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ORGANIZATION AND ADMINISTRATION OF STUDENT
GOVERNMENT - PARTICULAR REFERENCE TO
INTERMOUNTAIN INDIAN SCHOOL

by

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A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Educational Administration

Approved:

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INTRODUCTION

The student council idea is now widely accepted in secondary schools in the United States; its full potential in contributing to the education and lives of students has not been realized fully in a great many instances.

The student council is a dynamic movement and because it is dynamic it is capable of change to meet new conditions. Hence, it cannot remain basically the same year in and year out. The changing dimensions of the student council can be realized only if students, faculty and principals work at it.

Purpose

We are currently faced with many, many changing moods and movements among certain segments of our nation's population. There seems to be a cry for more self expression, more freedom of rights and opportunities for success.

There has always been and shall always be a necessity for men to bring about change. Hopefully, the changes that take place are for the better and carried out through a sound democratic process, not because of threats, sit ins, or riots by a few.

It is this writer's belief that through our educational system and the future changes they need to undergo, we can meet the challenge of the problems facing the nation today. I am convinced that the high school and its student council can be an effective part in the education of America's youth. Through this organization proper values,

ideals, and concepts can be developed. Through the student council young people should have the opportunity to be heard, participate in group discussion and arrive at a solution or a concensus through the decision making process.

It is the purpose of this study to seek answers and acquaint the writer with previous work done on the subject; and therefore, help him meet the leadership training needs of the Navaho youth and to be better qualified to make constructive recommendations for improving student government and leadership at Intermountain School.

Method of Procedure

To gain the necessary information, the writer has made an extensive review of literature covering the field of the high school student council. He has read books, periodicals, pamphlets and studies in an effort to become acquainted with the field. The subject will be treated under the following headings:

1. Historical review
2. Aims and objectives
3. Authority and administration
4. Mechanics and organization
5. Leadership training
6. Role of the advisor

Limitations

This study is limited to a review of literature of the past ten years. The opinion of authors in the field of student government in

American high schools will be used. Very little has been written about Navaho student councils. This writer will rely on the opinions of Navaho employees at Intermountain School and his own experiences in working with Navaho student leadership groups.

Background

The dual traditional-modern cultural background of the Navaho youth, his language and communication problems and the possible prejudice and intercultural barriers he encounters cause the young Navaho to face life with handicaps and problems quite different from those of whites.

The Navaho students attending Intermountain School come from culturally deprived areas where leadership responsibilities and training are limited. They are lacking in knowledge of procedure and organizational patterns predominate in white culture.

In the Navaho culture there are certain customs which inhibit aggressive leadership; such as extravertist characteristics exemplified by youth in the white culture.

Intermountain School is the largest co-educational boarding school operated by the United States Bureau of Indian Affairs with an authorized enrollment of 2100 students. The school is located in northern Utah, at the small city of Brigham City, Utah which has a population of approximately 13,000.

The facilities now occupied by Intermountain School were originally built by the U. S. Army during World War II and operated as Bushnell General Hospital. The hospital was declared surplus and in

1949 it was turned over to the Bureau of Indian Affairs to be used as a boarding school for Navaho boys and girls.

Most students enrolled at Intermountain School come from remote areas of the reservation with homes located 380 to 645 miles away. All students attending Intermountain are enrolled at their local agencies by their parents through the Navaho Area Educational Official, according to the following criteria:

1. Pupils ages 12 and above who cannot attend a public school, a bureau school on a day basis or a border town dormitory.
2. Pupils recommended for social or welfare reasons and approved by the agency school superintendent.

Thus the students attending Intermountain are not a cross section of Navahos but rather those from more remote regions and those from "problem" families.

Before attending school, they have spent from 6 to 12 years in homes which have taught them Navaho traditions in varying degrees. A significant number have experienced a complete breakdown in parental standards and guidance, while others are deeply inculcated with the Navaho values. Many have experienced extreme poverty. The students have from 0 to 12 years of sporadic attendance in schools--public, mission, or bureau.

The students are limited in their general experience related to the broader culture. They have had varying contact through travel to towns near their homes or schools, movies, television and radio. These contacts, however, probably produce a distorted view of the

the general American values and culture, since they have had little social involvement with the broader society.

The parents have had little or no schooling. The language is Navaho, a virtually unwritten language. The students have had very little contact with books, except at school. In many cases the students have gone to school with the encouragement of their parents, while others have essentially run away in order to get in school.

REVIEW OF LITERATURE

Historical Review of the Student Council

Student government is not a recent innovation in education. The term "Student Council" may be rather recent, but the basic concept had its origin in past centuries. According to McKown(1944) some form of student participation has been valued since before the time of Plato. He gives reference to the "Irenes" or pupil companies under the direction of the older boys, in accounts of Spartan boarding schools.

In the year 386 B.C. Plato gathered a group of young philosophers around him and established his "academy"; a unique institution in which the teachers and students together owned and operated the school's property. In it the scholars, or student leaders, were elected every ten days on secret ballots by the students themselves. This school soon became the pattern for many other institutions established throughout Greece by Plato's disciples and others. The academy existed for more than 900 years.

According to McKown (1944) Aristotle entered the academy at the age of seventeen and studied and taught there until Plato's death 20 years later. Then he organized a similar institution, which he called the "lyceum." In this he further developed and incorporated the idea of student participation, adding such offices as that of Master of Sacrifices and that of Overseer of Good Order. The main purpose of student participation in both the academy and the lyceum was educational.

According to McKown (1944) the student council was apparently non-existent during the development of the Roman Empire, the rise of Christianity, and the barbarian invasions. This was a period of numerous, varied, and conflicting educational ideals and institutions.

However, McKown (1944, p. 3) states, "With the revival of learning this idea again began to emerge." Vittorino de Feltra, "the first modern schoolmaster" in 1428 at the request of the Prince of Mantua established a court school. McKown (1944) indicated de Feltra's educational philosophy and psychology were really quite modern. He believed in making education attractive and developed a curriculum for his "pleasant house," as he called it, that was based upon natural interests and abilities. In addition to a curriculum of the seven liberal arts, he stressed health and developed a program of physical activities and competitive sports. Such a program required student organizers, leaders and officials. Later this student participation spread into other areas of student life and activity and finally grew into a rather modern form of "self-government."

