

STUDENT COUNCILS IN SELECTED  
ELEMENTARY SCHOOLS

by

ALTA ISABELLE GAYNOR

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APPROVED:

Redacted for privacy

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Associate Professor of Education

In Charge of Major

Redacted for privacy

---

Head of Department of Education

Redacted for privacy

---

Chairman of School Graduate Committee

Redacted for privacy

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Dean of Graduate School

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Typed by Charlotte H. Cox



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# STUDENT COUNCILS IN SELECTED ELEMENTARY SCHOOLS

## CHAPTER I

### INTRODUCTION

Student councils in elementary schools are currently topics of major interest. Those individuals for, and those against student councils at the elementary level, are apparently evenly divided. It is, therefore, timely that a survey be made of the United States, Alaska, Hawaii and the District of Columbia to determine the status of the student council in the elementary school.

### PURPOSE

Since there is practically no literature dealing with student councils in elementary schools, the purpose of this dissertation will be to:

1. Identify the purposes of student councils in elementary schools.
2. Determine if these purposes are being accomplished and to what degree.
3. Discover if student participation in the council is an essential and vital part of the school program and whether it contributes to educational objectives.
4. Ascertain the organization and administration of student councils.

5. Establish guide lines which may be used in setting up of student councils or in improving existing student councils.

#### SCOPE

This thesis concerns itself with those 225 elementary schools distributed throughout the United States, Alaska, Hawaii, and the District of Columbia, whose selection was based upon nominations from:

1. Dr. Gerald Van Pool, Director of Student Activities, National Association of Student Councils, National Education Association, Washington, D. C.
2. Dr. Robert W. Eaves, Executive Secretary, National Association of Elementary School Principals, National Education Association, Washington, D. C.
3. Dr. Helen Mackintosh, Associate Chief of Elementary Education, U. S. Office of Education, Washington, D. C.
4. State Supervisors of Elementary Education. (This includes titles such as consultants and chiefs.)
5. State Superintendents of Public Instruction.
6. State Supervisors of Guidance.
7. City, District, and County Superintendents of Public Schools.

Survey forms were sent to 430 selected schools in the United States, Alaska, Hawaii, and the District of Columbia. Of this group, 225 schools reported having student councils and completed the survey form; 73 stated that their schools had no student councils; while 132 schools did not reply. The participating schools are listed in Appendix A. A copy of the survey form is

contained in Appendix D on page 127.

#### METHOD

The survey method of research was used, since it was the only feasible way to gather the necessary information from the widely scattered schools which were selected so as to adequately study student councils in elementary schools.

State superintendents of public instruction and other personnel in elementary education in the forty-eight State Departments of Education, Alaska, Hawaii and the District of Columbia were sent letters on July 12, 1954, asking for a list of names of elementary schools in their respective state, which were known to have student councils in operation and were considered to be doing outstanding work.

Since no reply was received from the original communications, follow-up letters were sent on August 11, 1954, to Hawaii and the following thirteen states: California, Delaware, Illinois, Massachusetts, New Mexico, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia and Wyoming. No replies on this follow-up letter were forthcoming from Delaware, Rhode Island, South Carolina and Wyoming, hence letters dated September 1, 1954, were sent to the state supervisors of guidance in those four states. Replies were received from these four individuals.



## THE NATURE OF STUDENT COUNCILS

The terms, "student council" and "student government" are interchangeable when applied in our elementary schools and refer to student participation in school activities. While individuals at the elementary level are usually referred to as "pupils" the term "student council" is used throughout this thesis to mean the council for the individuals attending the elementary school.

Perhaps greatest benefit gained from the student council organization accrue to those individuals who actually participate as members of the council itself. Council members gain experiences in presenting and solving various problems. A council provides one of the richest sources of experiences in the training of boys and girls in the operation of the machinery of democracy. It not only trains pupils in parliamentary procedure and effective leadership, but also aids in developing a feeling of responsibility toward the entire school. Serving on the council also affords pupils the opportunity to follow the leadership of others.

Members of the entire school gain in developing a belief, understanding and appreciation of our democratic government and its procedures. Pupils learn to recognize the rights of others, including those of minority groups. Through participation they not only become conscious of the problems of the school, but by working together on them they develop a greater respect for, and loyalty to the school.

In helping to create a democratic environment for school living, the student council provides the means toward developing the qualities necessary and essential to a democratic society.

## CHAPTER II

### SURVEY OF LITERATURE

Widely divergent differences of opinion exist with respect to the propriety of various types of pupil organizations at the elementary school level. Some educators maintain that elementary school pupils are too immature to participate effectively in genuine self-government while others are equally certain that these pupils can, and should assume considerable responsibility in the planning and direction of school affairs. In actual practice, student councils represent an ideal pupil-teacher participation rather than student government in its strictest sense, an important consideration often overlooked. A misunderstanding on this point may result in a conflict between faculty and students. Because of the variable success of the student council it is readily understandable that as an institution, the council has been warmly praised by some and sharply condemned by others. Differences in the interests and abilities of pupils, differences in the preparation, experience and skill of the teacher-advisers and of other staff members, and even the differences in community setting may have much to do with how well the student council operates, and with its general acceptance.

The basic concept of the student council is not new, for it was found in some of the earliest schools and endorsed by educators



like Plato, Rosseau and Pestalozzi. (11-1)

There have always been school men who knew how to teach trustful cooperation between students and teachers. The great Aristotle was the first teacher to recognize the value of self-government. Vittorino da Feltra (1428-1446) conducted his famous boys' school along these lines in all school matters, not confined to discipline alone. Catherine Beecher was another leader in her Hartford School (1830). Bronson Alcott started his Boston school on this plan (1834). One of the first New York schools of this type (in the 1860's) was that of John MacMullen. Theodore Roosevelt's father and George Haven Putnam were elected to head the student body and President Theodore Roosevelt himself was a pupil there for a time. Another notable school was the George Junior Republic at Freeville, New York, founded by William R. George. (14-3)

However, the accepted founder of the student council in elementary schools was Dr. Edwin Goldwassen, a school principal in a crowded New York neighborhood. This was in the early 1900's before "self-government" was generally understood. He believed that student councils could begin with the kindergarten. When a group of his pupils asked for permission to organize a class or homeroom to prove they could undertake the responsibility, he permitted them to share in the regulation of their own affairs in the classroom. As they demonstrated their ability to do so, he gradually gave to them greater responsibility. His pupils showed him in return, how democracy may begin in school. (14-3)

Shannon says: Too often responsibility for the numerous jobs which must be done in any school is assumed by teachers and principals who in doing them, steal from children valuable opportunities for learning that are inherent in these tasks. To a vastly greater degree than most of us realize, children under the guidance of the staff can perform such duties with satisfaction and profit to themselves. (10-187)

Much of the literature dealing with elementary student councils leads one to believe that:

There is no question that elementary children are mature enough to take responsibility in solving problems that arise in their every day classroom. One way to meet this need is through a student council whose function is to lead the student body in planning services for the school and sharing the responsibility of carrying out these plans. (1-40)

The organization of such a council calls for early and careful planning by the faculty. Rankin believes that,

First of all, the initiative for the institution of a student council must come from the student body, and students must be made to think that the student council is their idea and not the sole idea of the administration. To do this the administration must promote the idea, yet stay in the background. (8-91)

Many feel that student councils are adaptable only to junior and senior high schools, and thus fail to realize that elementary children are prompted by the same fundamental "drives" which inspire junior and senior high school students. It is more difficult to identify these "drives" in elementary students but their presence is inescapable.

Children may show constructive interest in other children at a very early age and this usually manifests itself through their criticisms of one another. Very often fellow students profit more by peer judgment through mutual constructive criticism than from their teachers.

Kennedy thinks that student councils have been and should be organized for the benefit of students. The student council in

any school is but one of many activities organized and administered for the purpose of providing opportunity for integrated student growth. A student council should be the product of definite planning. (3-5)

It is generally agreed, Kennedy further states,

That the best opportunity for student growth through the student council comes as a result of logical and planned analytical attack upon problems through well organized committees which allow for extensive student participation. (3-5)

It may be assumed that one of the dominant purposes which the student council serves is to provide children with practical experiences in using democratic processes for studying group problems, discussing group issues, and reaching group decisions. Participation should furnish excellent opportunities for students to exercise and develop attitudes of responsibility. (3)

Thompson, in his article on councils, declares that the function of the student council is not that of a law making body, but rather, that the council should discuss matters of primary importance to the school and make suggestions relative to the solution of problems. (13)

#### AIMS AND OBJECTIVES OF STUDENT COUNCILS

Hyatt divides the objectives of a student council into two main groups, namely, benefits to the students, and benefits to the school. The student council is important to the student



because the council makes it possible,

1. to capitalize for educational profit the important fundamental drives;
2. to prepare the student for active life in a democracy;
3. to make him self-directive;
4. to teach social cooperation;
5. to increase student interest in the school;
6. to develop social morale;
7. to foster sentiments of law and order;
8. to discover and develop special qualities and abilities.

Student participation develops the student personally. It fosters democracy, fair play, unselfish service, consideration for the rights of others, and respect for the law of the social group.

The effect of the student council on the life of the school is the second group of values. The council can and should help to organize, promote, administer, and articulate all the activities of the school. (2-55)

Mixner indicates several values which may accrue from having a student council. These values are:

Feeling of unity and school spirit is increased, spirit of sharing, the spirit of helping, cooperation at its best, feeling of being needed and wanted in a group, school spirit and loyalty, the enjoyment of beauty of their own creating, a growing feeling of friendliness toward each other, the achievement of something they had set out to do, the acceptance of adults in their world, and above all, a feeling of belonging to a certain school--their school. (5-304)

According to Teeter and Norris the aims of a student council in an elementary school might be stated as follows:

1. To promote student faculty relationships.

2. To establish in students high ideals of citizenship.
3. To create better school atmosphere and school spirit.
4. To build worthy school traditions.
5. To help in the social adjustment and school spirit.
6. To gain a respect for law and order.
7. To assist students in drawing a distinction between bribery and vices.
8. To substitute real democracy as a form of social and self control in place of teacher dominance.
9. To make the student council feel its responsibility in the management of the school.
10. To develop qualities of leadership in those students who are capable of becoming leaders of tomorrow.
11. To help students make profitable use of their leisure time. (12-9)

#### PRINCIPLES OF THE STUDENT COUNCIL

Mixner emphasizes that one of the most important measures in planning for student councils and democratic living is the allowance of ample time. Time is needed to build a foundation so that students fully understand what they are doing, and why, in their school and in their policy making. (5) Some general principles upon which the student council must be built include:

1. The council must be demanded by the school.
2. The council must be organized slowly.
3. The council must represent the school as a whole.
4. The average student must feel that he is represented.

5. Both the student body and faculty should be fairly represented.
6. The council should not be too large.
7. The organization should have a definite power and privileges. A constitution is desirable.
8. The principal should have veto power. (7-237)

Teachers are responsible for providing children with opportunities to practice democratic ways of behaving. Children need practice so that they will know how to conduct themselves as responsible members of groups, whether these groups are on playgrounds, in our classrooms, gymnasium, churches, or in our community. Children need the opportunity in school to think about, discuss, and plan ways of solving their every day problems.

Schilling believes that most teachers both recognize and agree that there are many activities which, if properly planned and guided, can promote real learning experiences. According to him, the student council represents one of these learning experiences. It is a medium through which the needs and desires of students can be met. Discussions in classrooms and meetings can provide the students with opportunities to share both individual and group ideas and to express them. The student council also opens a vista through which the teacher can impart skills and knowledge essential to the development and achievement of both personal and social values.

Independent learning results when children actively plan and



participate in situations and experiences in which they understand what goals they can achieve. One of a teacher's prime responsibility is to motivate children through their felt needs. (9)

Rankin suggests that "One of the greatest reasons why faculty members are opposed to a student council is that they do not know exactly what a council is or how it works". (8-91)

Another common mistake of sponsors is to do all the planning and organizing, not permitting students to help. Many sponsors do not have a clear picture of either the tasks involved, or of the goals for which they strive, and hence fail to make adequate plans to achieve these goals.

