and administration, but takes cognizance of these elements and weaves them into the system, giving them not only recognition as administrative forces, but even more weight than mere equality with students. The student-teacher congress is composed only of students with faculty sponsors."

"The construction of this student-teacher congress recognized that the major governing force in any school must come from the older students, and provision is therefore, made for the election of the following representatives: Eight from the senior class, six from the junior class, four from the sophomore class, and two from each of the Junior High classes, which happen to be divided into two homerooms each, with one representative from each home room. Thus the representation is based on class and home room. It also must be distributed according to sex."

The election of members is rather complicated. It takes place early in the school year, the term of office being for one year. The method of preferential ballot is used on a special printed ballot provided for the purpose.

Special campaigning precedes the elections, especially on the part of the teachers to inspire every pupil in the school with a feeling of idealism. Each voter is then encouraged to arrange on his ballot the correct number of names fulfilling these requirements in order of his choice. Special committees then give weight to the names. For instance if six are voted for, first place is given six weights, second five, etc. Besides this a faculty committee casts as many votes as members voted for in each room. All this makes the voting very conservative and avoids popularity contests as much as possible. The Student Teacher congress has twenty-four members and a teacher advisor or sponsor, chooses its own regular officers and then divides itself into five standing committees. These are:

The tribunal, athletic council, publicity committee, assembly program committee and property committee. Each committee has definite work or student affairs that they organize and control under the guidance of a sponsor.

The officers of the main congress and the chairman of the above
standing committee may act at any time as an executive committee on hastily to-be-decided matters and a steering committee in the main congressional committees.

On every Monday of the even weeks, the congress meets as a joint body and on every Monday of the odd weeks, it meets in these separate sub-bodies. All are more or less formal meetings. All business transacted is typed and placed on the bulletin board.

The home room representatives report back to their home rooms or classes at their class meeting, what has been taken up in congress. One of the greatest dangers of student government is to grow apart from the students, for an organized body to get too far ahead of student opinion, for a few to become greatly interested while the mass remains unconscious of the aims and objects of the organization. Large numbers interested and formality will prevent this. 1

A Dream That May Come True:

"Suppose the 25,000,000 boys and girls in our public schools today were learning under some form of self-government, learning to govern themselves, to adjust themselves to their social environment, to acquire some technic in the art of human relations, to recognize the social economic, industrial and political problems of their own times, to be interested in these problems and to be inspired to have a part in solving them." 2

"Then, indeed, our democracy would never again become stagnant, our political institutions would never again be controlled by demagogues and bosses, and we would never again be under the leadership of men selected by accident or political expedience, for we should have available in every

Community people who had the capacity and the training for leadership. These dangers that beset democracy would be averted or minimized and its ideals approach realization.\(^1\)

**Student Development Through Responsibility:**

"This the the primary aim of a well organized high school student government association. A student association as a whole fosters the best kind of public spirit. It encourages high standards, establishes a definite purpose. It promotes the interests of student government and other worthwhile activities which represents the school. It emphasizes training in good citizenship and in sterling character.

These are necessary for a student body to function adequately.

(1) The principal must be thoroughly in sympathy with the idea and ready always to give it his hearty support.

(2) The faculty must give constant cordial cooperation and constructive criticism.

(3) The faculty advisor or sponsor, chosen by the principal, should give all of his time to the work in any school of over a thousand students.\(^2\)

(4) The request for student government should come from the pupils themselves and be carried out by them, properly guided and supervised.

The failure of Student Body Government may come from:

(1) Having the system imposed from above.

(2) Trying to impose on a school, not ready for it, a highly developed system, successful elsewhere, but unsuited to local conditions.

(3) Uninterested or unsympathetic attitude of principal or faculty.

(4) Lack of any one person, a dean, advisor, sponsor, or whatever he may be called, who has at least some administrative and executive ability

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and a sympathetic understanding of young folks; who is responsible for its success and who believes in it.

When a student is elected to an important position in the student body government it brings out his latent powers and the responsibilities did the rest.\(^1\)

**Student Self-government by John Chewning**:

"The government of a school community as a whole should be organized by the children themselves, in collaboration with their teachers, and that government, as well as the self-discipline which each child must be taught to apply to himself, should be deliberately aimed at rendering external control unnecessary.

Student government will succeed if the principal and the teachers have faith in the abilities of boys and girls, and if they will be patient, begin on a small scale, and be content to guide and advise, rather than direct and control.

Student government trains for at least two definite habits essential for good citizenship in a democracy. The students talk over their problems with their common good in mind, arrive at a decision and then see the necessity for abiding by the will of the majority. Secondly, they will learn to select suitable representatives for carrying out the wishes of the school citizenry. The need of selecting efficient public servants who will be faithful to their trusts comes home to them in a very vivid manner.

With proper encouragement and guidance, the powers and abilities of the boys and girls for self control can best be developed, through practice in governing themselves as school communities to an extent at present unappreciated and immeasurable.\(^2\)

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What does Life in A Democracy Require?

"It requires four things: the citizen must be prepared to carry his own weight; he must have the fullest freedom in everything that does not interfere with the freedom of others; he must be interested in the creation and enforcement of law and last he must respond to his personal obligation to contribute through voluntary cooperation for the common good, the best of which he is capable.

Pupil participation in school government has arisen in response to the demand for citizenship training that will function after school days are over.

Let us inquire into the values of the student council as a factor in training for democracy. It provides an opportunity for pupils to participate in the management of a school community. It affords a channel through which the principal and faculty may work in bringing about desired action or attitude on the part of the student body as a whole. This arouses a spirit of cooperation with the authorities for the common good. It provides an opportunity to exercise a general supervision over other student organizations. The object is to maintain smooth working relationships, set up standards of conduct and promote the welfare of the school in different ways through other organizations. It provides an excellent opportunity for the school community to develop a department of public safety and welfare comparable to the community department. Student council organizations have developed arrangements for handling crowds, maintaining sanitary conditions, protecting school property and regulations of traffic in the building. It provides an opportunity for stimulating and encouraging the improvement of scholarship. It influences conduct and aids in discipline by emphasizing the socially constructive rather than the primitive method. It develops and establishes a true and keen sense of justice, a spirit of social ser-
vice in the student body, and teaches consideration for the rights of others.

The assembly offers a splendid opportunity for the participation of the whole school, faculty and pupils, in a conscious effort to form intelligent public opinion. The stage, physical education and group games are excellent in the formation of morals, citizenship and character.

That which we wish our nation to be, our schools must be first. When we know the kind of citizens our country needs, we have determined the type of students our schools must develop.¹

Twelve Principles of Organization and Administration as given by Joseph Roemer are: "Veto power over all student action must rest with the principal. Every activity should be sponsored by some teacher. Every teacher should sponsor some student activity. Every student should be in some activity, and there should be some activity that will appeal to every student. All meetings of activities should be held during school hours. There should be some person or central group to charter all new activities. There should be a definite time allotment in every high school schedule for the activities program. There should be absolute democracy in admissions and requirements of all activities. Only bona fide members of the school should be allowed to participate in the activities program. Care should be exercised so as to avoid letting any student take too active a part in extra curricular activities at the expense of his academic training. Rules and regulations with regard to holding office should be in keeping with the general policies of the school. There should be close faculty supervision of all funds handled by students."²

Aims For Extra Curricular Activities in High School:

"Foster lists ten aims in extra curricular activities that high schools should have: Do it because it is right; self reliance, or have pupils control themselves; initiative; development of leadership; establishment of high ideals of citizenship; development of school spirit; ability to see both sides of a question; sense of personal and group responsibility; respect for law and order or sense of distinction between liberty and license." ¹

Administration and Supervision of High Schools, By Johnson:

"Participation should be open to all on the basis of absolute democracy. The social organization of the school should be under the control of the faculty." ²

McKown lists six functions of extra curricular:

"It is to prepare the student for life in a democracy; to make him increasingly self-directive; to teach cooperation, to increase the interest of the student in the school; to develop special abilities, such as initiative and leadership; to foster sentiments of law and order." ³

Koos' analysis of general literature on extra curricular activities is as follows: "Training in some civic-social-moral relationship; recognition of adolescent nature; socialization; training for leadership; improved discipline and school spirit; training for social cooperation; actual experience in group life; training for citizenship in a democracy; training for recreational and aesthetic participation; training for ethical living; health; recognition of interest and ambition; improved scholarship; intellectual development; relation of school and community; constructive influence of instruction; exploration; training for worthy home membership;"

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¹ Extra Curricular Activities in High School. Foster. pp. 62-69
² The High School, Monroe, Weber. Article by W. F. Johnson, p. 411
participants in school government; school council; school captain plan; school congress idea; and to create and develop spirit of loyalty, idealism, and service. ¹

Cooperative Ideal:

"Ever and always the classroom has set up and insisted upon the ideal of isolated and individual work. Contrast this with the situation in extra curricular activities where cooperation is the note to which all endeavor is tuned. Here achievement receives unstinted praise. The whole organization acclaims and encourages to further successes, him who performs worthy and well. The youth who fails, around him his fellow classmates gather with words of encouragement, and what human sympathy and what finer spirit of cooperation in a common purpose can be found?"²

Social Organization:

"Although the high purpose is the building of an upstanding, intelligent, responsible, cooperative individual, the emphasis is directed toward the building of personality. One's vocational motives may be the organization of interests around some core; athletics, dramatics, music or art in the extra curricular activities. Whatever the particular or special form of organization may be, the student government activities are concerned with life situations. The aim is to develop responsible high school citizenship through self-direction. It contributes to the building up of the social-civic habits of thought by laying stress upon the obligations for collective and individual action in the interest of the social and moral welfare of the school. Cooperation in the interest of the school becomes the aim of endeavor."³

¹ The Principal and His School. Ellwood P. Cubberly, Chap. XVI, p. 10.
Student Responsibility:

If students are to share in responsibility, they must have direct and specific duties in school control. Upon the personality, wisdom, good judgment and interest in the student life on the part of the principal, the success of student participation in the government of his school depends; for he must be the leader with the largest vision of the relationship of each activity all to each other and to the purposes of the high school.

Values from student participation:

1. To the principal:
   a. He is released from petty routine matters of discipline.
   b. As disciplinarian and administrator his work gives way to that of educational director.
   c. He applies his resources of professional training to the larger problems of his school
   d. He appreciates the more frank and friendly relations throughout his school which these cooperations foster.

2. To the teachers:
   a. They are relieved of much police work.
   b. They give and receive assistance in matters of discipline.
   c. They teach in a better motivated classroom atmosphere.
   d. Teaching skill rather than disciplinary power becomes the measure of their success.
   e. They are enabled to give full play to professional skill and growth unhampered by requirements for constant vigilance.

5. To the school:
   a. Traditions of suspicion, opposition and hostility break down and disappear.
b. The scheme makes for permanent loyalties of students and parents.

c. Both in scholarship and in training the school benefits from cooperative efforts.

d. The school profits by the spirit of democratic cooperation.

4. To the students:

a. Ample practice in school citizenship.

b. The responsibilities that make the good school citizen make the good citizen.

c. Opportunities to grow in social adaptation and responsibility.

d. They participate in the formation of habits which lead to ethical character.

e. They enjoy freedom under the law which they themselves help to frame.

5. To the community:

a. The community and the home are linked more closely to the school.

b. Teachers and pupils make a rich contribution to the community life.

c. Students receive positive contributions to skill in the management of school and community life.

d. There is a direct contribution in terms of good citizenship, now and for the future.

e. New relations open the way for the participation of the school in many lines of community service.¹

Building up a school spirit involves the following according to Elwood P. Cubberly: school spirit; moral; pupil-government idea; students as

¹ High School Principal as Administrator. Roberts and Draper, Chap. VII. p. 9-10.
vocational training; training in business methods; retention in school; discharge of super abundant energies; worthwhile friendships; training in parliamentary usage; training in the fundamental processes.\(^1\)

An Analysis from Forty Writings by Thirty-eight Different Authors, By Koos.\(^2\)

Table II.

The thirteen values claimed by the largest number are listed in order of frequency of mention.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training in some civic-social-moral relationship</td>
<td>37</td>
</tr>
<tr>
<td>2.</td>
<td>Recognition of adolescent nature</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>Socialization</td>
<td>23</td>
</tr>
<tr>
<td>4.</td>
<td>Training for leadership</td>
<td>22</td>
</tr>
<tr>
<td>5.</td>
<td>Improved discipline and school spirit</td>
<td>21</td>
</tr>
<tr>
<td>6.</td>
<td>Training for social cooperation</td>
<td>19</td>
</tr>
<tr>
<td>7.</td>
<td>Actual experience in group life</td>
<td>17</td>
</tr>
<tr>
<td>8.</td>
<td>Training for citizenship in a democracy</td>
<td>16</td>
</tr>
<tr>
<td>9.</td>
<td>Training for recreational and aesthetic participation</td>
<td>15</td>
</tr>
<tr>
<td>10.</td>
<td>Training for ethical living</td>
<td>11</td>
</tr>
<tr>
<td>11.</td>
<td>Health</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>Recognition of interest and ambitions</td>
<td>10</td>
</tr>
<tr>
<td>13.</td>
<td>Improved scholarship</td>
<td>8</td>
</tr>
</tbody>
</table>

The Demand of Education as given by Kilpatrick:

"The changed education demands: that students should think for themselves; demand a critical mindedness; specialization; aggregation and democracy. If we would learn democracy, then practice. If the world is to be democratic, our students must learn it; if the school is to teach it we must practice. Until recently our schools have been autocratic; our students have practiced obedience to autocracy; their part has been passive acceptance; docile receptivity. We must travel the path of democracy in order to reach it. We must educate for a changing civilization, social adjustment and pupil activity. "1

Objectives and Aims of Student Government by Koos:

"These include student participation; participation in group life; training for leadership; citizenship in democracy; improvement of school attitude and discipline; and administration of funds for activities."2

Curriculum Problems by Thomas H. Briggs:

"What sculpture is to be the block of marble, education is to the human soul."

"Education is adaptable to life."

"Education should lead to social efficiency."

"The Good Life, includes man of character, social efficiency, activities, skills, and attitudes."3

Extra Curricular Activities in Junior High Schools, By Briggs:

"The aims and objectives included by him are, leadership, initiative, cooperation, intelligent obedience to authority and the utilizing of the spontaneous interest of the pupil."4

1 Education for a Changing Civilization. Kilpatrick, Chap. II and III.
"There are three aims of secondary education: The social-civic aim is to participate in the duties of citizenship and in the most directly economic relations of cooperative group or the preparation of the individual as a prospective citizen and cooperative member of society. The economic-vocational aim is the preparation of the individual as a prospective worker and producer. The individual-avocational aim is the preparation of the individual for these activities involving individual action; the utilization of leisure and development of personality are the greatest importance to society."