McKown (1944) further states that in 1531 at Goldberg, Germany, Valentino Trotzendorf organized a plan of participation that was built around a senate of twelve elected representatives. In England, about 1700 Thomas Hill organized his school so that the students could participate in its administration. Three great educators, Rousseau, Froebel, and Pestalozzi, added impetus to the development of the student council idea. They stressed the importance of social relationships and responsibilities by building the classroom into a miniature democracy. In 1797, Rev. Andrew Bell published a report

of his work in using mutual or monitorial instruction in a school in India, and shortly thereafter Joseph Lancaster, working independently, incorporated such a plan into his school. The plan was simple: a monitor, one of the older pupils, was assigned as an assistant teacher to a group of ten or twelve younger pupils. These monitors handled nearly all the detail work of the school and helped control and conduct other students. In 1818 Lancaster came to America and his plan became known as the "Lancastrian system." The first Lancastrian school was opened in New York City in 1805. Within a very few years the system had spread all through New England, as far south as Georgia, and as far west as Cincinnati. The monitorial system became obsolete by 1840 as a result of an awakened sense of the state's responsibility for its schools; it did have considerable influence on the development of the student participation idea.

According to Frederick (1965) the College of William and Mary (1779) and the William Penn Charter school (1777) were experimenting with rudimentary forms of student government. With the tremendous increase in high school enrollment and in the number of high schools after the turn of the century, the number of student associations for participation in self-government increased rapidly. By 1926, E. V. Rugg could report that 90 per cent of American high schools had some form of student government.

Burrows (1962) gives credit to Thomas Jefferson who advocated students should be concerned in the operation of their own activities. This first came to light in America at the University of Virginia, and in 1749 students at the William and Mary College in Virginia

elected their own student representatives. From that time until today, training in the philosophy and techniques of democratic living and democracy has gone from the college level to that of secondary schools. Today the high school curriculum promotes and develops democracy as a way of life and provides experience and training in citizenship and leadership as well as the courses of subject matter. By working with the two, the schools are able to give the child a chance to obtain a well rounded education and personality for adulthood.

Frederick (1965) further states that with the increased enrollments in the secondary schools after the turn of the century the number of student governments increased rapidly. By 1926, E. V. Rugg reported that 90 per cent of the American high schools had some form of student government. Frederick further states:

It is safe to say that by the middle of the century practically all schools and colleges in America recognized the practical and theoretical values of systematic participation of the part of students in the management of their affairs. (Frederick, 1965, p. 7)

Aims and Objectives of the Student Council

The student council grew rapidly under the philosophy that a school should function as a democratic agent. The student council is usually the most representative group of students in the school and is an effective educational instrument--if it is understood and utilized. In its beginning, the idea might have been to form a "mock government," but the functioning student council has evolved into a

unique agency for genuine learnings far beyond the basic concept of civics. The idea requires individual commitment and individual involvement.

Wright states:

Successful understanding of the aims and objectives of the council can be achieved through conferences with the administrator, faculty, and student body in general assemblies and home room meetings. The school principal must be the steadying force by consulting student council leaders when formulating policies and plans for school and student activities. He must allow his own thinking to be modified by the thinking of the student council leaders. (Wright, 1961, p. 262)

From the reading the writer concludes that three of the main objectives of the student council are citizenship, scholarship and leadership. This concept is supported by Miklas (1970), French, Hill, and Dodds (1957), Borg (1966) and others.

Citizenship

Miklas (1970) describes the student council as a group of elected citizens in a school who promote citizenship by supporting and further developing democracy as a way of life, providing a forum for student opinions and honestly reflecting and interpreting the students viewpoints.

According to Bear (1962) the main function of the student council is to provide learning experience for students. Its principal contribution to learning is the development of good citizenship. He further states a school should develop good citizenship attitudes and practices by:

1. Understanding how a representative democracy works.
 2. Fostering correct sentiments of law and order.
 3. Teaching respect for constituted authority.
 4. Gaining practice in self direction.
 5. Training in leadership and followship.
 6. Accepting responsibility.
- (Bear, 1962, p. 7)

McMonies (1959) observes that when student councils help to change attitudes for the better, they are surely accomplishing the larger objectives of producing better citizens. French, Hill, and Dodds (1957, p. 251) state, "The student council is to serve as a means of developing democratic citizenship."

Borg (1966) concurs with McMonies and further adds:

Teaching children the right and responsibilities of citizenship has long passed a difficult problem in American schools. Perhaps even more difficult has been the problem of developing the skills that pupils need if they are to be effective citizens in a democratic society. Pupils may memorize many facts about citizenship, but if children are to have some understanding of citizenship, they must be given concrete experience. The skills of effective citizenship can be best developed through practice. Student government seems to offer a promising laboratory for learning what is required of thoughtful citizenship. (Borg, 1966, p. 154)

Scholarship

Harris (1966) notes that a progressive student council, concerned not with its individual needs but with those of the entire student body, creates an increased school spirit which stimulates a sense of pride in belonging to a student body. This results in greater interest and academic achievement not only for the individual council member but for the entire student body.

Van Pool (1964) states that the student council program must contribute to the effectiveness of the schools' scholastic program;

both the school and the student himself must profit from the activities of the student council. Scholarship can be promoted by:

1. Providing experience in genuine problem-solving procedures.
 2. Promoting the total educational growth of all students in the school.
 3. Encourage high standards of scholarship.
 4. Increase the interest of the students in the school.
- (Van Pool, 1964, p. 43)

Leadership

Held and Bear (1958) indicate that developing leadership qualities is a prime objective of the student council. Leadership can be promoted by:

1. Providing young people with the power and the right to speak and, especially, the power and the right and privilege of being heard by those of authority.
 2. Providing coordination of school-sponsored student activities.
 3. Promoting opportunities for leadership among student body members.
 4. Provide an opportunity for the training of student leaders.
- (Held and Bear, 1958, p. 90)

Authority and Functions of Student Government

The Principal's Role

Bick, Hurley and Wright (1961) state, the principal should be the heart center-core of the ultimate in the student council. He must be constantly in awareness of the objectives and plans for the council in relation to the overall planning in his school. He must participate with the council and not dominate.

Hurley (1961) further states the principal should insist that all decisions made by the council be rooted in common sense and full

understanding of all issues involved. He should channel more and more decision making situations to the council as its members show increasing growth and capabilities to handle them.

Sterner (1960) concurs with Bick, Hurley and Wright; the principal is the appointed head of the school, it is logical to assume that the student council receives its authority to function from him. The principal's authority is delegated to him by the local school board or administrative body, and a part of this administrative authority may be delegated to the student organization. It is quite proper for the principal to delegate certain powers to the student council and a council has no power unless he does delegate.

Burrows (1962) also indicates the line of authority of the student government as coming directly from the principal and indirectly from the superintendent, the board of education, and finally the community. If the council refuses to recognize the authority of the principal, then he can justifiably do away with it.

Because the student council may not do just anything it pleases, the principal should be kept properly informed on all its activities, especially those which involve off-campus trips, inviting guests into the school, or activities with other student bodies.