#### PROBLEMS CONCERNING STUDENT PARTICIPATION

Kirkendall and Zeran state the problems concerning student participation as follows:

1. Many faculty members and administrators lack a genuine trust either in the pupils, or the democratic process.
2. Programs of student-faculty participation are sometimes labeled as programs of "pupil self-government." Student councils are sometimes used as devices to exhibit the pupils' ability at "self-government." (4)

In Kirkendall and Zeran's book, the following additional matters were discussed.

1. Faculty members often feel that they are in no way responsible for student-participation programs.
2. Student-participation programs are thought of as involving issues of concern to pupils only, with the result that pupil activities are unnaturally isolated.

3. Student-participation programs developed under a restrictive philosophy frequently begin by giving pupils the responsibility of directing hall traffic, or assuming control of student conduct in the classroom or on the playground.
4. Some administrators anticipate that student participation will make school control less work.

"As a matter of fact, probably more time will be required to assure a successful program. Careful direction and constant attention to the development of a program are always necessary."

(4)

Administratively the student council can provide a means whereby all students may work cooperatively with teachers and principals within a well-defined program. It is well established that students, through their councils and in cooperation with their faculty, can solve some types of school problems more effectively than the faculty and administration can alone. Properly conceived, adequately organized, and wisely directed, the student council can be a real source of strength in the management of a school. "Let us learn to work with and for others, while we learn to think and judge for ourselves." (6-463)

### CHAPTER III

#### FINDINGS

While the basic ideas and principles of student government are centuries old, their use in the American elementary schools is comparatively new. The shift of emphasis from student "government" to that of student "participation" has assisted in the acceptance and the development of the movement more rapidly in our elementary schools.

The values of student participation are many. It is not necessary for students to be of voting age in order to be participating citizens. By practicing citizenship in the elementary school, they grow in the understanding of the democratic way of life. Student councils offer an excellent opportunity to assist students in developing these understandings.

Students learn citizenship through many avenues in the school.

The most common methods are:

- |               |                  |
|---------------|------------------|
| 1. Reading    | 5. Play-acting   |
| 2. Listening  | 6. Observing     |
| 3. Writing    | 7. Participating |
| 4. Discussing |                  |

Most teachers rely on the first four. These four activities can develop a deep understanding and appreciation of our democracy. Play acting (5) and observing (6) broaden understanding but citizenship involves a skill. Any skill is best learned through participation and practice.



A deeper appreciation and understanding of how our free society operates also comes from participating and being an active member in our society. The student council provides an avenue to the student for democratic living through student-teacher participation. However, just as "participation" as a concept in the learning process is slowly being accepted and used so is it true when applied to student-teacher participation in daily school life. Participation gives motivation, insight, and interest to all other learning activities.

As a means of presentation all quotes or paraphrases in the text, unless otherwise noted, are taken from the survey forms obtained from the list of schools appearing in Appendix A. All constitutions which were quoted appear in Appendix B. Data derived from the survey forms are contained in tabular form in Appendix C.

Year Student Council Was Organized (Appendix C, 4A, page 111)

The majority of the schools taking part in this study indicated their student councils are of recent date. For example, while 19 schools have student councils which were organized between 1925 and 1934; 22 with student councils organized between 1935 and 1940; and 24 organized between 1941 and 1946; there were one hundred forty-six organized between 1947 and 1954. Compared to the spread of student councils in the secondary schools, it becomes apparent that the elementary school movement is approximately two decades

behind that of the secondary school movement. As will be revealed later in the findings, one of the major reasons for the recency of the movement was the lack of acceptance of student "government" by the elementary school faculties. The student "participation" concept, propounded during the past decade, has been more readily accepted, but, even so, there have been many of the older teachers who have held back to determine exactly what "participation" means.

Organized By What Person And Circumstances (Appendix C, 4B, page 111)

Too often school administrators and faculty have organized the student councils in their schools in order not to be thought out of step with what others were doing. The student council should be organized as a result of the felt needs of the students, rather than by administrative fiat, and should be an instrument of expression for the student body.

However, the survey forms have indicated that three-fourths of all student councils were organized by the student representatives or by faculty, without giving students an opportunity to prove their ability to reason and to cooperate with the faculty in planning for student participation in the school's policies. Of the two hundred twenty five survey replies, only 11 student councils included students in planning and organizing of the council. Interestingly enough, only 11 of the two hundred twenty five were organized through the specific request of the administration. While the

student needs were the accepted reason for organizing the council, the thinking on the part of administration and faculty had not advanced sufficiently to include the students as working partners in the planning and organizing phases of the council.

Under What Circumstances Was The Council Organized (Appendix C, 4C, page 112)

The vast majority of councils were organized in order to meet a definite need on the part of the pupils to become participating citizens of the school. Such items as "giving the student responsibility"; "provide a means of practicing democratic living"; "develop student leadership"; and "give the student an opportunity to accept responsibility", were most frequently mentioned.

The H. C. Kumpf Elementary school in Kansas City, Missouri, organized its student council in 1944. The principal, staff and representatives of pupils felt the need for unity in their school and as a result of cooperative planning in the rooms organized their student council.

The Medary Avenue school of Columbus, Ohio, organized its student council through the direction of a teacher. The principal stated to the writer: "Some of the ordinary rules of safety and sanitation were being neglected or broken, and it occurred to us that if the children were making and interpreting the regulations, we might have more "law-abiding citizens."



At the Northeast Village school, Philadelphia, Pennsylvania, the principal states, "principal decided there was an apparent need for the children to learn the responsibilities of school citizens and to gain experience in the areas of social control and self-direction."

The William Cramp school, Philadelphia, Pennsylvania, reported, "there was a need for greater pupil participation in school activities and for pupil understanding of simplified self government."

At the H. A. Brown school, Philadelphia, Pennsylvania, the student council was organized "to teach on a practical basis the responsibilities and obligations of citizenship."

The John Tuck school, Redmond, Oregon, student council was organized "just to see if children taking a part in making school rules would help with the group as a whole in following them more closely."

The Franklin school, Corvallis, Oregon, has a student council as a "result of a sixth grade club. The teacher was also the principal of the building and felt the need of more cooperation in planning because of heavy duties."

In the Justice Grade school, Henlawson, West Virginia, the council was organized because "we felt the need of student participation in setting policies and making decisions concerning behavior and other activities of the school."

The Claremont school, Arlington, Virginia, organized because "the principal felt that a children's organization was one technique or medium for developing student responsibility and leadership. A staff sponsor volunteered to accept the responsibility for the organization."

At the Valley Intermediate school, Kent, Washington, "representatives of each classroom met with the principal." Much discussion took place and a constitution was written and as soon as it was ratified, elections, and so forth, were held."

In the Bellevue Elementary school, Bellevue, Washington, "the idea of student government for our school originated in a faculty discussion. After letters of inquiring to various schools, class discussions, and so forth, the council finally came into being."

Lucille Collier, principal of Jefferson school, Lima, Ohio, said:

"As a teacher in Lima schools, I disliked what we call "playground duty"." Children came to school starting at 8:00 or earlier in the A.M. and I believe some were back by 12:00 noon, consequently some supervision was needed. Either a day, a week, or one week out of five I had to do "playground duty", stand or move about the playground. I moved to keep warm in winter. I always harbored the thought of plans I still needed to go over, new materials to get together, and how foolish to pay a teacher to stand on playground duty (8:15 to 8:45 and 11:30 to 11:45).

If we could have organized play, which would take a full time teacher almost, to have games suitable to all, it would not have been so bad but this was never done. I wanted to organize, but the next one on duty, perhaps, did not and so on.

"Consequently, like Abe Lincoln, when I had the chance, I hit it hard, or when I had the chance to do something about it, I did. I received a principal-ship."

"I have always had my homeroom organized, because being a teaching principal I needed assistance before council was formed. The president of the homeroom, with appointed:

1. Hall monitors took care of physical education equipment-checking out and in, keeping balls pumped up, and so forth.
2. Students cared for opening exercises. Each student was responsible for the program which included Bible reading or story, prayer, Pledge, songs and stories, current events, skits, mock radio programs, and so forth, depending upon initiative and skill of child.
3. Librarians to check in and out Reading Circle Books and Public Library collections, plus room library.
4. Housekeepers to clean boards, put materials away, and so forth.

"Now the student council members do the above and supervise drinking fountains, halls, lavatories, the room when the teacher is out, playground and assume many other duties."

#### Specific Purpose For Organization (Appendix C, 5, page 110)

The specific reasons for organizing the council are many and varied. The two most prevalent reasons given for organizing the



student council were, to meet the needs of the students and the administrator and faculty felt children should have a part in the planning and organizing of school affairs. Edendale school in San Lorenzo, California, states, "the purpose for organizing the student council was to provide a means by which students can experience, learn, and apply democratic living in meaningful situations."

Steele school of Colorado Springs, Colorado, indicated, "their council began as an advisory group, to give children more opportunity to participate in the functions of their school, not a governing group but to teach how representative forms of government operates, to find out what the children are thinking, to provide an organization to handle various activities, and to give them a sense of civic responsibility."

Whittier school Number 33 in Indianapolis, Indiana, reported, "to improve the behavior of the children through democratic rather than autocratic processes, to develop a better understanding on the part of teachers of how to train children to value and assume the responsibilities necessary to living in a democracy, and to develop leadership in children and in the teachers."

Gene S. Porter school in Hammond, Indiana, organized, "because the principal and teachers felt that it helped to meet the needs of children; and if they understood school policies and could discuss the problems of the school and work on them, Porter would be a better school and the children would be more interested,

constructive citizens of the school and community."

Northrop school in Minneapolis, Minnesota, "believes that a council would unify the building and give members experience in democratic procedure on a larger scale than the classroom. It helps to develop leaders, appreciate problems of the whole school, broadens the horizon for responsibilities, and acts as a privilege of living in a democracy."

H. C. Krumph school in Kansas City, Missouri, states, "to create a feeling of "oneness" and belonging in the school. To give opportunity for pupil participation. To divide extra curricula work of the school. To establish an organization for all to know and work by."

Lomond school, Shaker Heights, Ohio, wrote, "it was felt that an organization of this type would give the children experience in democratic procedures. It would be a democratic organization with representation of all grade levels. By taking part in election of officers, in conducting meetings, in serving on committees and in discussing problems, they would be better prepared as future citizens."

Boulevard school, Cleveland, Ohio, felt the purpose for organizing their student council was "to give children an opportunity to learn to express themselves well before an audience, to give children an opportunity to present their ideas to the whole student body, to give children one more opportunity to learn to develop

power of leadership, to give practice in parliamentary procedure, and to help children understand public opinion as a judge."

A. B. Day school in Philadelphia, Pennsylvania, states the purposes for a student council were: "to encourage pupil participation and help pupils give expression to leadership qualities in planning and executing projects benefiting the school and its inhabitants."

The specific purpose at the Vaile school, Richmond, Indiana, was chiefly as a study of pupil-teacher-school relationships.

John Welsh school, Philadelphia, Pennsylvania, endeavors to "encourage children to be good citizens of the community; to learn to live together democratically; to make rules and plans to improve our school. Children must be taught through a real situation how to go about selecting the best individual for officers."

Woodrow Wilson school, Salt Lake City, Utah, wrote, "opportunity to give the children a voice in organizing and evaluating activities which seem important to them. An opportunity to practice democratic procedures. Establishing social policies in the school."

Forbes school, American Fork, Utah, "strives for an opportunity for the accelerated students to develop greater leadership, to help teach how democracy works."

Terminal Park school, Auburn, Washington, "feels it is necessary in order that the principal could have a means of communication with pupils in rooms through student representation. To help pupils have



a high respect for property and general order, and to help decide how to spend any money which student body might earn for the best benefit of the school."

Franklin school, Gary, Indiana, indicates that the purpose of the student council shall be:

"To promote the general welfare of the school.

To create better cooperation and a closer relationship between students and students, and between students and teachers.

To give training in citizenship.

To give students a voice in student affairs."