Factors determining eligibility for participation in student government reported by one hundred and sixty (160) high schools.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>High scholarship</td>
<td>52</td>
</tr>
<tr>
<td>Needed ability in leadership</td>
<td>25</td>
</tr>
<tr>
<td>Approval of faculty</td>
<td>12</td>
</tr>
<tr>
<td>Approval of principal</td>
<td>8</td>
</tr>
<tr>
<td>Experience</td>
<td>6</td>
</tr>
</tbody>
</table>

Issues of school government discussed and acted upon by Student Council of Governing Body as reported by one hundred and sixty (160) high schools.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>General problems pertaining to welfare of the school</td>
<td>167</td>
</tr>
<tr>
<td>Factors promoting school spirit</td>
<td>103</td>
</tr>
<tr>
<td>Promotion and regulation of organizations (athletics, etc.)</td>
<td>32</td>
</tr>
<tr>
<td>Disciplinary cases</td>
<td>20</td>
</tr>
</tbody>
</table>

Principals of Secondary Education by Inglis.

1 Principals of Secondary Education. Inglis. Chap. X.
### Table III

The chief objectives in student participation in the government of the schools as revealed by the analysis of sixty-five (65) magazine articles.¹

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims or Objectives</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To train for worthy citizenship through cooperation of self-control, self-reliance, initiative, and responsibility</td>
<td>33</td>
</tr>
<tr>
<td>2.</td>
<td>To establish better understandings; spirit; and cooperation between the students and faculty</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>To develop interest in school work, school spirit and school pride</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>To develop intelligent leadership</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>To provide for pupil expression</td>
<td>1</td>
</tr>
</tbody>
</table>

### Table IV

Factors determining eligibility for participation in student government as reported by one hundred and sixty (160) high schools.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High scholarship</td>
<td>83</td>
<td>52</td>
</tr>
<tr>
<td>2.</td>
<td>Proved ability in leadership</td>
<td>68</td>
<td>42.5</td>
</tr>
<tr>
<td>3.</td>
<td>Approval of faculty</td>
<td>67</td>
<td>42</td>
</tr>
<tr>
<td>4.</td>
<td>Approval of principal</td>
<td>61</td>
<td>38</td>
</tr>
<tr>
<td>5.</td>
<td>Experience</td>
<td>28</td>
<td>17.5</td>
</tr>
</tbody>
</table>

### Table V

Items of school government discussed and acted upon by Student Council or Governing Body as reported by one hundred and sixty (160) high schools.²

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General problems pertaining to welfare of the school</td>
<td>157</td>
<td>95</td>
</tr>
<tr>
<td>2.</td>
<td>Factors promoting school spirit</td>
<td>152</td>
<td>92</td>
</tr>
<tr>
<td>3.</td>
<td>Promotion and regulation of organizations (clubs, etc)</td>
<td>98</td>
<td>59</td>
</tr>
<tr>
<td>4.</td>
<td>Disciplinary cases</td>
<td>76</td>
<td>46</td>
</tr>
</tbody>
</table>

¹ Vineyard, Jerry J. and Poole, Charles F., Student Participation in School Government, p. 7
² Ibid. p. 47.
Written Constitution

Does your organization operate under a written constitution? The answers from one hundred and seventy-one (171) schools are listed. Those answering yes were one hundred and twenty-three (123) or seventy-two (72) per cent. With a written constitution as framed by the faculty was twenty (20) per cent; by pupils was none (0); and by both was eighty (80) per cent.1

Is There Faculty Control?

Of the one hundred and fifty-nine (159) replies, one hundred and fifty-four (154) or ninety-six and eight tenths (96.8) per cent were in the affirmative.2

Table VI

Methods used in executing the acts and regulations passed by student council.3

<table>
<thead>
<tr>
<th>Rank</th>
<th>Method</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>By representatives reporting back to home-rooms</td>
<td>111</td>
<td>70.7</td>
</tr>
<tr>
<td>2.</td>
<td>Through assistance of the faculty</td>
<td>110</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>By school papers and bulletins</td>
<td>99</td>
<td>63</td>
</tr>
<tr>
<td>4.</td>
<td>Through organizations and class meetings</td>
<td>65</td>
<td>41.4</td>
</tr>
<tr>
<td>5.</td>
<td>By leaders council</td>
<td>29</td>
<td>18.4</td>
</tr>
<tr>
<td>6.</td>
<td>By parents-teachers association</td>
<td>10</td>
<td>6.3</td>
</tr>
</tbody>
</table>

1 Vineyard, Jerry J., and Poole, Charles F., Student Participation in School Government, p. 46.
2 Ibid. p. 52.
Table VII

Some practical values derived through student participation in school government as revealed by an analysis of sixty-five articles dealing with the subject as listed below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It teaches principles and methods of government, such as students need to know in later life.</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>It trains in leadership, in self-reliance and self-control.</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>It minimizes the need of constant watching the behavior of student which is usually offensive to teachers and students.</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>It promotes an atmosphere of trust between teachers and pupils.</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>It teaches that liberty means responsibility and self-restraint rather than license.</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>It creates a sense of common ownership of school property and a feeling of responsibility for its protection.</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>It trains in independence of thought and action.</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>It is a natural and profitable outlet for adolescent instinctive tendencies.</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>It makes pupils better able to resist temptation in college and business.</td>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of this division is to show the degree of correspondence between the aim of Student Body Government in practice in Texas as determined by the questionnaire and theory as set forth in various samples of educational literature.

In the following table each title will be tabulated by the frequency of mention and the total number of times that it is mentioned by each author will determine its rank.

1 Vineyard, Jerry J. and Poole, Charles F., Student Participation in School Government, p. 57.
2 Ibid. p. 57.
### Table VIII

Summary of the leading authorities' opinions as revealed in literature dealing with Student Government in table form according to rank and frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Objective democracy-training for citizenship</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Student responsibility-participation, leadership, initiative</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>To develop character, personality, discover dominant interests</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>Cooperation and loyalty to the school</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Discipline--self-control</td>
<td>8</td>
</tr>
</tbody>
</table>

### Table IX

A table of the weaknesses of Student Governments revealed by an analysis of leading authorities' opinions in literature dealing with Student Government by rank and frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Weaknesses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Insufficient faculty guidance</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of good judgment on the part of the pupils</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Pupils too young and irresponsible</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Complicated machinery</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Too extensive a program</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Indifference on the part of the pupils</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Ridicule of the movements</td>
<td>1</td>
</tr>
</tbody>
</table>

The purpose of this division is to show the degree of correspondence between the aims of Student Body Government in practice in Utah as determined by the questionnaire and theory as set forth in various examples of educational literature.

In the following tables each aim will be tabulated by the frequency of mention and the total number of times that it is mentioned by each author will determine its rank.

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1 Inglis, *Principles of Secondary Education*, Chapter X, pp. 21-22
CONCLUSIONS AND RECOMMENDATIONS

Very definite work is being done by student government organizations. The movement is in more than the experimental state as shown by the fact that, forty-six per cent (46%) or sixty-five (65) schools replied they had some form of student government. This shows that the importance of student government cannot be minimized in our schools.

The duties of student government are many and rather diversified in nature. The various duties that were performed numbered sixty-two (62).

The duties of student government organizations as revealed in this study may all be listed as of value to the students under the following objectives:

1. Democracy—training for citizenship.
2. Student responsibility, leadership and initiative.
3. Develop character, personality and discover the dominant traits.
4. To teach cooperation and loyalty.
5. Discipline and self-control.

From the study of literature:

1. Democracy and citizenship—eighty-five per cent (85%).
2. Student responsibility—sixty-five per cent (65%).
3. Discipline and self-control—forty per cent (40%).

From the study of practices in the field as interpreted:

1. Student responsibility—twenty-nine per cent (29%).
2. Discipline and self-control—twenty-eight and five-tenths per cent (28.5%).
3. Democracy—twenty and two-tenths per cent (20.2%).
4. Cooperation and loyalty—twelve and two-tenths per cent (12.2%).
5. Character, personality—nine per cent (9%).
Discipline as an activity of student government ranks last in percentage of importance from the study of literature and second in rank from practices in the field.