It must be remembered that the student council cannot commit the school, its facilities, or personnel without approval of adults, such as the council sponsor and the principal. (Sterner, 1960, p. 48)

Van Pool (1964) feels the term "student government" is a misnomer. Students may participate in the administration of the school, but they do not run the school. School administrators have

not relinquished nor may they relinquish their control of the school to anyone, and certainly not to the students. The head of the school must be ready to advise the student council at any time and on any matter; he must also be ready to cancel any student council action through the power of veto. He states however, that in a school which has a properly organized student council, there will be few occasions on which the power to veto need be exercised. There ought to be such mutual understanding and rapport between council and principal that the council knows where its authority or power ends.

Student Roles

Mathis (1962) feels the student council administration and organization should be based on a sound philosophy of education which includes an understanding of the role of the student in the administration of the school. The student council is seen as a means of achieving the major purposes of education; namely, the preparations of citizens who are deeply loyal to democratic ideals. This can be done when students have actual experience in democratic living while in school and under the supervision of professional educators.

In a study on pupil authority in school government, Petrollo (1966) builds a case for limiting pupil authority in so-called pupil self-governing activities, and supports it on the concept of (1) legality of responsibility, (2) pupil maturity, and (3) the democratic process.

Mock (6) makes the far reaching statement 'that student government exists in theory only because the principal is the only legally recognized responsible person for what goes on at school.' McEnnerney,(7) further indicated that if the principal is held responsible for the operation of the school, he, therefore, must have the authority to pass on any matter which concerns such responsibility.

Pupil lack of maturity. McKown (3) cites additional authority as to why pupil limitations in school government do exist. McKown feels that although many pupils possess 'the ideals, ambitions, intentions and knowledge essential to wise self-government, they still lack judgment because judgment comes only with maturity and maturity with experience.'

The democratic process. Sterner, (8) advances the strong argument that pupils must learn to accept adult imposed restrictions. His rationale is that checks and balances do exist in all man-to-man relationships. Sterner's observation is built around the concept of democracy which is both encouraged and limited by the Federal Constitution. Accordingly, pupils must realize that the workings of democracy necessarily call for some individual limitations when the general welfare of all is concerned. (Petrolo, 1966, pp 13-104)

Chesler (1970) states a primary issue today is how to help create systems of shared power with greater student decision making in secondary schools. Let us look at some models of student decision making, some of the ways one can achieve this, and some of the risks involved in attempting to put such a program into practice.

It is clear that many students and educators are concerned with increasing student power in school decision making. The positive reasons for such experimentation lie partly in the consideration of the moral justice and political appropriateness of life in an institution being governed by those people who live in and are affected by the decisions of that institution. This general proposition also may be supported on the basis of the added perspective and expertise in institutional decision making that students may bring to organizational management and administration and to the conduct and supervision of learning experiences.

Only students, of course, truly can represent students' unique interests, views, and preferences about school life. Many educational

and industrial research studies indicate that people are more likely to increase their learning and commitment to an organization when they are involved in making important decisions about that organization. With special regard to schools, it would seem that if more democratic forms of management and instruction are implemented, they may be important models for students' learning about the nature and opportunity for democratic politics in the American society. And, finally, such change, which meets the political demands of student protest groups, may help cool the crisis in American secondary schools.

Perhaps this last, negative reason has even the greatest appeal, since most school management is now reactive, rather than pro-active or creative in character. Obviously it is an insufficient rationale and only has viability when implemented for reasons or in ways that complement other more positive political and educational rationales. Philosophers, educators, managers, system visionaries, and system stabilizers may all pick their preferred reasons.

Marshall (1970) reinforces this idea by stating decision making is on the involvement of all those who are to be affected by the decisions. The role of the administrator in decision making of involved groups has been studied in business management and is applicable to educational administration. In this article, the administrator's leadership role in group decision making is examined in an effort to understand more clearly the exact nature of his task and dynamics of the interaction between administrator and group.

Group decision making is especially useful to the administrator who is cognizant of the many advantages that may accrue from its use.

These advantages may be classified broadly into three areas: (1) group decision making tends to make administration easier; (2) it tends to improve job performance; and (3) it tends to improve the quality of the decisions reached.

Faculty's Role

The ideal situation is one of harmony and unity among the faculty, students and administration. This point is established by several authors such as Held and Bear (1958), Bishop (1965) and Allingham, (1957). The student council can never become an effective and positive force in the evolution of an outstanding school without cooperation among the three groups. The student council should provide an environment in the school in which students and faculty can work together to satisfy the basic needs of each student which in turn works for the betterment of the school. The students need to have a feeling of belonging to the group; they need to contribute to the welfare of the group, and they should be respected as individuals. "The council should be one of action without controversy on rights and powers." so says Bick, Hurley and Wright (1961, p. 263).

Armstrong (1965, p. 482) summarizes how much authority should be given the student organization when he says, "each council, each year, will learn that it must purchase its own autonomy through thoughtful acts and considered judgments."

The Organization of the Student Council

One of the real values of a student council is the actual practice of democracy. Few educators or laymen question its significance

as a laboratory for providing experience in ways of government. Campaign and election procedures, working within the framework of a constitution, accepting the rule of the majority, order in meetings by use of parliamentary procedure, development of leadership, handling of a budget, and recognition of authority plus many other educational experiences in democracy are mentioned (Bishop, 1965; Bick, Hurley, and Wright, 1961, Van Pool, 1964).

Constitution

Most authors agree that the student council constitution and bylaws of a given school should be designed to meet the needs of that particular school. According to Mathis (1962) the student council constitution is a written document which sets forth the fundamental laws or principles under which the council is organization, outlines the general purpose, lists the qualifications for membership along with the election procedures, outlines the duties and responsibilities of officers and other members, discusses council meeting in general, outlines adoption and amendment procedures, and states the source of authority.

Statlow gives us nine provisions of the typical constitution. They are: (1) The name of the organization; (2) dues, (3) privileges that go with membership; (4) offices, their qualifications, terms, duties and manner of election; (5) board or representatives--how chosen and their duties; (6) executive board composition and duties; (7) meetings of the governing bodies and rules for parliamentary procedures applicable; (8) functions of standing committees; and (9) provisions for constitutional amendment. (Statlow, 1965, p. 29)

Burrows (1962) lists three main types of student councils. The first is that in which the representation of special interests is

stressed; the members are elected by clubs, classes, or other specialized groups about the school. In the second type, representation is by the home room or at large. In the third type, automatic election is based upon the students record, either curricular or extracurricular, or both. The size of the school and the internal organization of the council will usually provide a good basis for the decisions concerning the size of this body and the method of naming its members.

Moore (1959, p. 467) says "It is well to keep in mind in designing a plan of student government that the plan be usable and workable in the school." She continues and states that plans based on the separation of powers of the national government often become too clumsy and time consuming for the purpose of school government. Frederick (1965) makes the statement that the trend of the student organization has been toward a simple natural structure.