The Welsh school of Philadelphia, Pennsylvania, in its bulletin "Student Government as a Means to Teach Citizenship", indicates that "the student council of any school is not to be construed to mean student self-government. The reason for any council is an interest in contributing to functional learning. Student council is student participation in the learning process. The purpose of setting up a student council program at the Welsh school is to help our boys and girls learn the "How and Why" of good citizenship. Young people must learn of the responsibilities they will be taking on when they come of age to vote. They do not learn over night. A beginning must be made in school. Children need help in learning how to elect a class officer. They must be taught what to look for in all candidates for any public office."<sup>1</sup>

<sup>1</sup> Hart, Helen. Student Government as a Means to Teach Citizenship. Welsh School, Philadelphia, Pennsylvania. April 1954. (Appendix B #12)

Has Purpose Been Achieved or Changed (Appendix C, 5A, page 112)

Three-fourths of the schools replying to the survey stated they felt the purposes of their student government have been or are being achieved. The people answering the survey form believe very strongly that student government without "student participation offers little or no educational training for citizenship in a democracy. It is one of the major responsibilities of the schools to begin that preparation as early as possible by permitting students to assume many of these responsibilities.

Many of the schools have revised their organization and changed the purposes to more nearly fit the present needs of the student body. For example:

Cuyamaca school, El Cajon, California, "extended to undertake projects."

South School, San Mateo, California, "it is becoming more democratic in nature."

Hartford County school, Warehouse Point, Connecticut, "constitution revised 1941, 1948, to make necessary changes."

Blue Island school, Blue Island, Illinois, "we are more concerned about democratic participation in school affairs."

Jackson school, Rockford, Illinois, "purposes change as it is a continuous process of self and group evaluation."

Vaile school, Richmond, Indiana, "to include general social areas, citizenship there."

Harding school, Hammond, Indiana, "purpose is to work together as one unit on all phases that lend themselves to such."

Edison school, Hammond, Indiana, "purpose changes as students were gradually given more and more responsibility as they show capability."

Lida Lee Tall school, Towson, Maryland, "in general no. In specific applications, yes."

Yarmouth school, Bass River, Massachusetts, "move away from safety to include other things."

Long school, Dearborn, Michigan, "purpose has broadened as their interest, understanding and appreciation of it has developed."

Ann Jeffries school, Cut Bank, Montana, "has changed to give the pupils a chance at self government and more responsibility at self control."

Franklin school, Corvallis, Oregon, "the basic purpose remains the same, but there are additional purposes, such as clearing house for ideas and a quick efficient manner of reaching the whole school body through direct representation."

While purposes have been achieved in most schools, there are some schools which believe that the purposes established have not been achieved because of:

1. Changes in staff, and continuous evaluation.
2. The council was discontinued in 1952. We felt our classes in "Human Relations" were more effective.



3. Purposes have not been achieved because pupils and staff have since (1953) moved to a larger building with full time principal and secretary. Scope of pupil participation has been narrowed.
4. Purposes have been changed greatly, much simplification since Grades six, seven and eight are temporarily bussed out until our big addition is completed in 1955.
5. We are trying to move into more of an advisory council than a supervisory council.
6. We do not have any fifth graders here anymore, so we have had to modify our plans. We no longer have student elections and work only through room-representatives. We meet when there is a problem that needs everyones help.

It can be seen that as the student councils grow new aims and goals arise but basically the purposes remain the same.

Organization; Officers, Type, Success of Student Council  
 (Appendix C, 6A, 6B, 6C, 8, 9, 10, pages 114-115-117)

Results of this survey indicate that many types and combinations are used in the elementary school organization of student councils. In fact, one hundred nineteen of the two hundred twenty five schools replying have distinct and different forms of organization. Of the remainder, 30 schools patterned their organization after that of the city government, 21 after the national government, while 34 set up a council of homeroom presidents.

However, satisfaction is a major criterion in any evaluative criteria. Since one hundred eighty seven of the two hundred twenty five reporting schools indicated that their type of government has

worked out satisfactorily for their school while only two stated "unsatisfactory", it can be seen that flexibility is perhaps a most important element in setting up the organization of the student council. This diversity reflects and substantiates the philosophy that a student council must be predicated upon the needs of the students - and, these will vary from school to school and community to community.

Regardless of the plan of organization for their student councils, three-fourths of the schools maintain the same title as officers in our national government.

West Decatur school, Decatur, Alabama, has a school wide election every three months, at which time the student body elects three officers to serve for three months, (president, vice-president, secretary). The candidates must have attended the school for two years, be in the fifth or sixth grades, and be a good citizen of the school. The council members are elected by the homerooms. Each of the twelve homerooms elect their two representatives for a three month period. The council members must be good students and good citizens.

El Rincon school, Culver City, California, has a school wide election every semester, at which time the student body elects two representatives from each of the fourth, fifth and sixth grades. The student body elects their president and secretary who must be in the sixth grade, vice-president a fifth grader and the treasurer and Sargent at arms are elected from the fourth grade. No special

qualifications are required except grade level.

Hawley school, Newton, Connecticut, elect their officers by classroom elections and personal application. The names are then presented to the "board" which is the Safety Patrol board and one faculty adviser. The final decision lies in the hands of the two latter parties. The officers in the student council are, Captain, Lieutenant, and Clerk and they are elected for one year. Leadership is the only required qualification.

The school in Wettersfield, Connecticut, elect their two officers (chairman, representatives) every two weeks. Two representatives from each class are chosen by popular vote.

Hartford County school, Warehouse Point, Connecticut, has based their student council on the county type. A school wide election is held every four months, at which time the student body elects officers to serve for four months. (County commissioner, representatives, senators, county treasurers, sheriff-deputies, judge-clerk of county, property wardens, health officers) The candidates must be 12 years or over, must have passed a written test and taken the oath of citizenship. Must be of proper age, good character and outstanding ability.

Stone school, Chicago, Illinois, have a city government plan. They select three officers to serve for a semester. (Mayor, City Clerk, Comptroller). The mayor appoints the commissioners, the aldermen are elected by the members of the class and the officers



are elected by the fifth, sixth, seventh and eighth grades. No special qualifications required.

Medary Avenue school, Columbus, Ohio, has a student council which is simple but very effective. The student body elect a chairman and secretary for one year. The officers must be a fifth or sixth grade child. The council members are chosen from each classroom to represent them on the council. The kindergarten and first grades are not represented. An older child carried back to their rooms the information and business carried on by the council.

Henrietta school, Radford, Illinois, is composed of kindergarten to fourth grades. Their council membership is made up of very young children so they do not have officers other than a chairman who acts under the guidance of the council adviser.

Two children from each grade make up the membership of the council. They are chosen by the children in their room on the basis of qualities of leadership, initiative, which they show.

Hawthorne school, Fargo, North Dakota, consider all children in their school council members. We change time of meetings each week so all classes have a chance to attend meetings during the year.

The Woodland school, East Hartford, Connecticut, selects the student council president and vice-president on the basis of leadership, while the secretary is selected on the basis of mastery of language arts.

W. Cunningham, principal of the Lomond school, Shaker Heights, Ohio, writes that the following qualifications and general procedures are followed in conducting their student council elections to select student council officers:

"The following qualifications are used by the classes and nominating committee to determine eligibility for becoming a candidate for student council office:

- |                  |                      |
|------------------|----------------------|
| 1. Promptness    | 6. Speaking ability  |
| 2. Dependability | 7. Leadership        |
| 3. Initiative    | 8. Courtesy          |
| 4. Good work     | 9. Respect for rules |
| 5. Poise         |                      |

"The nominating committee is made up of two children from each sixth grade class and one child from each fourth and fifth grade class. These children are appointed by the teachers.

"This committee then selects eight children from the group presented by the sixth grade classes. The teachers responsible for the student council are present at the meetings of this committee to guide and direct their thinking.

"The present student council president and vice-president then take the eight nominees to each room, introduce them to the children and list the activities they have participated in at Lomond school. The following are activities approved for this purpose:

- |                    |                 |
|--------------------|-----------------|
| 1. Committee work  | 5. Chorus       |
| 2. Student council | 6. Orchestra    |
| 3. Patrol          | 7. Hall guides  |
| 4. Room officers   | 8. Squad leader |

"Each class discusses the candidates. The group select the four candidates they prefer and instruct their student council representative to vote for those people."

The Moreland school, Shaker Heights, Ohio, stipulates that an Eligibility List for council officers is made by children and

teachers of the fifth and sixth grades at the close of the first semester, and by the fifth grade children and teachers in June. The children whose names are on this list must be on the good citizenship list, and they must have qualifications essential to leadership. This list is approved by the teachers committee. Children must have been in Morland a year before becoming candidates for office.

Edendale school, San Lorenzo, California, sets as its qualifications for candidates for the elective officers that they must have the ability to assume responsibility without causing their grades to suffer; they must have shown ability to get along with other students in a cooperative manner, a pleasing personality, and be sincere and honest; and they must have a good citizenship record and show leadership ability.

At the Russell Elementary school, Oakland, California, the special qualifications required to become student council officers are: average scholarship, good citizenship, and interest in student body government and activities.

The West Middle school, Hartford, Connecticut, requires leadership and responsibility as special qualifications for its president and vice-president; good English and penmanship of its secretary, and a good mathematician for treasurer.



Council Members Qualifications (Appendix C, 7A, 7B, page 116)

Significantly, the returns indicate that 97 schools elect their council members through their homeroom or class. Each room or class elect one or two members who will serve on the council. Twenty-three schools do not hold special elections, as the officers or representatives from service club are automatically appointed. The remainder of one hundred fifteen schools select their members from the different grades, usually beginning in the fourth grade.

The basis for their election in 95 schools is popular vote of their class, 23 schools allow the entire student body to vote for the members.

Citizenship and leadership qualifications in the members were stressed in the majority of schools. Achievement grades, mastery of language arts, age, grade level and popularity were also mentioned.

The constitution of the student council of the Samuel Gompers school, Philadelphia, Pennsylvania, provided by the writer, Miss B. Bradley, principal, sets forth the following provisions for membership on the council:

"The student council shall consist of five representatives from each of the fifth and sixth grade classes, and one representative from each of the third and fourth grade classes.

"The representatives from grades five and six shall be the class president, vice-president, secretary, and one boy and one

girl representative selected by the class with the help of the teacher.

"The student council representative shall be pupils of good character, loyal to our school, kind, courteous, considerate of others, and have regular attendance."<sup>1</sup>

Helen Brown of the Beiger school, Mishawaka, Indiana, writes: "Since we handle quite a little money, a slate of good students, especially in mathematics, is prepared by the homeroom teacher and members elected from that slate." However, it is interesting to note that the specific purpose for organizing their student council was to give students an opportunity to have a voice in school policies.

The Vaile school, Richmond, Indiana, selects its members of the council in a different manner than any of the other schools. Members from grades one-three inclusive are liasion officers and are called "Delegates" - many comment, but have no vote; selected by homeroom vote or teacher appointment (at teacher's option). Members from grades four-six, are "Representatives" - chosen generally by homeroom ballot.

At the Russell Elementary school, Oakland, California, two representatives from each room are selected by pupils sometimes, or volunteer, or are chosen by the teacher.

1 Constitution of the Samuel Gompers student council, Philadelphia, Pennsylvania (Appendix B, Number 11)

Of interest is Article V. Section 1, of the Constitution of the student council of the Henry R. Edmunds Public School, Philadelphia, Pennsylvania:

"If any member of (the) student council fails to carry out his duties, a trial shall be held before the entire membership and, upon a three-fourths vote of those present, shall be dismissed from his position, and a new representative elected by his class."

The Constitution of the Fratney Street school's student council, Milwaukee, Wisconsin, provides that:

The student council shall consist of two representatives from each room, kindergarten through eighth grade. A substitute shall be chosen at the same time.

One representative will be replaced at the end of each semester so that student council membership shall consist of one new and one old member.

A substitute shall be chosen in each room who should take the place of a representative in case of absence.

Three unexcused absences constitute loss of membership. Three tardinesses constitute one absence.