It is evident from this study that the student council is the typical governing body of student government organizations.

The most efficient student council seems to be the home-room type as it is mentioned most frequently.

Student government seems to be most in vogue and most effective in high schools having a small enrollment, five hundred (500) or less.

The final authority of all student government organizations is vested in the principal.

Student government organizations are most effective in putting across programs, conducting campaigns, and establishing better school spirit. This, of course, must be a cooperative activity and must be done with the joint approval and cooperation of the student and faculty.

Student government organizations should be legislative in character rather than judicial. They must have the joint approval and cooperative support of the faculty and students. The activities should not be dominated by faculty or principal guidance.

Student Government seems to aid in developing important qualities as responsibility, leadership, initiative, personality, character, cooperation, loyalty, discipline and self-control.

Weaknesses of student government as revealed from this study are:

1. Insufficient faculty guidance.
2. Lack of good judgment on the part of the pupils.
3. Pupils too young and irresponsible.
From this study of student government it is evident that the movement is progressing and does show promise. It is an attempt by the schools to make school life similar to that of community life by providing a great many duties and activities as well as responsibilities similar to those of adults or citizens and attempts to give the pupils life-like experiences that will be of use to them as citizens.

Student government organizations should teach:

1. Democracy.
2. Responsibility, leadership and initiative.
3. Character, personality and development of dominant traits.
5. Discipline and self-control.

GENERAL SUMMARY

About fifty per cent (50%) of the Junior High Schools of Kansas have some type of student government.

The informal, the specific, and the specific council types of student government are used more frequently by the Kansas Junior High Schools. These being simple types it is evident that the principals are keeping their student government plans very simple in organization.

Student government renders services of general interest to the student body. Disciplinary cases are handled in but a few instances.

There is a general agreement as to the major objectives of student government. Good school citizenship, democracy in school, and the development of leadership seem to stand out above other objectives.

The junior high school principals of Kansas are not, as yet, convinced that student government is of definite value in school discipline. Educators do agree that it has value for other purposes.

The administration of student government and the difficulty in securing teacher and student support seem to be the principle objections to student government.

The study shows that the authority in student government should be lodged with the students under faculty control.

This study shows the following as to details of plan used in Kansas:

a. Some type of written constitution is necessary.

b. A student council is in charge of student affairs in many of the schools using student government.

c. The home room is the principle basis for the election of members to the student council.

d. Student officers are generally elected by the student body.

e. High standing in scholarship and in citizenship are usually required of student officers.

f. Student council meetings are held in most cases on a definite day each week.

g. The principal or sponsor should have veto power over action of the student council.

h. In many schools, the action of the student council is taken back to the home-room for adoption or rejection.¹

i. The governing body deals with matters of general school interest and little with school discipline.

j. Many schools have special standing committees for some functions.

k. The governing body should be sponsored always.

l. The terms "student government", "Student self-government", "student participation in school government", and such names are confusing to many of the junior high school principals of Kansas.
m. Little or nothing of the possible future of student government in Kansas was determined by the study.

The improvement of scholarship is not a primary aim in student government.¹

**FINAL CONCLUSIONS**

That pupil participation is a feasible and valuable activity.

That this activity can be carried on to some extent in the elementary school with beneficial results.

That it should be made a co-curricular, instead of an extra-curricular, activity.

That it should be made a continuing activity from the elementary through the junior and senior high schools.²

---

¹ Student Government In the Junior High Schools of Kansas. Thesis by Ralph W. Hogan. University of Montana.

Comparison of Aims and Values

For this purpose of general comparison the aims and values of Student Body Government have been classified into four major classes as follows: aims pertaining to social and civic life, aims pertaining to ethical character, aims pertaining to scholarship, and aims pertaining to school management. Tables X to XIII list the aims and Tables XVI to XX the values as determined from educational literature. Table XIV presents the same classification for practices in Utah High Schools.

Table X
Aims Listed From Twenty-Five Educational Authorities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aims pertaining to social and civic life</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>Aims pertaining to ethical character</td>
<td>49</td>
</tr>
<tr>
<td>3.</td>
<td>Aims pertaining to scholarship</td>
<td>26</td>
</tr>
<tr>
<td>4.</td>
<td>Aims pertaining to school management</td>
<td>8</td>
</tr>
</tbody>
</table>

Table XI
Aims of Student Body Government Cited from Four Studies

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aims pertaining to ethical character</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Aims pertaining to social and civic life</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Aims pertaining to school management</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Aims pertaining to scholarship</td>
<td>2</td>
</tr>
</tbody>
</table>

Table XII
The Aims of Student Body Government as set forth in Six Magazine Articles

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aims pertaining to social and civic life</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Aims pertaining to ethical character</td>
<td>3</td>
</tr>
</tbody>
</table>

Table XIII
Aims of Student Body Government Listed in Four Educational Surveys

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aims pertaining to social and civic life</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Aims pertaining to ethical character</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Aims pertaining to school management</td>
<td>1</td>
</tr>
</tbody>
</table>
Table XIV

The Aims of Student Body Government in the Utah High Schools as set forth by the Principals.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aims</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aims pertaining to social and civic life</td>
<td>59</td>
</tr>
<tr>
<td>2.</td>
<td>Aims pertaining to ethical character</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Aims pertaining to school management</td>
<td>28</td>
</tr>
<tr>
<td>4.</td>
<td>Aims pertaining to scholarship</td>
<td>9</td>
</tr>
</tbody>
</table>

Table XV

In this table is shown the frequency of rank of each class of aims from the five sources.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Frequency of Mention for Each Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Aims pertaining to social and civic life</td>
<td>4</td>
</tr>
<tr>
<td>Aims pertaining to ethical character</td>
<td>1</td>
</tr>
<tr>
<td>Aims pertaining to school management</td>
<td>0</td>
</tr>
<tr>
<td>Aims pertaining to scholarship</td>
<td>0</td>
</tr>
</tbody>
</table>

The Relationship of the Aims and Objectives of Student Body Government

Educators have taken their aims and objectives from a basic philosophy and developed from it a large number of goals. In this way they have made it possible for the pupils to see the progress they are making. Presenting the basic principle as a unit would make it impossible for pupils to visualize or grasp the educators' ideal or program he wants to accomplish.

Agreement

The purpose of this division is to show the agreement between theory, general practice, and the practices in Utah Senior High Schools.

All the values of Student Body Government listed by Educational Authorities Educational Surveys, Magazine Articles, Studies on Student Body Government and this study are very similar, some were worded differently but ranked in nearly the same order.
### Table XVI

The Values of Student Body Government as listed by authorities in Education according to Rank and Frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values pertaining to ethical character</td>
<td>53</td>
</tr>
<tr>
<td>2.</td>
<td>Values pertaining to social and civic life</td>
<td>43</td>
</tr>
<tr>
<td>3.</td>
<td>Values pertaining to school management</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Values pertaining to scholarship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Table XVII

Values of Student Body Government listed from Four Studies arranged by Rank and Frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values pertaining to ethical character</td>
<td>11</td>
</tr>
<tr>
<td>2.</td>
<td>Values pertaining to social and civic life</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Values pertaining to school management</td>
<td>5</td>
</tr>
</tbody>
</table>

### Table XVIII

Values of Student Body Government listed from Six Magazines as to Rank and Frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values pertaining to social and civic life</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>Values pertaining to ethical character</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Values pertaining to school management</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Values pertaining to scholarship</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table XIX

Values listed from Four Educational Surveys by their Rank and Frequency

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values pertaining to ethical character</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Values pertaining to social and civic life</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Values pertaining to school management</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Values pertaining to scholarship</td>
<td>1</td>
</tr>
</tbody>
</table>
Table XX

The Values of Student Body Government in the Utah High Schools as reported by their principals according to Rank and Frequency.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values pertaining to social and civic life</td>
<td>39</td>
</tr>
<tr>
<td>2.</td>
<td>Values pertaining to school management</td>
<td>27</td>
</tr>
<tr>
<td>3.</td>
<td>Values pertaining to ethical character</td>
<td>22</td>
</tr>
<tr>
<td>4.</td>
<td>Values pertaining to scholarship</td>
<td>2</td>
</tr>
</tbody>
</table>

The values of Student Body Government as set forth by Educational Authorities, Studies, Magazines, Educational Surveys, and this study will be listed as ranked in these five tables to show their agreement.