McCollum (1961) gives us the following steps involved in setting up a student council; recognizing an actual need; studying the fundamental purposes and principles underlying student participation; preparing a constitution which specifically details areas of responsibility, type of organizational procedure, election of council members and internal organization of the council, and commissioning of sub-groups.

Committees

The proper functioning of committees is essential, and proper functioning is based upon proper selection of members and efficient organization. A committee may be quite general in that it uses

individuals with all kinds and degrees of ability. Basically, a committee is an "expert" body, competent to plan, handle, and promote a specific interest or area.

Naturally, the size of a committee is important; too large a group will not be sufficiently representative of all possible angles. Most authorities seem to agree that five to seven committee members are sufficient.

Student Discipline

McKown (1944, p. 265) states the educational purposes or values of a plan of student participation in the handling of discipline are as follows: (1) Wholesome democratic living demands not only that standards of conduct be set, but that actions be judged on the basis of these criteria. (2) Through actual participation in helping to develop and uphold desirable standards of conduct, the student will better understand the necessity for these, have a greater interest in them, and more fully appreciate his own responsibilities as a school citizen. (3) The student court through the procedures of complaining, arresting, prosecuting, defending, adjudicating, and punishing, gives realistic training to the duties of citizenship. (4) The student court idea emphasizes constructive education rather than punishment. Defendants are considered as fellow students who need counsel. (5) The court idea is psychologically sound because it represents discipline within. (6) Ultimately the training received through a well conceived and administered school court plan should be of immense value in bringing about as much needed reform in adult court procedures.

There are probably many student councils which operate that they consider to be successful student courts, but the detection and punishment of student offenders is not and should not be one of the functions of the student council. (Van Pool, 1964, p. 9)

Hardin (1964) suggests that student councils be concerned with discipline through development of ideals of good citizenship and right living. The student council should inspire others to serve their school by giving generous service in every way possible. She also suggests council officers should resort to personal conferences with the five per cent of the student body who are poor citizens.

Leadership Traits

In my readings, many of the authors list the following leadership traits as being necessary for good leadership, and these are certainly applicable to the Navaho student. They are: the ability to communicate, willingness to serve, intelligence, good personality, neatness and having a positive attitude.

Burrows (1962) feels a good leader must be able to communicate his thoughts well to others--to sell his ideas to the members and make them feel good about carrying them out. The more effective the leader is able to speak, the easier his job will be in selling his ideas.

The leader must have and clearly show willingness to serve his group, must give generously and happily of his efforts. His goal should be a smooth running organization.

A good leader must be honest with himself because, if he is, he will be honest with others. Winning the respect of others is basic to winning their cooperation.

Responsibility is another trait that not only characterizes the good leader, but also is one which he must strive continuously to maintain and perfect.

He must set the example in respect, tolerance, manners, and courtesy, as well as in discriminative thinking.

Kaiser (1961) also stresses the importance of leadership traits as one of the main keys.

The influence and the importance of high school student councils are steadily increasing at the school level, at the community level, at the state level, and even at the national level. Strong, dependable leadership is often the key to success in these organizations. The qualified student council officer needs not only to be capable, perceptive, and intelligent, he must also be diplomatic, well liked by both students and the faculty, and most of all--representative of the majority of the students. (Kaiser, 1961, p. 204)

Leadership Characteristics of Navaho Students

As this writer mentioned earlier, the Navaho students at Inter-mountain School face life with handicaps and problems quite different from those of whites.

The students come from culturally deprived areas where leadership responsibilities and training are limited. Their culture does not emphasize leadership and some children seldom get the opportunity to practice democratic leadership. Many Navaho students have difficulty communicating and expressing themselves freely. They definitely need to learn and practice leadership skills, build their self concept and develop positive attitudes.

Wasson (1970) reinforces my opinion concerning the Indian problem in education.

Most Indians have a very low self-concept. It has always been the policy of the white culture to consider the Indians an inferior race as a justification of their treatment. The whites who are willing to associate socially with Indians are usually from the lower strata of society and are looking for someone toward whom they can feel superior. The white businessmen look upon them with contempt because they are easily cheated. The schools are geared to educating the white middle class students, so that Indians do not do well and their ideas of inferiority are reinforced.

He lists the following characteristics as common to many Indian students:

1. English in many cases is a second language. An Indian child who learned an Indian language first and English later will have trouble with communication, but even the Indian who has never spoken anything but English will also have problems. He learned English from Indian parents, and his grammar may be different and certain words may have different connotations.
2. Indian students generally have a low self-concept. Everything an Indian child comes in contact with, outside his own community, tells him he is inferior. When everyone with whom you associate treats you as inferior, you soon begin to think of yourself as inferior.
3. Indian students are not accustomed to high competition, particularly as it occurs in the classroom. Indians are primarily a cooperative rather than a competitive group; and many do not understand why they should have to alienate a friend just to place themselves higher on the 'normal curve,' to get a grade which does not have that much meaning to the Indian student in the first place.
4. Different value systems are perceived. White teachers in the past have operated on the assumption that their values and morals are universal truths, or anyway should be, and any deviation is necessarily lower and other people must be raised to their high standards. The Indian, on the other hand, views most of the white Protestant morality as a manifestation of a sick society. Teachers, in the name of orderliness, are forcing Indian students to conform to value systems that are not their own and that are sometimes abhorrent to them.

5. Indian students may lack social supports for academic achievement. The Indian community values the gaining of knowledge, but it does not value the educational system in which it is forced to participate. An Indian child first approaches school with enthusiasm and anticipation, but soon finds that the school has little to offer him. Since the parents have had similar experiences, there is little encouragement from home. Many teachers do not expect academic excellence from the Indian student, so he receives little encouragement there.

6. Indian students lack successful academic role models. Very few Indians in the past have graduated from college, and most of those have had to leave the reservation areas to find employment. Only one per cent of the teachers of Indian children are Indian. There are practically no Indian college professors. Without these visible role models, there is no evidence for the Indian child that academic success is possible. He never sees his people in positions of authority; only in subservant roles. (Wasson, 1970, p. 278)

Leadership Training for Council Members

One of the most valuable projects that can be undertaken by the student council is that of leadership training. If the council is to be effective, the officers directing it need to know how to lead. One of the responsibilities of the council sponsor is that of leadership training. Sterner (1958, p. 267) says, "If leaders are not well qualified when elected, it is the job of the council sponsor to do everything in his power to teach each student whatever he needs to know and do."

It has long been an adage that "Leaders are born, not made." This is, of course, not always the case. While many people are endowed with special leadership abilities, it is a current trend to develop leaders through conferences, workshops, and other leadership programs.