The constitution of the Locust Avenue school student council, Danbury, Connecticut, list as its members:

"All students, teachers, assistant teachers, principal, special teachers, school nurse, janitor, school librarian and the principal's secretary."<sup>1</sup>

- 1 Constitution of Locust Avenue school council, Danbury, Connecticut (Appendix B #4)



Franklin school, Gary, Indiana, stipulates that the following points be considered in the selection of council members:

1. Good attendance record.
2. Average or better in work.
3. If excused second hour from academic class for meeting, must be strong in that subject and have the O.K. of the teacher.
4. Able to make a good report to class after meeting.
5. Able to bring ideas from class to council meeting.
6. On the alert for constructive suggestions that will make Franklin a better school.
7. Able to cooperate.
8. Able to give praise when members of his class help him.
9. Able to place blame on members of group, if needed, but never shift blame from himself to others because he did not do what he should.
10. Delegated authority - does not try to do all the work but gets many members in his class to work.
11. Assume responsibility.
12. Good managers.
13. Always courteous.
14. Good citizen in every respect. <sup>1</sup>

The George Sands school, Cincinnati, Ohio, feels that the qualities of a good council member are:

1. He must be willing to work for the good of the school.

<sup>1</sup> Franklin school student body, student council, Gary, Indiana.  
(Appendix B #5)

2. He must be helpful, be willing, be kind and thoughtful.
3. He is careful not to misjudge people.
4. He is able to make plans.
5. He has self control.
6. He is not ashamed to talk out what he has to say.
7. He has good manners.
8. He sets a good example for all the children by the way he acts.
9. He has ideas.
10. He has respect for other people.<sup>2</sup>

Eligibility For Membership In The Council (Appendix C, 14, 14A, 14B, 14C, pages 119-120)

Significantly, the returns indicates that one hundred forty two schools permit the kindergarten and primary grades to be active members in the student council, while 59 schools begin at the fourth grade for eligibility and 21 schools permit only the seventh and eighth grades to be members in the council. Student councils which preclude participation of the entire student body of the school restricts the educational training for citizenship in democracy. Student participation should begin in the kindergarten in order to provide the earliest opportunity for the student to accept responsibilities, to develop leadership and followership, to initiate his own projects and to solve his own problems.

<sup>2</sup> Sands School Council, Cincinnati, Ohio. (Appendix B #7)

Students will demonstrate their ability to reason for themselves and work out a satisfactory solution to their problems if afforded the opportunity. Participation and representation of all members of the school is essential for democratic practice.

Citizenship and ability are the major qualifications for membership, although 61 schools merely required a majority vote of the student body in a class or homeroom to become a member. This is considerably different than at the secondary level where scholastic achievement many times is the major criterion.

In 86 schools the length of term on the council was one year. However, 52 mentioned one semester, while 19 stated one term, 14 indicated one-half year and four stated that six months was the period of time. Undoubtedly these 37 can be added to the 52 mentioned for one semester and hence 89 schools would be based on semester plan. The quarter plan was used by only six schools.

There was one hundred twenty two schools in which an individual could be re-elected to the council. This is a possible shortcoming of the student council since it many times stops potential leaders from participating as members since the tendency, too often, is to re-elect an individual once he gets on the council.

#### Different Types of Organization (Appendix C, 8, page 117)

The survey indicates that many schools have organized their own types of student government to meet the needs of their own school and community. Different types of organization are:



1. Meeting conducted as a business meeting with a president elected by the student body.
2. Town meeting.
3. Club meeting.
4. Meetings held in the auditorium, the leader is elected by the student body. Leader acts as a discussion leader.
5. Advisory councils.
6. Open meetings led by the council president.

Powers Employed By Council: Judicial-Executive-Legislative  
(Appendix C, 10, page 117)

The survey indicated that 61 councils in elementary schools use legislative powers alone, 22 use executive powers only, 11 employ judicial powers alone, while 50 use a combination of two or more of the judicial, executive or legislative powers. Many could not determine what specific type their student council was using because it was a combination adopted by the student council. However, illustrations were given which illustrate the powers the council does employ.

The judicial form of government used by the student councils in this survey points to one main power or function, punishment. Many schools use this method to pass judgment on misdemeanors. It resembles a court both in the operation and in the management.

Kishwaukee school, Rockford, Illinois, uses the traffic court idea.

Bingham school, Mishawaka, Indiana, employs the court idea where discipline cases are often "tried".

Duckwater school, Duckwater, Nevada, bring the offenders before a judge and they are tried. If found guilty of a regulation previously passed by group, then suggested punishments are made and one established by popular vote. It is enforced by the principal.

Malvern school, Shaker Heights, Ohio, practice the "Horror Court" which is conducted by the officers of the council. Only unusual cases are tried.

Henry R. Edmunds school, Philadelphia, Pennsylvania, has a "Law and Order Committee" which tried informally delinquents who have disobeyed laws passed by the council and approved by the principal.

Article IV, Section five of its constitution states:

"The student council will sit as a court of trial for those pupils who break school regulations. Under special circumstances, the Law and Order Committee may sit as a court of trial."

The use of the student court, and the judicial system in the student council is a local matter and requires close, expert supervision. Schools using this system state court sessions are not carried on without the presence of the adviser. The advisers can also reject or accept any recommendations set up by court. As an example, at Bingham school, Mishawaka, Indiana, they report that discipline cases are often "tried". However, much guidance on the part of teacher is needed because the children often try to impose severe penalties.

The student councils which use the executive power do not have the final word in the enforcement of the school's policies. The councils have the power to suggest and recommend changes. Committees in the school can also submit plans and suggestions to the council which the council can approve or disapprove, but the final vote is always decided by the faculty sponsor or school administration.

George Washington school, Philadelphia, Pennsylvania, must have approval by faculty sponsor and principal on any matter before final action is taken.

Indian Springs school, Columbus, Ohio, has a council composed of Indian Scouts who suggest, but have no power nor does the council have the final vote. The final vote comes from the administration.

The executive and legislative combination of power for student councils is quite common in the elementary schools. The executive power is designed to permit committees to be appointed. These committees formulate and originate the laws, school codes, rules of behavior and preside at the meeting. The legislative power is voiced mainly by the voting of the entire student body on measures, or, in some instances the final power is in the hands of the student council members, faculty or adviser.

West Decatur school, Decatur, Alabama, uses their council as a secondary board for initiating new policies. The council is used as a device to practice the democratic procedure of election by choice, and to teach Civics on an elementary level.



Henry W. Longfellow school, Compton, California, makes use of the legislative powers. The council has the power to recommend certain policies and activities.

West Midale school, Hartford, Connecticut, uses a combination of the judicial, executive, and legislative powers. The executive committee makes the rules, the various committees carry out the rules and then pass judgment on pupils who break the rules.

Eugene Field school, Hannibal, Missouri, combines the legislative and executive form of government. They do not employ the judicial form as they feel no student should be allowed to discipline another student. They appoint committees who draw up the rules which are necessary to carry out their work. The rules are approved by the principal. Violators are handled by committee sponsors, homeroom teachers and finally the principal.

Duckwater school, Duckwater, Nevada, employs the executive and legislative form, but the council's main power is judicial. Offenders are brought before the judge and tried. If found guilty of a regulation previously passed by the group, the council suggests punishments and one is established by popular vote. Enforcement of the punishment is the responsibility of the principal.

The council working under legislative powers accepts the suggestions, recommendations or orders from the student body. If the council feels there is a need they will suggest improvements and the student body votes for the acceptance or rejections of the recommendations.

Ensign school, Salt Lake City, Utah, practices legislative powers in its student council. Classroom representatives bring problems and suggestions to the council that have been discussed in class groups. The council tries to reach some degree of consensus, through exploration of the problem and its probable solutions. Members take the message back to their classes and council members to the weekly faculty meeting. Council members take turns reporting to the lower grades since the kindergarten, first and second grades are not included as members of the council.

Lamar Elementary school, Amarillo, Texas, uses a very simple legislative procedure. The council makes suggestions to the teachers and administration on child learning in the building and on the playground. The suggestions are discussed by the faculty and administration and put into practice or rejected.

Council Has A Written Constitution (Appendix C, 11A, 11B, 11C, 11D, 11E, pages 117-118)

The survey indicated that only one hundred thirteen of the schools selected for the survey have a written constitution for their student council while one hundred three of the schools surveyed do not have a written constitution.

The constitutions for the student councils were prepared in 59 schools by the students themselves, the executive committee and student councils in 40 other schools prepared their constitution, nine schools stated they used students and faculty help, while the

faculty in six schools prepared the constitution themselves.

Only 22 schools give or furnish all students a mimeographed copy of the constitution, while in 11 other schools the constitution is framed or posted for the convenience of the students. In 69 schools the students can secure a copy of the constitution to read in their homerooms, teachers or student body officers, library, office, student council file, upon request, but may not retain the copy for their own personal use.

Committees Used in Student Councils (Appendix C, 12A, 12B, page 119)

Schools have discovered that committees functioning within a school offers a great opportunity and challenge for students in the practice of democracy and leadership. Committees are excellent means for students to communicate with fellow students and faculty. It provides a medium for students to select a project and follow it through for the best interest of the school.

One hundred and seventy two schools replied they used committees in carrying out their student council program. The committees vary a great deal in the different schools, depending on local tradition and the extent of the authority granted to the student council.

Frank P. Martella, principal, Edendale school, San Lorenzo, California, writes: "The committees of student government are really important, for they are comprised of energetic and faithful workers from the student council. The welfare committee sponsored



a successful Thanksgiving food drive for needy families on a schoolwide basis. Similarly, toys were collected at Christmas time for children who would otherwise receive no gifts. The committee is sponsoring a drive called, "Let's Get Immunized in April" in cooperation with the school nurse. Some examples of the different committees are:

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. School clean-up              | 21. Bulletin board          |
| 2. Program                      | 22. Election                |
| 3. Health and safety            | 23. Bicycle                 |
| 4. Building and grounds         | 24. Flag                    |
| 5. Community service            | 25. Public relations        |
| 6. Social                       | 26. Community service       |
| 7. Library                      | 27. Financial               |
| 8. Assembly                     | 28. Planning                |
| 9. Beautification               | 29. Publicity               |
| 10. Safety patrol               | 30. Dance                   |
| 11. Morning reception committee | 31. Fire                    |
| 12. Lunchroom                   | 32. Red Cross               |
| 13. Nominating                  | 33. Bus                     |
| 14. Ways and Means              | 34. Lost and Found          |
| 15. Sports - Play day           | 35. Snow ball               |
| 16. Citizenship                 | 36. Savings and stamps      |
| 17. Scrapbook                   | 37. Better school committee |
| 18. Civic                       | 38. Friendship              |
| 19. Student scrapbook           | 39. Rest room               |
| 20. Tardy                       | 40. Milk                    |

The above list is just a small part of the total list submitted by the cooperating schools. It is interesting to note that in a majority of instances, the council handles all assembly programs, conducts the safety in the building and on the grounds, and helps the local police with the safety of children.

A large majority of schools stated they had no standing committees but that temporary committees are always appointed as they need or problems arise. The committee members are usually

chosen by the student council.

In all cases, it can be readily seen that student committees are active, participating groups, and are playing an important role in the total school life of the student, faculty and administration.

Selection of Faculty Advisers (Appendix C, 13, page 119)

The great majority of the schools follow the policy of having the principal appoint the faculty adviser or the principal serves himself. However, there appears to be a tendency to have teachers volunteer if they are interested and willing to serve as an adviser. Six schools permitted the student council to select their own adviser.

Replies from schools in the survey indicated that the policy in 67 schools was for the principal to appoint the adviser; in 62 schools the principal serves as the adviser and in 48 schools teachers offer their services as advisers.

Cajon Valley school in El Cajon, California, selects their faculty adviser through the student council. The council votes for two advisers, one man and one woman.

Lincoln school, Taft, California, states "he is drafted!!!".

Russell Elementary school, Oakland, California, selects their adviser through the recommendations of the principal with student assent.

Locust Avenue school in Danbury, Connecticut, states in the first faculty meeting each year a teacher is selected on a

volunteer basis, depending on the interest, experience and talent of the teacher.

Hindley school, Danier, Connecticut, stated each teacher is an adviser because their council is composed of room representatives and they take turns as general chairman.

Ivy school, New Haven, Connecticut, selects a staff member and the principal also serves as an adviser.

Juliette Low school, Savannah, Georgia, states the faculty chooses the faculty adviser.

Jackson school, Rockford, Illinois, have a different arrangement. The council selects a different teacher for each meeting.