Table XXI

In this table is shown the frequency of rank of each class of values from the five sources.

<table>
<thead>
<tr>
<th>Values</th>
<th>Frequency of Mention For Each Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values pertaining to ethical character</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Values pertaining to social and civic life</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Values pertaining to school management</td>
<td>0, 1, 4, 0</td>
</tr>
<tr>
<td>Values pertaining to scholarship</td>
<td>0, 1, 4, 0</td>
</tr>
</tbody>
</table>

These forms of Student Body Government are backed by the opinions of Educational Authorities.

Form of Government

"There should be a definite form of student government that is flexible and in harmony with the policy of the school.

The whole body of pupils constitutes the school congress."¹

"Pupil participation in government may include home-room, class organizations, student councils, and all the organizations of whatever name, that participate in the government of the life of the school. Each class is

¹Hortshorne, Hugh, Character in Human Relation, p. 77.
expected to elect a spokesman (in the first two classes he is appointed by
the teacher). The spokesman representing the last four years (or in six
year schools the last three) constitute a pupils committee. Running through
all these activities is a system of self-government, the perfect or monitor
system. 1

The following types of organizations may be provided for, home-room,
pupil council, traffic officers, pupil monitors, teachers and pupil discipline
committee.2

The particular form of school government is of itself not important.
The significant thing is a definite governmental policy which is in accord
with the purposes of the school.3

The form of pupil participation in school government must be flexible.4

This organization sometimes implies the existence of a system of govern-
ment through home-rooms and student councils, but not necessarily so.5

Their organization is based on classes and home-room.6

Constitution

The tendency of Student Body Government is to have a written constitution.
It would be highly advisable for a school adopting this form of control to
have a constitution.7

One hundred and twenty-three schools out of one hundred seventy-one
operate under a written constitution.8

1 Kandel, I. L., Comparative Education, pp. 673-674, 283.
   Bulletin 1932 No. 17 pp. 165-166.
3 Bennett, Henry E., School Efficiency, p. 290.
6 Lanks, H. C., The Jenkintown Junior-Junior High School. School and
8 Vineyard, J. I., and Poole, Charles F., Student Participation in School
   Government. p. 46.
How the Constitution is Framed

The common practice of framing a constitution is for the faculty and students to cooperate.

"It would be highly advisable for a school adopting this form of control to work out a constitution with the advice of the principal."¹

"The constitution was framed by the faculty in twenty per cent of the schools and in eighty per cent of the schools by both."²

Some Organization Should be Provided For.

"A council should be provided for to act as a central controlling body."³

Powers of the Constitution.

The constitution usually grants certain definite powers to the student body.

"There should be some person or central group to charter all new activities."⁴

"The function of the council should be to suggest and advise principal and pupils how the school may be improved."⁵

² Vineyard, Jerry J. and Poole, Charles F., Student Participation in School Government. p. 46.
Table XXII

Items of School Government are discussed and acted upon by Student Council or Governing Body. This was reported by one hundred and sixty-five schools.¹

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General problems pertaining to welfare of school</td>
<td>157</td>
</tr>
<tr>
<td>2.</td>
<td>Factors promoting school spirit</td>
<td>152</td>
</tr>
<tr>
<td>3.</td>
<td>Promotion and regulations of organizations</td>
<td>98</td>
</tr>
<tr>
<td>4.</td>
<td>Disciplinary cases</td>
<td>76²</td>
</tr>
</tbody>
</table>

How Student Officers are Elected

The general practice is to use some form of secret ballot.

"They elect a president, vice-president, and other officers after the fashion of the Federal Government."³

"The council should be composed of representatives elected by the different home-rooms of the buildings."⁴

"The method of preferential ballot is used on a special printed ballot provided for this purpose."⁵

Eligibility of Officers.

"Rules and regulations with regard to holding office should be in keeping with the general policies of the school."⁶

¹ Schutte, J. Roemer, Orientation in Education, pp. 254-255
² Vineyard, Jerry J. and Poole, Charles F., Student Participation in Student Government, p. 47.
³ Hortshorn, Hugh, Character in Human Relation, p. 77.
What Determines Eligibility?

Officers must meet certain requirements before they are eligible for positions in the Student Government. Below are listed the factors determining eligibility for participation in Student Government as reported by one hundred and sixty schools.¹

<table>
<thead>
<tr>
<th>Rank</th>
<th>Requirements for Eligibility</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High Scholarship</td>
<td>83</td>
</tr>
<tr>
<td>2.</td>
<td>Proved ability in leadership</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>Approval of faculty</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>Approval of principal</td>
<td>61</td>
</tr>
<tr>
<td>5.</td>
<td>Experience</td>
<td>28</td>
</tr>
</tbody>
</table>

Time Officers Serve

"No definite time was indicated for officers to serve.

The term of office given in the report by H. C. Lanks for student officers was one year."²

The Educational authorities do not mention the importance of this factor in their writings.

In Utah the officers serve in fifty-one out of fifty-two schools for one year.³

Compensation for Officers

There appears to be no definite agreement in giving credits as compensation to student body officers.

"Credit must be given for this work in extra curricular activities or student interest lags."⁴

¹ Vineyard, J. J. and Poole, C. F., Student Participation in School Government, p. 45.
³ A Study of Functions and Types of Student Body Government in Utah High Schools, Chapter III
⁴ Weber, Oscar F., Problems in Public School Administration, p. 391.
"The senior high school follows the practice of the junior high school in giving no credit for extra curricular activities toward promotion or graduation." ¹

**Time Scheduled For Meetings.**

"There should be a definite time allotment in every high school schedule for the activity program." ²

"Periodically all the classes meet together as a community group either under the chairmanship of the president of the school committee or of a teacher." ³

"Two half-hour periods each week for its-in-school program of extra-curricular activities." ⁴

"On every Monday of the even weeks the Congress meets as a joint body and on every Monday of the odd weeks it meets in separate bodies." ⁵

**Parliamentary Form Used**

It is recommended that some parliamentary procedure be used to conduct meetings.

"These meetings should be conducted strictly according to parliamentary procedure." ⁶

**Control of Student Activity by the Point System.**

The point system is commonly used to regulate pupil participation in activities.

"Care should be exercised so as to avoid letting any student take too active a part in extra curricular activities at the expense of his academic training." ⁷

---

³ Kandel, J. L., Comparative Education, p. 746.
"The points or credits that can be earned and academic standing is used to control the pupils' participation."¹

"The introduction of the point system in many schools regulates the participation of students."²

Does the Principal or Sponsor have the Veto Power?

The student body should be supervised and the principal and sponsor should have veto power.