Wood (1964) states that there should be provision made for training both student leaders and faculty advisors.

Developing Leadership

Burrows (1962, p. 204) indicates that, according to current literature, a committee of students found three major approaches to the development of student leadership.

1. Developing and improving status leadership: The student who holds an office in school-sponsored organizations receive separate, intensive instruction either during or after school hours.

2. Developing and improving a leadership elite: Students of high intelligence, academic success and social graces are selected and trained for leadership roles.

3. Developing group leadership techniques in a group situation: Students are considered capable of exerting leadership at some time. In this case, leadership is seen as functions to be performed rather than as inherent qualities or group manipulation.

Sybouts (1967) emphasizes leadership training through workshops. He adds that the workshops contribute toward the development of better student councils. The evidence which attests to the effectiveness of such workshops is seen in a carry-over from workshops to individual schools. Student councils gain in maturity and become a more positive influence within the secondary school.

Sybouts lists several recognized capabilities of simulation, as an instructional technique. Some advantages are listed as follows:

1. A high motivational value is embodied in simulated materials.
2. Simulation permits a clinical examination of "on-the-job" behavior in controlled situations.
3. The student can learn from his mistakes in a setting that is less costly or threatening than found in real life situations.
4. The instructor can provide basic concepts and principles.
5. Simulation permits a degree of introspection which is seldom permitted in a real situation. "Simulation holds up the mirror so to speak."

Mathis (1962) states that many schools now have leadership conferences especially designed to acquaint students who want to run for an office with the work of the council prior to election. Others have leadership conferences following the election for those students who have been elected.

Unit Outline

Cameron (1962) points out that:

In some schools sponsors and student council members are experimenting with special types of classes which are designed to help student council members become more efficient. For lack of a better name, most of the existing classes are known as leadership training classes. (Cameron, 1962, p. 268)

He further states that leadership class students that have been fortunate enough to participate in this type of class believe that five basic units should be studied. These units include: (1) parliamentary procedure, (2) discussion techniques, (3) a leader's responsibilities, (4) self understanding and (5) understanding others. Since the responsibility for class instruction rests with the sponsor, the

manner in which these five units are developed, and the length of time a particular unit is studied depend upon the sponsor and the students involved.

Even though the student council sponsor is responsible for class instruction, he serves in the capacity of a coordinator and consultant rather than in that of a traditional type teacher. The units to be studied, and the length of time each unit is studied is determined by the needs of class members. The following suggested units of study are the units most frequently developed by curricular class participants.

Suggested Units of Study

- Unit I. Student Council Orientation
 - Organization of student council
 - Aims and objectives
 - Constitution and by-laws
 - Areas of authority
- Unit II. The Leaders' Responsibilities
 - Officer's responsibilities
 - Members' responsibilities
 - Committee member's responsibilities
 - Chairman
 - Standing Committees
 - Special Committees
 - Members at large
- Unit III. Discussion Techniques
 - Parliamentary Procedure
 - Group discussion techniques
 - Techniques for individual members
 - Discussion group participants' responsibilities
 - Getting and developing ideas
 - Thinking critically
 - Speaking effectively
- Unit IV. Group Dynamics
 - Understanding others
 - Techniques for handling groups
 - Getting and developing group ideas

- Unit V. Self Understanding
 - Concepts of personal strengths
 - Concepts of personal limitations
 - Existing leadership qualities
 - Desired leadership qualities
 - Techniques and methods of self-evaluation
 - The leader's mental health
- Unit VI. The Ideals by Which We Live
 - Personal ideals (Emphasis on the leader's values)
 - Spiritual values
 - Democratic ideals (Comparative government study)
- Unit VII. Philosophy for Living
 - Basic principles for formulating a philosophy
 - This I believe (Student's personal philosophy)
- Unit VIII. On Becoming Great
 - Qualities noted in the lives of great leaders
 - Finding humility
 - The price of greatness

Parliamentary Procedures

Sargent (1971, p. 217) emphasizes the importance of parliamentary procedure if a democratic meeting is to be held. Parliamentary procedure is really "democracy at work." It is such an important process that the courts of our land as well as those of other countries have passed on the legalities of many decisions made by organizations that used the procedure. He lists seven parliamentary principles.

1. It is to protect the rights of the minority while allowing the will of the majority to prevail.
 2. The rights of each individual must be protected. Thus every member has the right to know just what he is voting for or against.
 3. Intent is the important thing, not the exact wording.
 4. Be sure to have the by-laws or the rules of order of your organization with you at all meetings.
 5. The larger the group the more formal the meeting must be.
 6. The simplest and the most direct procedure should always be used.
 7. Recognize the responsibilities of the chairman.
- (Sargent, 1971, p. 217)

This writer also agrees with the Sargent (1971) and Marshall (1970) that parliamentary procedures--the decision making process--should be two of the first units taught to student council members. This is especially true with Navaho students since they have had very little experience participating in parliamentary meetings and do not understand parliamentary law. They do not have experience and training in solving complex problems.

Decision Making

Marshall (1970, p. 41) indicates the decision making process is vital for effective leadership. He lists six decision making steps that all council members should be acquainted with.

The council may assist in only a single phase of the decision making process or it may be called upon to assist throughout the entire procedure, which ordinarily consists of the following steps:

1. Recognition of the problem or problems. Meetings are held to gain awareness and understanding of the problem.
2. Analysis of problems. The exchange of information among persons with similar or varied responsibilities but with different viewpoint often contributes to successful problem analysis.
3. Collection of data. Much individual work in collecting and organizing information usually precedes the meeting at which it is presented.
4. Formulation of solutions. The preceding steps are directed toward the formulation of possible solutions.

5. Selection of the preferred solution. The group may assist in administrative decision making by helping to select the preferred solution, or, strictly speaking, in group decision making, the group will actually make the decision.

6. Putting the solution into effect. Group meetings may be called to insure successful execution of the decision reached.

In conclusion this writer concurs with the administrators, sponsors, and student council members that have participated in a curricular type class. They believe students involved gain immeasurable value from this experience. Even more important, they are vehement in their claim that the class instructor and activities make it possible for their school to have a more effective student council.

The Role of the Sponsor to the Student Council

Too often in the past, the advisor has been someone who just happened to have a free period. Much of the success or failure of the council depends upon the attitude of the faculty advisor. Whoever is chosen must be one who likes young people, has demonstrated his ability to work effectively with them, and who regards the work of the council as important as anything in school (Van Pool, 1964).

Petrollo (1966) emphasizes the continuous responsibility of the advisor to encourage a democratic operation of the council which recognizes the limitations of any legislative body. The advisor should stress the purposes and objectives of the council and the need to evaluate continuously such purposes and objectives. Finally,

the advisor should encourage council faculty conferences which would provide the pupils with realistic approach toward better understanding of the necessary cooperation of pupils and faculty.