Whittier school in Indianapolis, Indiana, secure their advisers by the appointment of four teachers by the principal. The executive committee elects a teacher for the four distinct student councils. (lower primary one-two, upper primary three-four, intermediate five-six, junior high school seven-eight)

Highland Park school, Topeka, Kansas, the adviser is automatically the seventh and eight grade teachers.

Ann Arbor Trade school, Detroit, Michigan, assigns the assistant principal and the auditorium teacher usually assists.

Longfellow school in Minneapolis, Minnesota, select through the faculty committee which work in cooperation with the principal in choosing all school activities.

Malvern school, Shaker Heights, Ohio, also select their adviser by student votes.



Central school, Forest Grove, Oregon, the adviser is decided according to the faculty member who is free.

Since the adviser is an important link between the student council and the administration, the faculty and the student body, there seems to be considerable variance between the concept of democratic action in theory and in action. Apparently in only six schools out of two hundred twenty five are the practices of democratic action consistent with the theory.

Provisions Made So Many Students Can Serve (Appendix C, 15, page 120)

Ninety two of the schools responded that short term service provides an opportunity for more students to serve on the council. While 37 indicated that they create numerous positions on the council, and 35 set up special activities such as play-days, in order to achieve the goal. West Decatur school, Decatur, Alabama, has recently revised its constitution. This revision calls for a completely new slate of officers and representatives every three months. This change of officers allows about 27 students three times a year, or a total of 81 students, to participate during a year as members of the student council. Student leaders usually try to see that pupils are not elected year after year.

Several schools use special projects. Members for the committees are to carry out these projects chosen outside the student council. El Segundo, Compton, California, will not permit more than five members from each class to work on a project. For

that reason each pupil has one-fifth of the authority and responsibility for the successful completion of each project.

W. and E. Martin school, Philadelphia, Pennsylvania, is a special school for the deaf. Because enrollment is small, due to the handicap of the children, every one with any qualification of leadership has an opportunity to serve.

Thirty First Street school, Milwaukee, Wisconsin, allow four pupils from each homeroom to serve for a term of only one month.

Bellevue Elementary school, Bellevue, Washington, limit length of term and an alternate is selected from each room. They are requested to attend regular meetings.

Membership of the council at Joseph H. Brown school, Philadelphia, Pennsylvania, is drawn from the clubs. All clubs are reorganized each term. As a result of this reorganization plan, there are approximately 75 per cent of new members each term.

On the other hand, Woodrow Wilson school, Salt Lake City, Utah, tried for many years the short term of office in order to give more students a chance to participate on the council. They felt it was unsuccessful as students elected for a period of less than half a school term were not sufficiently trained to contribute as much as the child who remained for a longer period.

Offices Reserved For Pupils in Certain Grades (Appendix C, 16, page 121)

In one hundred seventy seven schools certain offices are reserved for certain grades. The offices of president and vice president are usually reserved for the students of the upper grades. However, other offices such as secretary and treasurer, were also reserved for the intermediate grades. Very few offices are reserved for students below the fourth grade, because of the immaturity of the students in the primary grades. But, safety officer, monitors for play grounds and the halls, and hostesses are reserved, in most cases, for those below the fourth grade.

Specific Training Given to Council Officers and Members (Appendix C, 17A, 17B, page 121 )

The importance of permitting the student to discover, understand and develop himself as an individual and to receive training in actual school situations was shown by 80 of the participating schools. These 80 schools have organized special classes and meetings to assist and help the students. These schools are attempting to demonstrate that students when properly selected, trained, and supervised can actually manage many of the school affairs.

The advisers in 64 of the schools are responsible for assisting in the preparation and training of leaders to serve on the council. Advisers strive to develop and make use of special



abilities of the students.

The classroom teacher and past officers of the student council give valuable assistance to new officers and members. This is achieved by being present at the first few meetings in order to assist the new officers in case of need, in performing their responsibilities of their duties.

University Elementary school, Iowa City, Iowa, has in each room specific training in conducting meetings. Discussions are also held concerning the responsibilities of each individual in the council meeting.

Lida Lee Tall school, Towson, Maryland, the adviser and all grade teachers help in planning meetings, and in organizing and completion of school projects. The work of the council is considered a part of the social learning program of the school and is given time and attention by each grade teacher.

Randallstown school, Randallstown, Maryland, employ the use of movies on parliamentary procedure. Council meetings are held with the advisers.

Garfield school, St. Louis, Missouri, indicated the officers receive general instructions and individual advice from the principal. Members of the council are given general instruction by principal and the officers take over the leadership responsibility.

Daniel Webster school, New Rochelle, New York, have weekly meetings, attended by officers and council members. In addition to

to talks and discussions, the book So You Were Elected is studied.

Hawthorne school, Fargo, North Dakota, feel their children learn by observation. Stemming from this theory, children in all grades visit the council several times a year. It is considered as part of the curriculum.

At West Middle school, Hartford, Connecticut, the pupils are encouraged to work on committees so that they will become familiar with the work of the student council before they run for office.

Are Regular Meetings Scheduled (Appendix C, 18A, 18B, 18C, page 121 )

The survey shows that two hundred eight of the two hundred twenty five schools surveyed have regularly scheduled meetings. The weekly scheduled meeting is by far the most popular and common form of meeting. Bi-monthly meetings are also used by a large number of schools. However, other schools meet monthly, bi-weekly, or whenever the need arises. The meetings are held during school time and the length of the meetings range from one-half hour to one and one-half hours in length. The majority of the schools use the one hour period for the meeting. The student council is considered a club in some schools, therefore, it meets at the regularly scheduled club periods. The usual procedure is scheduling the meeting during either the first or last period of the designated day.

Mercer school, Shaker Heights, Ohio, states at the beginning

of each semester the council, until it is well organized, meets weekly; later once every three weeks. A meeting may be called at any time by the advisory committee.

John Webster school, Philadelphia, Pennsylvania, meets once a month, unless an urgent need arises which should be handled immediately by the group.

Edwards school, Newberg, Oregon, holds a weekly meeting, but special meetings may be called by the principal, faculty adviser, or executive committee.

Nayatt school, Barrington, Rhode Island, holds at least one brief meeting regularly. It is held on school time, but not always the same time on the same day because of loss of time from the same class.

Terminal Park school, Auburn, Washington, meets at irregular times when problems require a meeting.

At the Edendale school, San Lorenzo, California, meetings are held each Wednesday at 1:00 PM in the school music room. The members are given outlines of the agenda to aid them in taking notes. They may present problems of concern and interest to the school for consideration. Matters may be discussed and voted upon which pertain to student self-government, welfare, programs, activities, school beautification, and finances controlled by the student body.



Chief Duties and Responsibilities Belonging to the Council Alone  
(Appendix C. 19, page 122)

The chief duties and responsibilities that belong to the council alone vary considerably in the different schools. Many of their activities are listed below.

1. Discuss school policies.
2. Plan for all school activities.
3. Bring ideas from classroom to council, take ideas back to classroom.
4. Act upon the discussion of the classes participating.
5. Hold referendum elections.
6. Consider ways and means of making the school a better place for all concerned.
7. Provide safety regulations.
8. Meet guests.
9. Purchase of a useful gift for school each year.
10. Approve activities to be sponsored by the council.
11. Pay school bills.
12. Decide on budget with respect to charities.
13. Make regular report to room.
14. Report school problems of students and faculty.
15. Create better school citizenship.
16. Handle dog issues.
17. Check distance children live from school to determine those who are entitled to carry lunch.
18. Regulate all extra-class activities.

Participation in these activities provides ample experiences to the members of the council to develop leadership and to acquire ability to accept responsibilities.

George Washington school, Compton, California, stipulates the following:

1. To act upon the decision of the classes participating.
2. To hold referendum elections.
3. To discuss the governing of pupils with the faculty and principal.
4. To spend student body funds.

The council of the Holmes school, Darien, Connecticut, help

in plans for raising money for the school's welfare, decide budget with respect to charities, and help with playground problems, traffic, and similar items.

Activities or Projects the Council Sponsor (Appendix C, 20, page 122)

The people answering the survey in nearly all the elementary schools indicate the important role that activities and projects play in the school. The council in many of the schools are responsible for most of the organization of student activities.

An examination of activities sponsored by the various councils sponsor activities dealing with the care and beautification of their school and playground, school assemblies, money collecting drives for worthy causes, noon hour and after school activity programs, safety patrols at crossings and projects dealing with the management and control of school sponsored activities.

Too often responsibility for these numerous jobs which must be done in any school is assumed by teachers and principals and in doing them, deprive the children of valuable opportunities.

Student councils have been organized for the benefit of the students. The council in any school is but one of the many activities organized and administered for the purpose of providing opportunity for integrated student growth.

It is generally agreed that the best opportunity for student growth comes through student council activities. The activities

culminate as a result of logical and planned analytical attack upon problems through well organized committees which allow for extensive student participation.

Following is a list of some of the activities or projects sponsored:

1. March of dimes
2. Care package
3. Junior Red Cross
4. Play Day
5. School supply store
6. Behavior in school
7. Clean up building and grounds
8. Rag drives
9. Responsible for assembly programs
10. Assist in P.T.A. Carnival
11. Paper Drive
12. Flag raising daily
13. Hobby show
14. Noontime games and tournaments
15. Ushers
16. Monitors
17. Square dancing
18. Open house night
19. School library
20. Stamp club
21. Annual school pictures
22. Annual awards party
23. Sale of T-shirts
24. Vanila sale
25. School annual
26. Candy sales
27. Magazine sales
28. Book report contests
29. Rewards for good citizens
30. Baby sitting for P.T.A.
31. Collection of food and toys for welfare
32. Poster contest
33. Exchange assembly
34. Seed sales
35. Television, radio and civic club
36. Lunch room decorations and entertainment
37. Selling of pennants and caps
38. Ditto newspaper
39. Sale of school buttons
40. Cards to sick children



This list is ample evidence that there are many activities open to elementary school councils.

The student council of the Locust Avenue school, Danbury, Connecticut, lists as its projects regular school assemblies, and special ceremonies, such as dedication of a portrait to the late principal.

Kishwaukee school, Rockford, Illinois, has as its projects movies (for raising money); talent show (entertainment); tree planting (part of landscape improvement); and lunch room decoration and entertainment.

The Judah Frisbie school, Wolcott, Connecticut, gives to the council the cafeteria citizenship committee as its chief duty and responsibility.

Council Handles Funds With Co-curricular Activities (Appendix C, 21, page 122)

In 82 schools the funds in connection with co-curricular activities are handled by a faculty member or principal and not by the student council.

The following events were listed for handling of funds:

- |                       |  |
|-----------------------|--|
| 1. School store       | 5. Paid admission to school activities |
| 2. Assemblies         | 6. Movies                              |
| 3. Dances             | 7. Selling the school's newspaper      |
| 4. Student body cards |  |

The sale of tickets for school activities, which include after game dances, assemblies, movies and plays are activities of the

council but closely supervised by the sponsor. The funds are turned over to the faculty member or the principal.

For example, at the General Rosecrans school, Compton, California, all purchases of the student council must be approved in advance by the principal. Furthermore, all checks must be signed by the council president, the council treasurer, and the principal. The student council at George Washington school, Compton, California, has the power to spend student body funds for legitimate expenditures with the advice and approval of the sponsor and the principal.

Purposes Council Collects Money (Appendix C, 22A, 22B, page 123)

Many schools indicated that when special civic drives were being conducted each school collected money in their respective homerooms. The student council member was responsible for the collection. The council also appointed committees which were responsible for collecting money for special projects or activities which were being conducted in the schools. They are listed below:

- |  |                                   |
|--|-----------------------------------|
| 1. United funds                              | 9. Noon sale of popcorn, milk     |
| 2. School pictures                           | No sweets                         |
| 3. Movies                                    | 10. Scotch-lite tape for bicycles |
| 4. To purchase items for school's betterment | 11. Gifts                         |
| 5. Circulating library                       | 12. Cake sale                     |
| 6. Ice cream for room parties                | 13. Prizes for field day          |
| 7. Polio drive                               | 14. First aid kits                |
| 8. Student council luncheons                 | 15. Purchase of library books     |
|  | 16. Costume material              |

17. Flowers for death; serious illness
18. To contribute to civic funds
19. Christmas party

Edendale school, San Lorenzo, California states that student body money is derived in large part by the sale of ice cream at noon hour or at dances sponsored by the student body. The council appropriated money for athletic awards, athletic jerseys, athletic jumpers, traffic sweaters, traffic beanies, a letter scrapbook, a record case and dance records, and a set of cymbals for the school orchestra.