"Veto power over all student action must rest with the principal."³

"The teacher acts as advisor and has veto power."⁴

"The principal should always retain the final word concerning the decision or activities of the student council."⁵

"With a teacher as advisor to serve as the connecting link between the committee and the staff."⁶

"This constitution should give the principal the power of vetoing the acts of the council."⁷

Faculty Sponsor

"Every activity should be sponsored by some teacher and every teacher should sponsor some activity."⁸

"This means of course that pupil participation in school government requires adult guidance."⁹

¹ Weber, Oscar F. Problems in Public School Administration, p. 392.
⁴ Hortshorne, Hugh, Character in Human Relation, p. 77.
"The rules of the civic body are made by its citizens with the advice and guidance of the faculty."¹

"The faculty advisor or sponsor, chosen by the principal, should give all of his time to the work in any school over a thousand students."²

"The social organizations should be under the control of the faculty."³

"In one report, one hundred fifty-four replies out of one hundred fifty-nine had faculty control."⁴

Proportion Taking Part

"Student Body Government should be so organized that all can take part."⁵

"Every student should be in some activity and there should be some activity that will appeal to every student."⁶

"The assembly offers a splendid opportunity for the participation of the whole school.

Participation should be open to all on the basis of absolute democracy."⁷

Requirements For Participation

"There should be absolute democracy in admissions and requirements of all activities."⁸

"Only bona fide members of the school should be allowed to participate in the activity program."⁹

How reported back to pupils.

All acts of the council or governing body should be reported back to the pupil.

³ Vineyard, Jerry J. and Poole, Charles F., Student Participation in School Government, p. 52.
⁵ Wagner, Channing, Extra-curricular Activities. National Education Association Vol. 69, 1925.
⁷ Ibid.
⁸ Ibid.
"These members should be required to report to their respective home-rooms."  

"The home-room representatives should report back to their home-rooms."  

Table XXIV

"Following is a table reported by one hundred fifty-seven schools."  

<table>
<thead>
<tr>
<th>Rank</th>
<th>Form of Reporting</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Representatives reporting back to home-rooms.</td>
<td>111</td>
</tr>
<tr>
<td>2.</td>
<td>Through assistance of faculty.</td>
<td>110</td>
</tr>
<tr>
<td>3.</td>
<td>By school papers and bulletins.</td>
<td>99</td>
</tr>
<tr>
<td>4.</td>
<td>Through organizations and class meetings.</td>
<td>65</td>
</tr>
<tr>
<td>5.</td>
<td>By leaders council.</td>
<td>29</td>
</tr>
<tr>
<td>6.</td>
<td>By parents and teachers associations.</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial Sources

There is need for a better plan of financing student activities.

"Financial support for the extra-curriculum in the senior, xxx from somewhat of a haphazard variety of sources."  

The Utah State Supreme Court Decision classifies all extra-curricular as a part of the school curriculum gives the Boards of Education the right to support Student Body Government.  

Student Funds

"Student body funds should be supervised.

There should be close faculty supervision of all funds handled by students."  

"Collections and disbursements of student funds should be properly supervised. The most successful system of supervision includes the customary student-treasurers for the various organizations, and a general high school treasurer or financial and a general high school treasurer or financial manager. The latter is often a member of the faculty."  

3 Vineyard, Jerry J. and Poole, Charles F., Student Participation in School Government, p. 50.  
5 In the Supreme Court of Utah. Brief.  
CHAPTER III

Findings From This Study

The investigation of the Utah High Schools shows that the Specific Council Type is the chief organization for providing opportunities for students to assume the responsibility in school control. Schools reporting Specific Council Type were seventy one and one tenth (71.1) per cent of the schools. Two schools used two forms of government in their schools.

Table XXV

This table shows the types of Student Body Government in use and the number of schools that use each type.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Type of Organization</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Specific Council Type</td>
<td>58</td>
</tr>
<tr>
<td>2.</td>
<td>Complete Council Type</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>The School City Type</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Informal Type</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Specific Service Type</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Student Council Type</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>formed by class officers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>No Student Government</td>
<td>1</td>
</tr>
</tbody>
</table>

The school that did not have Student Government is run in connection with a Junior College and for this reason, this high school did not have a type of Student Body Government. Two schools had a dual system of Student Government.

The grades or size of the school does not influence the system of Student Government. The largest and smallest school have the same form of government, their organization and their functions are nearly identical.
Table XXVI

This table tabulates the number of years that the present form of Student Body Government has been in operation.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Years</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>More than ten years</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Six years</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Eight years</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Nine years</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Four years</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Seven years</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Ten years</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Three years</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Two years</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>One year</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Five Years</td>
<td>0</td>
</tr>
</tbody>
</table>

Constitutions

Fifty one schools operate under a written constitution and only one school did not. This definitely shows that some form of constitution is used in the schools.

The constitution was framed by both in forty seven schools; by only pupils in four schools and by the faculty in none. Seven schools adopted parts from other constitutions. The common practice is for the pupils and faculty together to frame the constitution.

In fifty two (52) cases the constitution provides for a student council; in none for a proctor system in two for a forum; in nineteen for a court system; and in seventeen for a police system. The student council is found in nearly all the schools.
Student Body Government Powers As Given In The Constitutions.

Table XXVII

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do the general problems pertain to the welfare of the school.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>Do the factors promote school spirit.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>Regulate and promote school organizations.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>Handle disciplinary cases.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Table XXVIII

The Student Officers are elected in the following manner in the Utah High Schools.

<table>
<thead>
<tr>
<th>Officers are Elected by</th>
<th>Major</th>
<th>Minor</th>
<th>Faculty Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Representatives from each room</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2. Principal</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>3. Student Officers at mass meetings</td>
<td>6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>4. School papers</td>
<td>2</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>5. Faculty</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>6. At Large</td>
<td>35</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>7. Grades</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>8. Council</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9. Joint Committee of faculty and students</td>
<td>6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>10. Any other way</td>
<td>5</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

The common practice used, is to elect the student body officers for both major and minor offices at large.

The eligibility of the officers is determined by leadership in thirty nine (39) schools; scholarship in thirty five (35) schools; and the number of years in school in thirty nine (39) schools. The majority of the schools use two of these requirements in determining the eligibility of the officers.

These regulations are determined by the constitution in forty seven (47) schools; by pupils in ten (10) schools; by principal in five (5) schools and by faculty in eleven (11) schools. The constitution determines the regulations, although in some cases the principal, faculty and pupils aid the constitution.
The officers serve for one year in fifty-one schools, and for any other period in one school. The officers are subject for re-election in forty-six (46) schools, and in six (6) schools they are not eligible for re-election.

One (1) school gives major officers credit and awards are given in thirty-six (36) schools. Only one (1) school gives minor officers credit while awards are given in thirty (30) schools.

Student body meetings are held at regular periods in thirty-five (35) schools, subject to call in twenty-two (22) schools and some of the schools have regular meeting periods but special meetings are subject to call.

The meetings are held in school time in twenty-eight (28) schools; after school in fourteen (14) schools; at noon in eleven (11) schools, before school in only three (3), and at odd times in one (1) school. The accepted practice is to hold the meetings during school time.

Parliamentary form is used in forty-three (43) schools; while in seven schools (7) no parliamentary form is used.

Nine (9) schools use a point system and thirty-seven (37) schools do not. The point system is not used in the majority of the high schools.

In forty-four (44) schools the principal has veto power; in three (3) schools the principal does not have the power to veto any measure passed by the student body. Five (5) schools did not answer this question.
Table XXIX

The proportion of the students taking an active part in student body activities other than voting is shown in this table.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Per Cent of Students Taking Part</th>
<th>No. Schools Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practically all</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Seventy-five per cent</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Fifty per cent</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Twenty-five per cent</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Very few</td>
<td>4</td>
</tr>
</tbody>
</table>

Only seven (7) of the schools have less than fifty (50) per cent of the pupils taking an active part in student activities.

In fifty (50) schools all the pupils have a chance to propose measures to the governing body; in only two (?) schools this privilege is withheld. This clearly indicates the practice in use.