McKown (1944) states nothing will wreck a council more quickly than student recognition that the sponsor is not sufficiently interested, prepared, or personally equipped to lead it. The faculty representative is the most important single member of the council, not only because he is older, more mature, and experienced, and has better judgment than the students but because he, more than they, must accept responsibility for developing suitable policies and procedures, also for coordinating student and teacher relations.

McKown lists several principles concerning the student council sponsor. They are:

1. The faculty should recognize and accept its responsibility in electing sponsors.
2. The sponsor must really represent the faculty.
3. The sponsor must understand and appreciate the participation idea.
4. The sponsor must be discriminately loyal to the council.
5. The sponsor should be an enthusiastic member but not a teacher.
6. The sponsor should not make himself too conspicuous in council meetings.
7. The sponsor must win and hold student respect and confidence.
8. The sponsor should have a wholesome sense of humor.
9. The sponsor should have a good set of relative values.
10. The sponsor should give much time and thought to the council's program.
11. The sponsor should stress and practice cooperation.
12. The sponsor should not be afraid to experiment.
13. The sponsor should not attempt to prevent all council mistakes.
14. The sponsor should not become discouraged.
15. The sponsor should continue his training.

(McKown, 1944, p. 301)

Sterner (1958, p. 267) feels "If leaders are not well qualified when elected, it is the job of the council sponsor to do everything in his power to teach each student whatever he needs to know and do."

Armstrong (1965, p. 282) says, "The key to the mature approach of students toward council activities lies with the sponsor." The principal, therefore should give careful consideration to the individual appointed to this position. Whoever is appointed must be one who demonstrates leadership qualities, understands adolescent behavior, and has a sincere desire to see that young people succeed in their endeavors.

Bick, Hurley, and Wright emphasize other qualifications of the sponsors.

The sponsor of the council must be a staff member, a person who understands the teacher-pupil relationship. He must understand the teaching and learning situations of student council work. He is selected for his role because there is confidence in the individual's make-up to do the job within the framework of the school. He is a person who will be in constant interrelation and communication with the principal before plans and decisions are made by the student council. (Bick, Hurley, and Wright, 1961, p. 259)

In trying to determine how much time the sponsor should spend in directing the activities, Grass (1964) quotes a recent study made in California in which it was found that there was a direct relationship between the size of the school and the time allotted to the direction of school activities. A second time factor to supervising this area of the curriculum is the value placed on student activities by local school boards and administrators.

In clarifying the position of sponsor, Hillson (1964, p. 83) stipulates that it should be made clear that the advisor is to be in

over-all charge of student activities. "He works with and advises others who are responsible for specific activities; he does not replace them." The sponsor, himself, directs the area of student government. The principal should be ready to "support the advisor in the implementation of a program based on philosophy to which both principal and advisor are committed."

Freeborn and Moffitt mention six areas in which the advisor should be well acquainted.

1. Know the philosophy of the principal and the board of education as to the type of school environment which is desired.
 2. Have a well-defined budget of authority for all students in all matters in which responsibility is involved.
 3. Operate according to a written constitution and set of procedures.
 4. Provide adequate interaction which causes students to have recognition, and teachers to use the student council.
 5. Make it easy for student leaders to confer on student problems with the school principal.
 6. Provide time in the school day for student leaders to lead and to communicate with the student body.
- (Freeborn and Moffitt, 1959, p. 172)

This writer concurs with Hillson (1964) as he gives meaning to the government under the guidance and direction of the advisor. Hillson (1964, p. 84) places certain major responsibilities on the student council advisor that are not the everyday common needs. "The advisor should serve as liaison between the school and community. It is not intended that he should replace the principal in this respect; rather he should supplement the principal's work." Much can be done in public relations by the advisor. The advisor should watch to see that minority groups participate in every type of school activity. He should make the student government an educational experience not a mechanical function.

In practice, this could mean a student government in which election issues would be real ones, in which candidates would be honest in their platforms and promises, and in which officers would seek to carry out what they had pledged. It would mean training a student body to analyze issues and to make choices on the basis of reasoned thought. This is the meaning of ethical commitment in the conduct of student government; this is the meaning of student government as a vital educational experience. (Hillson, 1964, p. 87)

SUMMARY AND CONCLUSIONS

The student council idea is now widely accepted. It is a dynamic movement capable of change to meet new conditions. Student government is not a recent innovation in education. Its basic concept originated centuries ago. By the middle of the century all schools and colleges in America recognized the values of systematic participation on the part of students in the management of their affairs.

The student council is a group of elected student citizens in a school who promote citizenship, scholarship, leadership, human relations and cultural values. It develops pupil expression, increasing amount of self direction and is a prime tool in developing leadership opportunities and experience among students.

The principal as appointed head of the school must constantly be aware of the objectives and plans for the council in relation to the over-all planning in the school. The ideal situation is one of harmony and unity among the faculty, students and administration. Recent trends in student government are creating systems of shared power--with more student involvement and greater student decision making in secondary schools. Educational and industrial research studies indicate that students are more likely to increase their learning and commitment to an organization when they are involved in making important decisions about that organization.

No two schools will have the same constitution or organization. They may be similar, but each school should set up a constitution and student organization that will fit its particular need. A typical student council constitution will generally have nine provisions; they are: (1) The name of the organization; (2) dues; (3) privileges that go with membership; (4) officers, their qualifications, term, duties, and manner of election; (5) board or representatives--how chosen and their duties; (6) executive board composition and duties; (7) meetings of the governing bodies and rules for parliamentary procedures applicable; (8) functions of standing committees; and (9) provisions for constitutional amendment.

It is the current trend to develop leaders through leadership training courses, such as conferences, workshops and other leadership programs. Provisions should be made for training both student leaders and faculty advisors.

Five basic units of leadership instruction are recommended. They are: (1) Parliamentary procedures; (2) discussion techniques; (3) a leader's responsibility; (4) self understanding and (5) understanding others.

Generally the student council sponsor is responsible for leadership training of council members, he serves in the capacity of a coordinator and consultant rather than in that of a traditional type teacher.

The faculty sponsor is the most important single member of the council. The principal, therefore, should give careful consideration

to the individual appointed to this position. He must be one who demonstrates leadership qualities, understands adolescent behavior, and has a sincere desire to see that young people succeed in their endeavors.

Conclusions

The student council is actually democracy in practice. It is a laboratory for providing experiences for young adults.

The Navaho students at Intermountain School need experiences in the democratic processes, such as, the decision making process, student involvement and leadership training.

Most Indians have a low self concept, difficulty speaking English, lack of high competitive spirit, little motivational support from parents and lack successful academic role models.