Council Members Receive Recognition Awards (Appendix C, 23A, 23B, 23C, pages 123-124)

While the true value accruing to the council member is in being able to serve the school rather than to receive an award, it is significant to note that one hundred twenty schools do give some type of award to their council members.

Fifty schools give recognition for service on the council by issuing a certificate which is purchased by the school, 25 schools provided pins.

Many different types of awards are given and in most instances are given as a gift. These awards are paid for through the general school funds.

Bostonia school, El Cajon, California, issues school letters which are a gift from the student council.

Stone school, Chicago, Illinois, award the major (same as



president) a pin. This is the only award and it is given as a gift supplied by the school.

Aliceville school, Aliceville, Alabama, student council members wear a badge on special occasions with their names on them.

Cajon Valley school, El Cajon, California, give arm bands which are purchased by the council.

Pershing school, Joliet, Illinois, present no material award but the council members are introduced to the Parent Teacher Association.

Oakenwald school, Chicago, Illinois, at the end of the semester holds an achievement assembly. Here officers and outstanding members receive ribbon awards and pin gavel is given the major. These ribbon awards and pin gavel are furnished by the school.

Eugene Field school, Hannibal, Missouri, allows credit toward a school letter.

B. D. Beelinghurst school, Reno, Nevada, issue certificates which are given as a gift. Members desiring pins may purchase their own.

Fairmoor school, Columbia, Ohio, give recognition by a statement on student report cards.

Lamond school, Shaker Heights, Ohio, present certificates of merit. These are given by the Dad's Club.

Glenn school, Nashville, Tennessee, issue a good citizenship pin which is a gift from the school.

Use of Parents in Council Activities (Appendix C, 24, page 124)

The present movement in elementary schools is to ask parents to participate in as many school activities as possible. In two hundred eighteen schools it was indicated that they include parents in the school organization, and especially in the school activities.

Smith school, San Mateo, California, invite parents to attend student council meetings in order to understand the workings of the council.

El Segundo school, Compton, California, use parents as resource people. Supplies and equipment are also furnished by parents.

Tierra Linda school, San Carlos, California, parents drive pupils to football games and organize the picnic at the end of the year.

Juliette Low school, Savannah, Georgia, state that parents help in project work and activities. Parents help especially with plays, assemblies, programs and to act as judges at flower and hobby shows.

Franklin school, Gary, Indiana, parents work on safety committees and are the after school club advisers.

Beall Elementary school, Frostburg, Maryland, use parents as assistants to teachers and advisers while the teacher is attending meetings.

Northrop school, Minneapolis, Minnesota, call their parents in when a community problem arises. A meeting is called and the

parents enter into the discussion with the student council in regards to the community problem.

Bronxville Elementary school, Bronxville, New York, states they use parents, policemen, firemen, and all resource people who can help with the situation under consideration.

However, the H. C. Kumpf school, Kansas City, Missouri, is the only school which included the parents in the student council. The Parent Teacher Association president and the homeroom chairman are regular members of the student council; as such as they may vote, make motions, and carry the same power as any other member.

Problems Which Keep Council From Functioning (Appendix C, 25, page 125)

An examination of the responses given by the participating schools reveal that lack of time, lack of faculty interest and ability, and the lack of experience and the immaturity of students are the greatest problems which keep the council from functioning as its maximum capacity.

Other problems are as follows:

1. Lack of guidance
2. Large enrollment
3. Changing advisers and officers
4. Council too new
5. Cooperations between council and teachers
6. Leadership
7. Lack of school spirit
8. Homeroom representatives not reporting back to rooms
9. Getting homeroom teachers to cooperate with activities

Ann Kellogg school, Battle Creek, Michigan, feels its



problems are lack of cooperation of the entire student body, indifference of teachers, and that the sponsor is too domineering.

Ann Jeffries school, Cut Bank, Montana, states lack of maturity among the students in the building. Projects are difficult to keep going that are interesting.

Memorial school, Cedar Grove, New Jersey, replies that the double session school is a problem, and the fact that officers are chosen on the basis of personality rather than leadership.

North Caldwell school, North Caldwell, New Jersey, feels the lack of adequate teacher-principal follow-through is a definite hindrance.

A. Mantoya school, Tijeras, New Mexico, list failure of teachers to plan carefully for council meetings, failure of council members to assume responsibilities, and failure of adviser to follow through carefully on council suggestions.

Lamond school, Shaker Heights, Ohio, states finding areas in which council can legitimately make decisions. Power of the council is definitely limited. Authority in final decisions of crucial problems belong to principal and staff.

Only 18 schools felt that they had no problems confronting their council.

In most instances it was felt that proper understanding and willingness of teachers to help in the education of students in student affairs would help the student council. The development of proper attitudes on the part of teachers would be very

beneficial. The kind of organization is not as important as the lines of communication and attitudes toward the council by students and teachers.

What is Being Done to Solve These Problems (Appendix C, 26, page 125)

The problems which are administrative such as lack of time and meeting place can be solved comparatively easily and quickly. However, the problem involving proper attitude of students and faculty will take time and careful planning on the part of all the students, faculty and administration. Students and faculty leaders should make a constant effort to attain the goals set up by the student council.

Investigation of replies indicate methods by which schools are attempting to solve these problems.

1. Arrange time schedules to meet student council activities.
2. Leadership sessions planned for student council officers and members.
3. Faculty meetings discussing solutions to council problems.
4. Students and faculty meeting together in discussion groups.
5. Trying to distribute teacher responsibilities.
6. Allowing teachers released time for activities.

H. C. Kumpf school, Kansas City, Missouri, plan with teachers so that they understand the importance of preparation for a council meeting.

Washington school, Centralia, Washington, feel their problems can be solved by care selection of officers and advisers.

Justice Grade school, Henlawson, West Virginia, have organized citizenship clubs in each classroom, conferences are being held with both pupils and parents.

Russellville school, Portland, Oregon, have an orientation period between teachers, students and council advisers to learn the purposes of the council.

Russell school, Oakland, California, work for continued experience by pupils as they pass from grade to grade and participate in council and student body activities in helping to strengthen and increase democratic action.

There were 21 schools which indicated they were doing nothing to solve the problem -- although 79 schools did not answer.

#### Problems Within The Council (Appendix C, 27, page 125)

An examination of the responses given by the participating schools reveals the greatest problems within the council are the immaturity of the members, lack of time given members for organizing and carrying out activities, and lack of training and background members have which is necessary to carry out council activities.

Other problems are as follows:

1. Need more training and techniques in parliamentary procedures.
2. Jealousy between council members.
3. Lack of understanding by teacher and students.
4. No cooperation by teachers and principal.
5. Poor leadership qualities in officers.



6. Best members not always elected.
7. Conflict with other activities.

West Decatur school, Decatur, Alabama, states the choice of officers and student council members really make the difference. Sometimes when elected they are leadership material and quickly have ideas. Often times it becomes a leadership training ground.

A. B. Morris school, Castro Valley, California, states a new adviser is selected each year. An adviser is needed for a longer period of time.

Meridian Elementary school, Arvin, California, states lack of experience of students is the problem.

Magnolia school, El Cajon, California, reports student immaturity and lack of leadership training.

Edendale school, San Lorenzo, California, replied their executive council changes membership too often, time factor, lack of definition of authority, and misunderstood statements of the purposes of the council.

Russell Elementary school, Oakland, California replied disruption of parliamentary procedure, personal antipathies, lack of understanding of the scope of council activities and its possibilities.

Locust Avenue school, Danbury, Connecticut, replied frequency of meeting dates, lack of proper mechanical facilities in building, and misunderstanding on the part of some as to the purpose of committees.

Old Greenwich school, Old Greenwich, Connecticut, felt council members have too many outside activities for the time given students.

University Elementary school, Iowa City, Iowa, has summarized the problems as: the usual problems which any group of elementary school children would face; lack of techniques in the utilization of parliamentary procedures, and difficulties in identifying cause and effect relationship.

Eugene Field school, Hannibal, Missouri, states lack of enthusiasm of committee sponsors. Some teachers fail to give the guidance children need in growing toward independence.

There were 30 schools stating they had no problems. Many of these schools did state they felt their student councils were operating quite efficiently, and were doing an excellent job.

Solutions to Problems Within the Council (Appendix C, 28, page 126)

Schools which realize the importance of their student councils are making an effort to do everything possible to secure top efficiency in the operation of their councils.

Listed below are methods and ideas which schools are experimenting with in the hope they will solve or improve their problems:

1. Specific training for positions on the council.
2. Careful planning and selection of activities and well organized meetings.
3. Closer working relationships between faculty and students.
4. Individual guidance.
5. Getting materials and information to students on the student council.

6. Lengthen the term of officers.
7. Informing teachers of the values and importance of the student council.
8. Educating students to the necessity of electing well qualified students.

Juliette Low school, Savannah, Georgia, is holding special faculty and class meetings for better understanding.

Hartford County school, Warehouse Point, Connecticut, believes conferences between advisers and officers to discuss their problems are helping. The entire student body is called for a special session for group discussion.

Daniel Webster school, New Rochelle, New York, stated the faculty must show patience with conceivable shortcomings; strive for clarifications of misunderstandings; work toward constant attention directed to "opinions" and "facts" for basis of their decisions; facing problems as they arise; and experimenting with tentative solutions.

Gilbert Spruance school, Philadelphia, Pennsylvania, is using upper grades as sponsors to lower grade delegates; they act as intermediaries who assist and work very closely with the younger children.

Russellville school, Portland, Oregon, is asking homeroom teachers to suggest activities in their language-arts to improve the understanding and skills of students in democratic living and leadership.

Justice Grade school, Henlawson, West Virginia, is working very closely with teachers to define characteristics which are



essential to a good council member, to practice parliamentary procedure in their classrooms, and to give guidance to students and parents. Parents are urged to attend all council meetings.

Walnut Lake school, Birmingham, Michigan, replied nothing is being done to solve their problems since they feel that it is important for as many children as possible to have this experience. Thus many children get some ease and competence rather than a few becoming very proficient.

The survey indicated that one hundred fifteen of the selected schools did not answer this question.

Values Which Can Be Attributed to the Student Council (Appendix C, 29, page 126)

Student participation in the student council develops the student personally. It fosters democracy, fair play, unselfish service, consideration for the rights of others, and respect for the law of the social group.

The student council helps to prepare the student for active life in democracy. It makes him more alert and willing for self direction, it increases student interest in the school, fosters sentiments of law and order and aids to discover and develop special qualities and abilities in students.

The effect of the student council on the life of the school is important because the council can and should help to organize, promote, administer, and articulate all the activities of the school.

The student council is a medium through which the needs and desires of children can be met. Intrinsic learning results when children actively plan and participate in situations and experiences. The council, therefore, is a channel to teach necessary skills and knowledge basically necessary for the development and achievement of personal and social values.

Investigation of the survey list shows many and varied values of the student council. Below is a list:

1. Students take over responsibility and have experience in democratic participation.
2. Builds school spirit and pride.
3. Closer relationship between students, faculty and school.
4. School has more unity, has a cooperative atmosphere, and a deeper appreciation of the school.
5. Students are given practice in citizenship, leadership and can work on self-improvement.
6. Knowledge of civic government and responsibility.
7. Social growth, pose, and ability to handle situations.
8. Parents are informed of school activities through the student council.
9. Feeling of being needed.

Longfellow school, Philadelphia, Pennsylvania, states the school has improved in appearance because of activities involving the appearance of the building and yard. The students have developed a keener interest, have improved their oral expression, democratic practices have been exercised, and the entire attitude of the student body has improved. Pupil-teacher relationship has improved through socialized projects in which the pupils, propose plan, execute and judge.

Community and school have developed a closer relationship through civic participation in the school activities and projects.