Table XXX

A table listing how the acts of the controlling body are reported back to the students.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Method</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assembly</td>
<td>44</td>
</tr>
<tr>
<td>2.</td>
<td>Bulletin</td>
<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>Publication</td>
<td>23</td>
</tr>
<tr>
<td>4.</td>
<td>Home Rooms</td>
<td>22</td>
</tr>
<tr>
<td>5.</td>
<td>Any Other Way</td>
<td>1</td>
</tr>
</tbody>
</table>

The assembly is the most commonly used; in other schools several ways are used and no one method is used alone in any school.
Table XXXI
The Size of Committees in Charge of Student Activities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Size of Committees</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Various</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Many</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

In thirty nine (39) schools committees are in charge of different school activities and thirteen (13) schools did not report the use of committees.

Table XXXII
This shows the different ways of handling Student Body Funds

<table>
<thead>
<tr>
<th>Rank</th>
<th>Student Funds</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student Body Treasurer under Faculty Sponsor</td>
<td>28</td>
</tr>
<tr>
<td>2.</td>
<td>Principal</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Student Body Treasurer</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Faculty</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Clerk of Board of Education</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>High School Clerk</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Executive Secretary</td>
<td>1</td>
</tr>
</tbody>
</table>

The Student Body Treasurer under Faculty sponsor is generally used. Where the Student Body Treasurer handles the funds his books are audited at the close of each year; one school uses a C. P. A. to audit his books.
Table XXXIII

This table shows the financial sources and per cent derived from each.

<table>
<thead>
<tr>
<th>Per Cent</th>
<th>Fees</th>
<th>Activities</th>
<th>Allotment by Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>5</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>85</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>75</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>70</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>50</td>
<td>11</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>40</td>
<td>5</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>35</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

The sources of Student Body funds are haphazard and are derived from a variety of sources.

Expenditures

The expenditures are made by the principal in forty one (41) schools; by the council in thirty two schools; and in other ways in nine (9) schools. In several schools the principal must countersign all checks, while the council gives the secretary the authority to take care of the expenses.

Table XXXIV

Opinions of Principals

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objections</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plan difficult to manage</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Too little control by pupils</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Pupils not back of plan</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>Teaching staff not in sympathy with plan</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Too much control by pupils</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Some students incapable of accepting responsibility</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>If carried to extremes it becomes a sham show and develops a scaff-law-attitude on part of students</td>
<td>1</td>
</tr>
</tbody>
</table>
The replies of the principals reveal that there were few objections to Student Body Government.

Forty seven (47) principals believe that student body government is more helpful than harmful; only two (2) did not agree as they considered it more harmful than helpful to their school. Three (3) principals did not answer this question.

**Table XXXV**

Fifteen of the most frequently mentioned values.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Made students more responsible</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>Developed cooperation and unity</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Give pupils experience in leadership</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>Better school attitude on part of pupils</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Developed leadership and citizenship</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Larger interest by pupils in school affairs</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>Developed initiative</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Gives experience in promoting school activities</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>Development of a wholesome moral</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>Trains in government</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Development of self-reliance and patriotism</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Better scholarship</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Student cooperation</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Friendships developed</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>Broke down prejudice between towns</td>
<td>1</td>
</tr>
</tbody>
</table>

The fifty four (54) schools that replied listed thirty values that have been realized from Student Body Government in the high schools of Utah.

**Table XXXVI**

The principals rated these objectives for Student Body Government one, two, three, four and five; the one that was mentioned the greatest number of times was ranked in that order.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objectives</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student responsibility, participation, leadership and initiative</td>
<td>22</td>
</tr>
<tr>
<td>2.</td>
<td>Cooperation and loyalty to the school</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>Discipline and self-control</td>
<td>21</td>
</tr>
<tr>
<td>4.</td>
<td>Develops character, personality and discovers interest</td>
<td>11</td>
</tr>
<tr>
<td>5.</td>
<td>Democracy, training of citizenship</td>
<td>10</td>
</tr>
</tbody>
</table>
Table XXXVII

The principal's choice of whom he believed should have the most power in student government.

1. Student under direction of teacher and principal........... 31
2. Principal............................................. 16
3. Students............................................. 16
4. Governing board........................................ 3
5. Board of education................................... 5
6. City or county superintendent............................. 0
7. Teacher.................................................. 0

This table clearly shows that the principals believe that students under direction of teacher and principal in Student Body Government should have the most power.

Table XXXVIII

The following twenty-five activities are arranged in order of frequency of mention by the principals.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activities</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide programs for assembly</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Plan and promote special functions, parties, etc.</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Have complete charge of pep meetings and demonstrations</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Receive and entertain athletic teams</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>Act as ushers and guides</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Be responsible for behavior in assembly</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Award honors and insignia</td>
<td>37</td>
</tr>
<tr>
<td>8</td>
<td>Give school news to local papers</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>Recommend measures to the faculty and principal</td>
<td>33</td>
</tr>
<tr>
<td>10</td>
<td>Clean-up week</td>
<td>31</td>
</tr>
<tr>
<td>11</td>
<td>Gifts to school</td>
<td>31</td>
</tr>
<tr>
<td>12</td>
<td>Post calendar of own activities for the year</td>
<td>29</td>
</tr>
<tr>
<td>13</td>
<td>Sell all tickets for contests and entertainments</td>
<td>26</td>
</tr>
<tr>
<td>14</td>
<td>Supervise corridors, stairways, and traffic police</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Publish annual</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Charter clubs and organizations</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>Enforce principal's disciplinary regulations</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>Handle all finances for extra-curricular activities</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>Schedule athletic contests</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>Lost and found department</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Promote circus, fairs, and carnivals in the gymnasium</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>Hold academic contests</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>Provide messenger service for the office</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>Care of bulletin board</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>Better English week</td>
<td>12</td>
</tr>
</tbody>
</table>

There were fifty-six (56) different activities listed by the principals originally.
CHAPTER IV

Summary Statements

Educational literature reviewed for this study was classified according to type and source into four classes: educational texts, research studies, periodicals, and surveys. A summary of the findings from these sources indicates the following:

1. There is a high degree of correspondence among educational authorities as to aims and values of student participation, and in forms of student organization.

2. The aims most frequently listed pertain to social and civic life, ethical character, scholarship, and school management in the order listed.

3. Opinions as to the values actually being realized in student government show these values, to be in close agreement with the aims.

4. Educational authorities show close agreement in delegating a large measure of power to student organizations to be used under the wise guidance of the principal.

5. The activities in which student governmental organizations engage are listed in order of frequency of occurrence: problems pertaining to the welfare of the school, promoting school spirit, regulating of organizations and handling disciplinary cases.

The Findings From the Survey of the Utah High Schools show the following:

The size or grades in school does not influence the form or type of student government. The largest and the smallest schools have the same form of government. The most common form of government is the specific council type.

The West High School of Salt Lake, Utah with an enrollment of two thousand, one hundred and forty-five (2,145) including only three grades, uses the Specific Council Type of government. The Monticello High School
of Monticello, Utah with an enrollment of forty-six (46) including all four grades, also uses the Specific Council Type of government.

The schools operate under a written constitution, which was framed by both the students and faculty. Their constitutions provides for, student council, court system, police system and a forum.

Student officers, both major and minor, are elected at large; while the faculty representative is elected at large or appointed by the principal.