Recommendations for Intermountain School

It is, therefore, recommended that a good leadership training program be implemented into the curriculum of the Navaho student at Intermountain School--one that would give him pride in his heritage, real experiences in group development and his native culture. It should develop leadership techniques, self understanding, personal and democratic ideals and a philosophy for living.

This writer feels also that Intermountain School with its special programs and being a vocational orientated boarding school has a unique organizational structure quite different from most schools.

Through an extensive review of the literature, consultation with Indian administrators, Indian students, and personal experience working with Indian leadership groups, the writer proposes the following constitution for Intermountain School (See Appendix I).

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APPENDIX

Proposed Constitution for Intermountain

School Student Council

Article I (Name)

Section 1. The name of this organization shall be the Intermountain School Student Council.

Article II (General purposes, duties, responsibilities, and powers)

Section 1. The purposes and responsibility of this organization shall be:

A. Promote citizenship

1. By supporting and further developing democracy as a way of life.
2. Providing a forum for student opinions, honesty reflecting and interpreting the students viewpoint.

B. Promote scholarship

1. By encouraging high standards of scholarship and promoting the educational growth of all students in the school.
2. By providing experience in genuine problem solving procedures.

C. Promote leadership

1. By providing young people with the power and the right to speak and, especially, the power and the right and privilege of being heard by those in authority.
2. By providing opportunities for leadership among student body members.

D. Promote human relations

1. By helping create harmonious relationships among faculty, administration, student body, and community.
2. By helping young people further realize the dignity of each individual.

3. By providing organized services to the school in the interests of the general welfare.

E. Promote cultural values

1. By sparking school loyalty, patriotism and individual student development.
2. By providing real experiences in group development and their native culture.
3. By helping students earn and protect individual rights and responsibilities.
4. Help the student maintain pride in his heritage and to respect his cultural traditions.

Section 2. All powers of the student council are given to it by the school administrator; therefore, the Superintendent has the right to veto any act of the student council or to revoke any of the powers held by the student council.

Section 3. Any resolution passed by the council in an area where authority has not been previously delegated by the Superintendent must be approved by the Superintendent before it becomes effective.

Article III (Membership)

Section 1. The student council shall consist of one representative from each dormitory, one representative from each class group, three council officers elected by the student body, and one treasurer appointed by the Advisory Committee. The elected council officers shall consist of one president, one vice president and one secretary.

Section 2. Nominations of student council officers.

- A. To nominate a person to be an officer of the student council, a petition bearing the signatures of 50 students and two faculty members must be filed for each nominee.
- B. Petitions must be filed with the student council sponsors at least two days before the primary election.
- C. The school principal shall designate the two faculty members responsible for screening and signing nominating petitions. Council sponsors and advisors shall not serve in this capacity.
- D. Candidates for council officers may be turned down for the reasons outlines in Article III, Section 3-F.

Section 3. Election of student council officers.

- A. The council officers shall be elected by ballot in a primary election which shall be held four weeks prior to the last day of school.
- B. The term of office shall be for one year, the term to begin on the first day of the school term following the final election.
- C. No council officer may represent a class or dormitory group.
- D. If three or more candidates are nominated for the same office and no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall be voted upon in the final election one week following the primary election.
- E. All details necessary to the administration of elections shall be determined and carried out by the student council, the council sponsors and advisors.
- F. Qualifications for council officers.
 - 1. The candidate must have attended Intermountain for at least one school year before taking office.
 - 2. The president and vice president must be a junior or senior the year they serve.
 - 3. The candidate must have displayed a record of good school citizenship.
 - 4. The candidate must have maintained adequate academic standards.
- G. All students registered in the High School Department are eligible to vote for council officers.

Section 4. Nomination of dormitory representatives and class representatives.

- A. Class representatives shall be nominated by a petition bearing the signatures of 30 students from the class group the candidate seeks to represent and the signatures of two faculty members.
- B. Dormitory representatives shall be nominated by a petition bearing the signatures of at least 20 students living in the dormitory the candidate seeks to represent and the signature of one guidance employee.

- C. The Department Head, Guidance, or the second involved shall designate the employees responsible for screening and signing the petitions for class representatives.
- D. The School Principal shall designate the employees responsible for screening and signing the petitions for class representatives.
- E. Petitions must be filed with the student council executive sponsor at least two days before the election.

Section 5. Election of class representatives.

- A. Class representatives shall be elected by ballot by classes during the second or third week after the beginning of school in the fall. Candidates must be a member of the class they seek to represent.
- B. If three or more candidates are nominated for the same office, and no candidate receives a majority of the votes cast, another vote shall be taken on the two candidates receiving the highest number of votes.
- C. All details necessary to the administration of the election shall be determined and conducted by the student council officers with the consent of the School Principal.

Section 6. Election of Dormitory Representatives.

- A. Dormitory representatives shall be elected by ballot at a dormitory house meeting the first or second week after the beginning of school in the fall. The dormitory representative election should be completed before the class representative election.
- B. A dormitory representative must live in the dormitory he represents.
- C. If three or more candidates are nominated, and no nominee receives a majority of the votes cast, another vote shall be taken on the two candidates receiving the highest number of votes.

Section 7. Oath of Office.

- A. Student council members and officers shall receive the oath of office and be formally installed in a general assembly of the school student body as soon as possible following the final election in the fall.

Article IV. (Officers, committees, duties,
and method of removal from office.)

Section 1. Duties of Officers and Members.

- A. The officers of the student council shall consist of president, vice president, secretary and treasurer.
- B. The president shall preside at all formal council meetings and may vote only in the case of a tie.
- C. The vice president shall preside at all formal council meetings in the absence of the president and shall perform any other duties assigned by the president.
- D. The secretary shall keep a file of official student council minutes and official council correspondence.
- E. A student treasurer will be appointed by the Advisory Committee to assist in keeping the necessary records for the accounting of all student funds entrusted to the council. These records shall include: (1) a cash journal and ledger showing all receipts and expenditures, (2) a file of monthly balance sheets showing the amounts on deposit in each account of the student activity fund, (3) a file of requisitions showing purpose and approval of disbursement. The treasurer shall sign all payment vouchers and checks which must also be countersigned by the employee appointed by the Superintendent. The treasurer shall participate and be a full voting member of the student council. The Executive Sponsor shall be authorized to appoint a temporary treasurer for the summer vacation periods.
- F. All members and officers shall be expected to:
 - (1) Attend all meetings
 - (2) Set a good example
 - (3) Carry out duties as a representative of the student body
 - (4) Maintain passing grades
- G. Failure to carry out the responsibilities outlined in Article IV, Section F., may result in removal from the council.

Section 2. Removal from office.

- A. An officer or representative may be removed from office for repeated failure to attend meetings; failure to represent his group properly and fairly; failure to

carry out his duties as an officer or representative; or for any other actions which are detrimental to the welfare and best interests of the school.