E. M. Stanton school, Philadelphia, Pennsylvania, stresses that the council training received by many students in elementary schools is reflected in the leaders found in the junior and senior high schools. The council has helped to develop a high feeling of loyalty and "esprit de corps", increased the sense of responsibility for helping to make the school safe and happy.

Northeast Village school, Philadelphia, Pennsylvania, stated the council gives excellent training of the responsibilities involved in being a good citizen. The development of responsible self direction and improvement in the areas of group living and social control is noticeable.

Beall school, Frostburg, Maryland, feels the greatest values are the ability to conduct meetings, learning to recognize problems, learning to reach a solution, and learning the true meaning of democracy. Also, experience in planning and setting up standards or goals.

Frank Martella, principal, Edendale school, San Lorenzo, California, writes: "The student government at Edendale school is planned to meet the needs and to promote the welfare of the students and the school. New ideas, worthwhile experiences, cooperative planning, group problem solving techniques and service to the school and the community are a few of the beneficial skills being realized through the student council. Actually, student government is a laboratory for a much larger citizenship training. It teaches students to be ready to take their part in the American



way of life. Thus, they learn about their country's government, "of the people, by the people, for the people", in living and practicing its democratic ideas!"

The James B. Angell school, Highland Park, Michigan, feel that some values that can be attributed to the student council are: general school improvement; greater school pride and unity of effort; community cooperation and participation improved; and staff cooperation and participation accelerated.

Evelyn Lauritzen, principal of the Golden Avenue school, Lemon Grove, California, reports that the students learn democratic practice first hand; they demand that their parents vote, their school loyalty is increased, and they learn to use their power of representation.

Hawthorne school, Helena, Montana, sponsors believe that the student council makes better citizenship and participation in the school and community.

Victor A. Larsen of the George Washington school, Compton, California, states that the pupils are highly interested and are more aware of governmental procedures. Parents have expressed their acceptance and encouragement for this activity.

Irene Vita, principal, Bostonia school, El Cajon, California, wrote: "Pupils realize that it is their school and they have responsibilities which are the same or comparable to those of citizens in a community and no one can assume these responsibilities for them".

Hartford County Home school, Warehouse Point, Connecticut, states that the student council develops many responsibilities for leadership; emphasizes importance of cooperation for good group living; aids in self-discipline; develops elementary knowledge of self-support and of savings; and teaches respect for rights of others.

Effectiveness of Your Council (Appendix C, 31A, 31B, page 126)

The schools surveyed were asked to evaluate their councils as to its effectiveness. One hundred seventeen schools indicated it was average, 78 superior, 9 replied it was ineffective, 21 of the schools did not answer this question. No answer was given because their student councils were newly organized and it was too soon to evaluate their effectiveness and value.

At Duckwater school, Duckwater, Nevada, the council is indispensable. Franklin school, Corvallis, Oregon, is completely "sold" on the value of student councils as an aid in effective, democratic, and school administration. Tierra Linda school, San Carlos, California, believes their council is superior in the jobs that they complete and in the community service attitudes which it builds. Davis Park school, Terre Haute, Indiana, feels it is valuable if not essential.

Harding school, Hammond, Indiana, replied a student council isn't essential, but it is a fine opportunity to help develop

leadership in children. The council in order to be effective should have a sponsor who has free time because it cannot be conducted effectively without good direction, complete reporting to faculty and the planning for many beneficial activities are needed.

West Middle school, Hartford, Connecticut, indicated the best way to teach the democratic way of living is to live it. The student council is one way to teach the children citizenship and leadership abilities. Once organized with full staff cooperative the council's work can be most effective.

Chase Avenue school, El Cajon, California, replied there are certain values which can be attributed to the council's activities. However, we believe, an elementary school can function just as effectively without the council.

Daniel Webster school, New Rochelle, New York, summarized very well the true feeling they have concerning their student council. "One of the important values I feel coming from our group is its meaningfulness for children. It concerns itself with problems important to them -- not necessarily important to adults. By having an opportunity to try out their ideas and experiencing failure in trying to lead others these youngsters learn much (I suppose) about these practical aspects of living and getting along together."

The James B. Angell school, Highland Park, Michigan, evaluates the council as to its effectiveness in these terms: "Student



council has had tremendous impact on the children. Its effectiveness is hard to measure in terms of word choice because with many boys and girls it is probably a continuing value to them long after they leave Angell school. It has developed poise and prestige, a sense of self-value and importance that many likely never knew. With so many it may be one of a few successes. Through it many know how to conduct discussions, plan, organize projects, and so forth, which surely add to a total of essential experiences in cooperation effort. There are doubtless other means of achieving unity of endeavor in elementary grades - at Angell we are enthusiastic about continuing our study of an "experiment in democracy" which has even with stumbling blocks, been rewarding. Perhaps, too, we feel "How can our children be adequately prepared for a 'United Nations' except by preparation through a United Angell".

Meridian school, Arvin, California, states their council of homeroom representatives is working out only fair. Their organization is suffering from growing pains.

Cuyamaca school, El Vajon, California, has adopted a council of homeroom representatives which include kindergarten through the sixth grade. The organization is working but the age of the pupils limit their activity. They are all given real opportunities to use judgment and develop leadership.

Salisbury Central school, Lakeville, Connecticut, employ the two representatives from each classroom type of council. The council is divided into a junior and senior council. The success

of the council is very changeable depending on the personnel of the council and the guidance director.

Jackson school, Rockford, Illinois, chose a simplified business meeting organization for their student council. They feel their weakness comes from the teacher supervisor who attends two meetings and is then replaced by another teacher. They feel a whole term (Teacher or Supervisor) would improve their organization.

Claremont school, Arlington, Virginia, elect one boy and one girl from the fourth, fifth and sixth grades for a one year leader as president, vice president and secretary-treasurer. This permits sixteen children to participate. The school feels that more student participation is needed.

Superintendent Bradford C. Trowt, Narragansett, Rhode Island, did not state his student council was ineffective, but made the following comments. "At the risk of being considered undemocratic and a few other less present names, I must inform you that I have no student government in my lower grades. Efforts have been fruitless to establish a truly democratic student government in our small junior high school. We may try again and hope we can make it click. We will not tolerate a monarchial supervised 'DEMOCRACY'. That sort of success is failure in my book."

## CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

Student councils in elementary schools are currently topics of major interest. Those individuals for, and those against student councils at the elementary level, are apparently evenly divided. The terms "student council" and "student government" are interchangeable when applied in our elementary schools and refer to student participation in school activities. While individuals at the elementary level are usually referred to as "pupils" the term "student council" is used throughout this thesis to mean the council for the individuals attending the elementary school. This is of importance in communication since many individuals are opposed to the term "student" when applied to boys and girls in elementary schools. They argue that the term to use is "pupil". Their sole point of disagreement is over the use of the term "student" rather than over any fundamental issues such as "government", "participation", or whether there is need for a council.

Since there is practically no literature dealing with student councils in elementary schools, the purpose of this dissertation is to:

1. Identify the purposes of student councils in elementary schools.
2. Determine if these purposes are being accomplished and to what degree.



3. Discover if student participation in the council is an essential and vital part of the school program and whether it contributes to educational objectives.
4. Ascertain the organization and administration of student councils.
5. Establish guide lines which may be used in the setting up of student councils or in improving existing student councils.

The findings seem to justify the following conclusions relative to the two hundred twenty five schools which had student councils and which completed the survey forms:

1. The majority of the schools taking part in this study have student councils which have been organized since 1947. Of the schools surveyed, 19 had established councils between years 1925 and 1934; 22 between 1935 and 1940; 24 between 1941 and 1946; one hundred forty six between 1947 and 1954.
2. The circumstances given by the majority of the schools for the organization of the student council were the felt needs of the students and the desire to have students assist in the planning of school affairs.
3. The major or primary purposes for the organization of the student council were the desire for greater participation by students in the activities of the school, and an opportunity for democratic procedures and practices. However, only 11 student councils included students in the planning and organizing of the council.

4. Of the schools surveyed, one hundred seventy nine stated the purposes of their student council are being achieved, 3 felt their purposes were not being achieved, and 43 did not reply to this question.
5. In one hundred one schools it was found that the principal was the individual who promoted the organization of the student council, in 42 schools a teacher was the promoter, and in 37 instances it was the principal and the faculty.
6. In 87 schools, it was found that the length of term for officers most commonly used is one year, 67 schools indicated their length of term is one semester.
7. The great majority of schools indicated grade placement is the main special qualification required for student body officers. The ability of leadership and responsibility was stressed in many schools.
8. The survey indicated 63 schools select their council members by allowing each grade, one through six, to elect two members. Thirty-four schools employed the same method except one member is to be elected from each class, instead of two members.
9. In the majority of cases, election by the class is the basis for selection of council members.
10. In one hundred forty two schools members of the kindergarten and primary grades are permitted to be active members in the student council, while 59 schools

begin at the fourth grade for eligibility, and 21 schools permit only the seventh and eighth grade to be members in the council.

11. In one hundred nineteen of the two hundred twenty five schools, there were distinct and different forms of organization. Of the remainder, 30 schools patterned their organization after that of the city government, 21 after the national government, while 34 set up a council of homeroom presidents, five had state government plans, and 16 did not answer. Regardless of the plan of organization for their student councils, three-fourths of the schools maintain the same title for their officers as is found in the national government, namely, president, vice-president, secretary and treasurer.
12. The schools surveyed indicated that one hundred eighty seven schools were satisfied with their form of organization, two expressed they were not satisfied, and 15 replied satisfaction depends on the calibre of its members elected each term.
13. The legislative power is the common power employed by schools. Most schools have organized their own type of authority to meet the needs of the students and schools.
14. Written constitutions are found in one hundred thirteen of the schools surveyed, while one hundred three schools did not have a written constitution. Many schools indicated their document had been revised many times since



its original adoption.

15. All schools reporting, with the exception of six, stated their constitutions were prepared by the students themselves or with student-faculty cooperation.
16. The majority of schools indicated students do not receive a copy of the constitution. Only 22 schools give or furnish all students a mimeographed copy of the constitution, while in 11 other schools the constitution is framed or posted for the convenience of the students. However, in 69 schools students may look at and study a copy of the constitution in their homeroom, or through the teachers and student body officers.
17. It is evident that a large percentage of the internal work of a student organization is carried on by the committees appointed in the council, since one hundred seventy two schools used committees in carrying out their student council program.
18. In a majority of schools the council handles all assembly programs, conducts the safety in the building and on the grounds, and helps the local police with the safety of children. Most schools stated they had no standing committees but appointed temporary committees as the need or problems arose.

19. In 62 schools the principal serves as the adviser; in 67 schools the principal appoints the adviser, while in 48 schools the teachers volunteer their services. Only in six schools does the student council select its own adviser.
20. The survey indicated that the tendency is to allow the kindergarten and primary students to participate in the student council. One hundred forty-two schools replied they use the primary students, 59 schools indicated only intermediate grade students are eligible and 21 schools allow only participation from the upper grades.
21. The great majority of the schools state the qualifications they would like members of their council to have are: leadership, ability, and good citizenship traits.
22. The two most common length of terms for council members are one year and one semester term.
23. Student council members in one hundred twenty two schools have the privilege of being re-elected, 37 schools will not permit re-election of council members.
24. Schools replying stated they try to give many students an opportunity to serve on the council by installing short terms, creating numerous positions, and setting up special activities.

25. In one hundred seventy seven schools certain offices are reserved for certain grades. The offices of president and vice-president are usually reserved for students of the upper grades; secretary and treasurer to members of the intermediate grades. Very few offices other than safety officer, monitors for playgrounds and halls, and hostesses, are reserved for students below the fourth grade.
26. Eighty schools replied they are giving specific training to student body officers and members by organizing special classes and meetings. In 64 of these schools the advisers are responsible for assisting in the preparation and training of leaders to serve on the council.
27. It is the general procedure in two hundred eight of the schools to have regularly scheduled meetings for the council.
28. Council meetings in one hundred thirteen of the schools are held weekly, 62 hold bi-monthly meetings, 17 monthly meetings and 13 whenever the need arises.
29. The chief duties and responsibilities that belong to the council alone are to plan, organize and execute activities, work with the administration discussing the problems of the school, and act as a clearing house for school problems in general.
30. The student councils in most schools are responsible



for many projects and activities. Money collecting drives for worthy causes, assemblies, carnivals, safety patrol, playground and general school patrol are examples of some of the activities.