This study shows the details of the plans in use in Utah:

1. Leadership, scholarship and years in school determines the eligibility of student body officers.

2. The constitution determines these regulations.

3. One year is the general period that officers serve.

4. Student officers in nearly all the schools are eligible for election.

5. Both major and minor officers generally receive awards.

6. Student council meetings generally have regular periods, and some meetings are subject to call.

7. The regular meetings in most cases are held in school time with special meetings after school.

8. In a large majority of the council meetings, a faculty representative must be present for the meeting to be official.

9. Some form of parliamentary rules are used in nearly all the schools.

10. Very few of the schools have a point system.

11. The principal or sponsor has the power to veto any action of the council in nearly all the schools.

12. The majority of the schools have practically all students participating and only seven (7) schools have less than fifty (50) percent of the pupils taking an active part.

13. Acts are reported back in two or more ways to the pupils
generally in the assembly and by bulletin.

14. Committees are usually in charge of the different activities of the school.

Student Body Funds

1. The most general method used in handling student body funds, is to have a student body treasurer under faculty sponsor.

2. The sources of student funds are provided by activities and special fees paid by the students; only a very few boards make allotments.

3. The expenditures are made by the principal and council.

Opinions

1. Very few schools had any objections to student government; the two most common were: "Plan difficult to manage", and "Too little control by pupils."

2. Nearly all the principals considered student government helpful.

3. A large list of values were given that are closely related, they can be summed up as follows:

   a. Development of character, personality, attitudes, citizenship and interest.

   b. Student responsibility, participation, leadership and initiative.

   c. Develops a better moral.

4. The majority of the principals believed that most of the power of any plan of government should be vested in the students under the direction of teacher and principal.

The activities that student body government performed numbered fifty-six (56). These activities were very uniform in nature, and in a number of the schools they were the same.
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APPENDIX A

Spot Map of U.S.
showing the location
of schools that require
and those that do

Spot Map of Utah
showing the location
of schools that replied, x
and those that did not, x
APPENDIX B

THE RETURNED QUESTIONNAIRES
I Form or Type

1. Informal Type. Pupils are called upon to aid in a special program, do particular tasks around the school, act as traffic officers, cooperate with the principal in discipline, etc.

2. Specific Service Type. Assigning a specific service to pupils but under a condition that confines their activities to that specific field. Thus certain ones will have charge of the study halls, others of the lunch rooms, others traffic, etc.

3. Specific Council Type. In this form the council represents the whole school body and is concerned with the entire range of student interests, though the officers of the council may be chosen in different ways.

4. Complete Council Type. Here the authority of the student body is not vested in one, but in two or more, central organizations. It may be made up of an Executive Council and Representative Assembly, a Senate and House, and sometimes a small Advisory Board.

5. The School City Type. With Mayor and Council, or Council and City Manager, and sometimes employing standing committees with specific tasks.

6. Any other type of student government.

7. No student government.

8. Designate briefly.

II Constitution

A. Organization:

1. Does the school operate under a written constitution? 1. Yes__ 2. No__

2. The Constitution was framed by whom?
   1. By faculty_____  2. By pupils______  3. By both______  4. By adopting parts from other constitutions______

3. Does your constitution provide for:
Powers:
1. Do the general problems pertain to the welfare of the school?
2. Do the factors promote school spirit?
3. Regulate and promote other organizations?
4. Handle disciplinary cases?

III Student Organization

Student Officers:
1. Officers are elected by:
   1. Representatives from each room
   2. Principal
   3. Student officers at mass meetings
   4. School Papers
   5. Faculty
   6. At large
   7. Grades
   8. Council
   9. Joint committee of faculty and students
   10. Any other way

2. What determines eligibility for student body officers?
   1. Scholarship
   2. Years in school
   3. Leadership

3. Who determines these regulations?
   1. Principal
   2. Faculty
   3. Pupils
   4. Constitution

4. How long a time do the officers serve?
   1. One month
   2. One semester
   3. One year

5. Subject to re-election?
   1. Yes
   2. No

6. Compensation or Recognition:
   1. Major officers receive: Wage Credit Awards
   2. Minor officers receive: Wage Credit Awards

Council Meetings:
1. Student Council meetings held:
   1. Regular period
   2. Subject to call

2. When does it meet?
   1. In school time
   2. After school
   3. Before school
   4. At noon

3. To be official must there be a faculty representative present?
   1. Yes
   2. No

4. Procedure:
   Parliamentary form used:
   1. Yes
   2. No

5. Does the Student Body Government have a point system?
   1. Yes
   2. No. If point system is used will you please send point scale?

6. Has principal or sponsor veto power?
   1. Yes
   2. No
5. Please rank the following objectives as one, two, three, four, and five in order of their importance.

- Discipline and self-control
- Develops character, personality and discovers interest
- Cooperation and loyalty to the school
- Student responsibilities, participation, leadership and initiative.
- Democracy, training of citizenship.

6. Check the one which you believe should have the most power in any plan of Student Self-Government.

1. Student
2. Teacher
3. Principal
4. Governing Board
5. Board of Education
6. City or County Superintendent
7. Student under direction of teacher and principal

Check the following services performed by the Student Body:

1. Lost and found department.
2. Organize and conduct fire drills.
3. Supervise corridors, stairways, and traffic police.
4. Appoint library monitors.
5. Be responsible for behavior in assembly.
6. Establish information bureau for new students.
7. Enforce principal's disciplinary regulations.
8. Receive and entertain athletic teams.
9. Interview service clubs and citizens for new ideas.
10. Plan and promote special functions, parties, etc.
11. Care of bulletin board.
12. Provide programs for assembly.
13. Scholastic committee—get record and post honor students' names.
14. Sell all tickets for contests and entertainments.
15. Handle all finances for extra-curricular activities.
16. Have complete charge of pep meetings and demonstrations.
17. Act as ushers and guides.
19. Promote circus, fairs, and carnivals in the gymnasium.
20. Publish annual.
22. Develop home room programs.
23. Schedule athletic contests.
24. Post calendar of own activities for the year.
25. Hold academic contests.
26. Award honors and insignia.
27. Give school news to local papers.
28. Provide messenger service for the office.
29. Recommend measures to the faculty and principal.
30. Conduct campaigns as:
   a. Clean-up week.
   b. Better English week
   c. Safety week.
   d. Know-your-neighbor week
   e. No tardiness week.
   f. Gifts to school.
   g. Any others.
   h. Fire Prevention week.

Kindly list any additional activities not listed above that are performed.

1. 
2. 
3. 

Please enclose a copy of your constitution and any other forms used by the Student Body Organization.
7. What proportion of the pupils have an opportunity to take an active part in Student Body Activities other than voting?
   1. Very few 2. 25% 3. 50% 4. 75%
   5. Practically all

8. Do all the pupils have a chance to propose measures to the governing body?
   1. Yes 2. No

9. How are acts of the controlling body reported to the pupils?
   1. Assembly 2. Home room 3. Publication
   4. Bulletin 5. Any other way

10. Are committees in charge of different school activities and interests?
    1. Yes 2. No 3. How many committees are there

C. Student Body Funds:
   1. Who has charge of student Body Funds?
      1. Student body treasurer 2. Student body treasurer under faculty sponsor 3. Clerk of Board of Education

   2. Financial Sources:
      1. Special fees
      2. Activities
      3. Allotment by board
      Approximate %

   3. Expenditures by authority of:
      1. Principal 2. Council 3. Any other

IV Opinions (Please check the most important)

1. Objections to Student Self-government:
   1. Too much control by pupils
   2. Too little control by pupils
   3. Teaching staff not in sympathy with plan
   4. Plan difficult to manage
   5. Pupils not back of plan
      (Other Objections)

2. What are the principal aims of your Student Body Government?
   1.
   2.
   3.
   4.

3. Do you believe that Student Body Government is more helpful than harmful to your school?
   1. Yes 2. No

4. Please give two values that have been realized from Student Body Government in your school.
   1.
   2.