- B. The student council shall constitute the trial board. A two-thirds vote of the entire membership shall be necessary to remove anyone from office. Such action must have the approval of the principal and the council sponsors. The Superintendent of the school has the right to remove any member of the council from office. The Principal has the right to remove any officer or class representative for cause, and the Director of Guidance has the right to remove any dormitory representative for just cause.
- C. Charges for removal from office may be brought against any member of the student council by any member of the student body or faculty. These charges should be written and given to the council sponsors at least two days before they are to be acted upon.

Section 3. Vacancies

- A. The student council shall fill vacancies in the offices of the President, Vice President and Secretary temporarily and shall call any special elections as may be necessary.
- B. A vacancy in the office of president, shall be filled by special elections and under the same conditions as given under Section 3, Article III (Elections), except the time element. A vacancy in the office of Treasurer shall be filled by the Advisory Committee.

Section 4. Committees. There shall be the following standing committees:

- A. Finance committee: shall review all request for funds
- B. Social committee.
- C. Safety committee.
- D. Program committee.
- E. Public relations committee.
- F. Handbook committee.
- G. Assembly committee.
- H. Building and Grounds committee.
- I. Student welfare committee.

Article V. (Meetings)

The student council should meet regularly at the time and place decided by the School Principal.

Article VI. (Chartering School Organizations and Fund Raising Activities)

Section 1. No club or student organization shall be formed except by charter granted by the student council.

Section 2. Clubs and other organizations may be chartered upon the written petition of one school employee and ten or more students and approved by the Department Head of the department in which the club or organization will function. The petition shall state: name, purpose, membership qualifications, and such details of operations as elections of officers, schedule of meetings, fund raising and production activities for the year, use of funds or products, and the accounting system. The plan must include provisions for payment of claims received after the duly elected officers have left school. Provisions shall also be made for audit of the activity accounts if the sponsorship changes during the school year.

Section 3. The student council may recall an organization's charter at any time for just cause.

Section 4. All fund raising activities involving students of Intermountain School will be governed by the following procedures:

- A. All clubs or organizations in fund raising activities of an on-going repetitive nature will be chartered by the Student Council and will meet BIA Manual requirements.
- B. All organizations sponsoring fund raising activities shall charge our pre-numbered admission tickets issued in numerical sequence to the individuals designated to sell tickets. Season tickets shall be serially numbered and a record kept of all sales. Total proceeds of such activities, including those acquired as profits from vocational enterprise activities shall be deposited as received by the treasurer of the association or by other individuals authorized to make deposits.
- C. Student activity accounting shall be done by the students under the guidance of the sponsor in accordance with the system approved by the organization's plans of operations.

- D. Any fund raising activity not clearly covered within Section 4, Items A-D will be referred to the Advisory Committee for a decision.

Article VII. (Sponsors, Financial Advisor,
and Advisory Committee)

Section 1. There shall be three permanent co-sponsors to the Student Council. There will be one executive sponsor and two staff co-sponsors as permanent sponsors of the School Student Council.

A. The permanent sponsors will be:

1. Executive Sponsor: Education Specialist, Student Enterprises.
2. Co-sponsor: Appointed by the Principal.
3. Co-sponsor: Appointed by the Director of Guidance.
4. Term of office left to the discretion of principal and Director of Guidance.

Section 2. The advisors (annually appointed) representing the Academic, Guidance, Home Economics, Vocational Departments, and Counseling Committee, will be appointed by Heads of those departments.

A. Sponsors shall attend meetings of the Student Council and the advisory Committee.

Section 3. The Sponsor, Education Specialist, Student Enterprises, serve as financial advisor to the student council. The duties shall be:

- A. Operating the Student Council Enterprises and Student Council functions in a sound business manner, whereby the student council and student organizations of Intermountain School will receive maximum training, profits, and service.
- B. Taking responsibility for accuracy of Student Activity Funds account.
- C. Paying invoices as approved by the Student Council Financial Committee.
- D. Preparing a preliminary annual budget for consideration of the Student Council Enterprises and Student Council.

Section 4. The Student Council Advisory Committee shall consist of the School Superintendent, Principal, Director of Guidance, Executive Sponsor, Co-sponsors and Advisors. The duties of the Advisory Committee are to provide guidance and assist the Student Council.

Article VIII. (Student Council Equipment)

Section 1 Student council equipment shall be numbered, records kept, and all equipment assigned to individuals shall be properly receipted.

Article IX. (Amendments)

Section 1. Proposed amendments to the constitution must be published at least two weeks before they can be voted upon by the student council.

Section 2. The constitution and bylaws may be amended by a 3/4 vote of the student council. The amendments are subject to approval of the Advisory Committee.

Bylaws

Article I. Rules of Order

Robert's Rules of Order, Revised, shall apply in all cases of order not provided for in this constitution or its bylaws.

Article II. Class Organizations and Elections

Section 1. There shall be four class organizations: Freshman, Sophomore, Junior, and Senior.

Section 2. Class officers shall be elected at least one week after the final election for the student council.

Section 3. No student council member can serve as a class officer.

Article III. Positions of Office

No student can hold more than two positions at the same time in student organizations that have been chartered by the Student Council.

Article IV. Approval of Minutes

Section 1. The minutes of the student council shall not be in effect until they have been signed by the council president and read and approved in a formal council meeting.

Section 2. A copy of the approved student council minutes will be given to each member of the Advisory Committee.

VITA

Maurice C. Whitaker

Candidate for the Degree of

Master of Education

Seminar Report: Organization and Administration of Student Government -
Particular Reference to Intermountain Indian School

Major Field: Educational Administration

Biographical Information:

Personal Data: Born at Brigham City, Utah January 14, 1933, son of Alfred and Juanita Hunsaker Whitaker; married Joan De Bloois, December 21, 1955; four children, Scott, Brett, Jan and Teresa.

Education: Attended Lincoln Elementary School in Brigham City, Utah; graduated from Box Elder High School in 1951; received the Bachelor of Science Degree from Utah State University, with a major in Physical Education and a minor in Health; did graduate work in psychology and counseling at Utah State University, 1960-1965, completing requirements for State of Utah Counseling Certificate in 1965; did graduate work in Educational Administration at Utah State University, 1966-1971; completed requirements for the Master of Art's degree, specializing in administration, at Utah State University in 1971.

Professional Experience: 1967 to present Guidance Supervisor Counseling, Intermountain Indian School, Brigham City, Utah; Major in the U. S. Marine Corps reserve, 1962-1966 Counselor at Intermountain Indian School. 1957-1961, physical education instructor at Intermountain Indian School, 1955-1957, 1st Lieutenant, United States Marine Corps, platoon leader.