31. The survey reveals that in 82 schools the funds in connection with co-curricular activities are handled for the council by a faculty member or through the administration offices and in one hundred thirty two other schools the council, in no way, handles funds for co-curricular activities.
32. The collection of money for student body use is practiced in 79 schools while in one hundred thirty five schools the student council does not collect money. However, a great majority of the schools which do collect money stated it was for charitable purposes, or to meet the expenses of a special project or activity which the council had undertaken.
33. In one hundred twenty schools they give some type of award to their council members; in 50 schools recognition for service on the council is by issuing a certificate while 25 give pins. Other schools award letters, badges, arm bands and recognition at an Honor Assembly.
34. In two hundred eighteen schools they include parents in their council activities, especially in school activities.

However, the H. C. Kumpf school, Kansas City, Missouri, is the only school which specifically has a definite place on the student council for parents. The Parent Teacher Association president and the homeroom chairman are regular members of the student council; as such they may vote, make motions, and carry the same power as any other member.

35. The greatest problems which keep the council from functioning at its maximum capacity are lack of time, lack of faculty with interest and ability, and the lack of experience and the immaturity of the students.
36. In order to meet this problem 33 schools are rearranging their time schedules, 25 schools are arranging special meeting for faculty and advisers, and 23 schools are conducting leadership classes for all students.
37. The greatest problems within the council are the immaturity of the members, lack of time given members for organizing and carrying out activities, and lack of training and background members have which is necessary to carry out council activities.
38. Some methods and ideas which schools are experimenting with in the hope they will help solve or improve the problems within the council are: specific training for positions on the council, careful planning and selection

of activities and well organized meetings, closer working relationships between faculty and students, getting materials and information to students on the student council, and lengthening the term of officers.

39. Values attributed to having a student council were that students take over responsibility and have experience in democratic participation, a closer relationship between students, faculty and school, the building of school spirit and pride, and student self improvement in citizenship and leadership.
40. Insofar as effectiveness of the council was concerned, 78 evaluated the effectiveness of their council as superior, one hundred seventeen rated their council as average, while nine rated their council as ineffective.
41. There were 63 schools which stated their belief that a student council is essential in elementary schools. One hundred eighteen replied that student councils were valuable, 12 as good and nine considered them as non-essential.

#### RECOMMENDATIONS

On the basis of the findings, it is recommended that:

1. All schools have a form of student government based on the principle of student-teacher participation. That all pupils, within the limits of their ability and maturity,



be encouraged and permitted to take an active part in participating in the development and governing of the co-curricular program.

2. Since development of a good student government begins with a well informed faculty and student body that an educational program be established to accomplish this goal.
3. The education of the students be directed through the homeroom, special classes, conferences and student-teacher discussions. The students should be given information and training in the proper procedures, functions, and duties involved in the successful operation of democratic procedures and practices in a student council organization.
4. The important role and values the student council plays in the school and community should be stressed.
5. The student council should be responsible for school organizations and activities and this can be done effectively if the council has many committees functioning. Committees should be selected from the student body at large and not just from student council membership.
6. Council members should be selected on the basis of their leadership, ability, responsibility, willingness to serve, and ability to meet the requirements of the position elected to rather than on the basis of popularity.

7. Each officer and every member of a committee would have a definite duty of function associated with his position.
8. Adequate school time should be allowed for council meetings and adequate time for planning and discussing problems in the homeroom which will be introduced to the council.
9. Representatives from the homeroom should be well informed on their duties and teachers should allow ample time for the report back to the homeroom.
10. The student body should be represented and have the opportunity to help organize and execute with the administration various school activities.
11. The student council should not be used as a collecting agency for all civic drives or organizations.
12. A regular time be scheduled for council meetings.
13. Council meetings should be scheduled during the regular school day.
14. The principal should have the power to veto, but this power should be exercised only when absolutely necessary.
15. Membership to the student council should be open to all students.
16. Judicial power where used in the elementary school

should be clearly stipulated and then used only under careful supervision of the adviser and school administration.

17. The students should share in the selection of their council adviser.
18. The council adviser should be present at all meetings.
19. A plan should be developed to insure that every student will have an opportunity to serve at some time in his school career on the council or as a member of a committee.
20. The student council should operate under a written constitution based upon the specific needs of the students, faculty, school, and community. Copies should be posted in all rooms where they can be studied by all interested individuals.



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APPENDICES



ADVANCE BOND

FOR THE DOWN PEOPLE



TABLE I

DISTRIBUTION OF SURVEY FORMS BY STATES, STUDENT COUNCILS,  
NO STUDENT COUNCILS, NO REPLY

STATE	SURVEY FORMS	STUDENT COUNCILS	NO STUDENT COUNCILS	NO REPLY
Alabama	4	4	0	0
Arizona	3	1	0	2
Arkansas	4	0	2	2
California	36	26	5	5
Colorado	1	1	0	0
Connecticut	57	22	16	19
Delaware	2	1	0	1
Florida	4	0	0	4
Georgia	4	1	0	3
Idaho	1	0	1	0
Illinois	21	11	2	8
Indiana	33	17	6	10
Iowa	2	1	0	1
Kansas	3	3	0	0
Kentucky	1	1	0	0
Louisiana	2	0	0	2
Maine	1	0	1	0
Maryland	7	5	0	2
Massachusetts	14	6	4	4
Michigan	14	10	3	1
Minnesota	5	3	2	0
Mississippi	1	0	1	0
Missouri	8	4	1	3
Montana	8	5	0	3
Nebraska	2	0	2	0

TABLE I (continued)

DISTRIBUTION OF SURVEY FORMS BY STATES, STUDENT COUNCILS,  
NO STUDENT COUNCILS, NO REPLY

STATE	SURVEY FORMS	STUDENT COUNCILS	NO STUDENT COUNCILS	NO REPLY
Nevada	3	2	1	0
New Hampshire	1	0	0	1
New Jersey	3	2	1	0
New Mexico	1	1	0	0
New York	2	2	0	0
North Carolina	5	3	0	2
North Dakota	2	1	0	1
Ohio	29	22	7	0
Oklahoma	1	1	0	0
Oregon	17	13	1	3
Pennsylvania	40	27	1	12
Rhode Island	27	1	11	15
South Carolina	5	0	1	4
South Dakota	1	0	1	0
Tennessee	1	1	0	0
Texas	4	1	0	3
Utah	9	5	1	3
Vermont	1	0	1	0
Virginia	4	3	1	0
Washington	11	7	2	2
West Virginia	7	1	0	6
Wisconsin	14	10	0	4
Wyoming	1	0	1	0
Dist. of Col.	1	0	1	0
Hawaii	1	0	0	1
	<u>430</u>	<u>225</u>	<u>78</u>	<u>127</u>

## Appendix A

Alphabetized list by states of the participating  
selected elementary schools in the study

Mrs. J. W. Ethridge  
Aliceville Elementary  
Aliceville, Alabama  
1-6

Mary Lee Thompson  
Woodstock  
415 E. 10th Street  
Anniston, Alabama  
1-6

Miss Frances Nungester  
West Decatur  
Danville Road  
Decatur, Alabama  
1-6

Mrs. Mary G. Montgomery  
Westlawn  
3071 Ralston Road  
Mobile, Alabama  
1-6

Jack Lindstrom  
Murphy  
2625 Buckeye Road  
Phoenix, Arizona  
1-8

E. D. Herron  
Meridian Elementary  
341 Haven Drive  
Arvin, California  
4-8

James E. Kerr  
A. B. Morris School  
6351 Barlow Drive  
Castro Valley, California  
7-8

Dr. W. H. Clinkenbeard  
General Rosecrans  
1301 N. Acacia  
Compton, California  
k-6

Spencer E. Covert  
El Segundo Elementary  
1450 West El Segundo Blvd.  
Compton, California  
k-6

Mrs. Lenore K. Deichert  
Henry W. Longfellow  
1101 S. Dwight  
Compton, California  
k-6

Dr. Ralph Kloepper  
George Washington  
1421 N. Wilmington  
Compton, California  
k-8

Beatrice LaGarde  
Charles Bursch  
2505 W. 156 Street  
Compton, California  
k-6

Marvel McCown  
Stephen Foster  
1620 N. Pannes  
Compton 2, California  
k-6

Paul H. Preuss  
Cohn P. Kelly  
Compton, California  
k-6



Mr. W. A. Williams  
El Rincon  
11177 Overland Boulevard  
Culver City, California  
k-6

Mr. Norman Esser  
Cajon Valley School  
El Cajon, California  
7-8

Arthur E. Howie  
Cuyamaca School  
851 South Johnson Avenue  
El Cajon, California  
k-6

Karl E. Nielsen  
Chase Avenue  
195 East Chase  
El Cajon, California  
k-6

J. Cline Slack  
Magnolia  
650 Greenfield Drive  
El Cajon, California  
k-6

Larry L. Trickey  
Meridian  
651 South Third Street  
El Cajon, California  
k-6

Mrs. Irene Vita  
Bostonia  
1390 East Broadway  
El Cajon, California  
k-6

Charles F. Kenney  
Bret Harte  
1099 E. Street  
Hayward, California  
7-8

Evelyn S. Lauritzen  
Golden Avenue  
P. O. Box 128  
Lemore Grove, California  
k-6

Willa C. Mette  
Russell Elementary  
8047 Russell Road  
Oakland, California  
k-8

D. G. Smullin  
Woodside  
3195 Woodside Road  
Redwood City, California  
k-8

Dr. Ray Imbler  
Parkside  
Niles Avenue  
San Bruno, California  
6-8

Emmett Mahoney  
Tierra Linda  
Dartmouth near San Carlos  
San Carlos, California  
7-8

Frank P. Martella  
Edendale  
P. O. Box 37  
San Lorenzo, California  
7-8

Fred Schwartz  
South School  
303 El Cerrito Avenue  
San Mateo, California  
4-8

Leroy Carlson  
Lincoln  
North Sixth Street  
Taft, California  
7-8

Harold Buntain  
Thomas Jefferson  
305 Griffith  
Wasco, California  
5-8

Miss Lucile H. Latting  
Consultant Elementary  
Education  
Department of Education  
Denver, Colorado  
1-6

Mortimer Johnson  
Locust Avenue  
26 Locust Avenue  
Danbury, Connecticut  
4-8

Leeman E. Haines  
Holmes  
Hoyt Street  
Darien, Connecticut  
k-6

Frank J. Tonis  
Hindley  
Darien, Connecticut  
k-6

Anthony Barcewicz  
Hocknum  
191 Main Street  
East Hartford, Connecticut  
k-8

Miss Helen Green  
Woodland  
110 Longhill Drive  
East Hartford, Connecticut  
k-8

Harold S. Shea  
Mill Plain  
Fairfield, Connecticut  
1-8

Miss Ethel M. Murphy  
West Middle School  
927 Asylum Avenue  
Hartford 5, Connecticut  
k-8

Richard Rausch  
Webster Hill  
125 Webster Hill Blvd.  
Hartford, Connecticut  
k-6

Mrs. Alice M. Eggleston  
Salisbury Central  
Lakeville, Connecticut  
k-4 1-8

Vincent Ramizi  
Washington  
94 Cedar Street  
Manchester, Connecticut  
k-6

Ethel M. Robb  
Waddell  
163 Broad Street  
Manchester, Connecticut  
k-6

Lewis Pillsbury  
Center  
66 Cedar Street  
Newington 11, Connecticut  
3-6

Frederick H. Parr  
Hawley  
Church Hill Road  
Newtown, Connecticut  
k-6

Helen Rakieten  
Ivy  
15 Ivy Street  
New Haven, Connecticut  
k-6

Miss Mildred A. Wakeley  
Center  
Linsley Street  
North Haven, Connecticut  
k-4

George Markscheffel  
Old Greenwich  
Sound Beach Avenue  
Old Greenwich, Connecticut  
k-8

Michael Phelan  
Pomfret Community  
Pomfret Center, Connecticut  
1-8

John L. Westervelt  
Washington Street  
Wallingford, Connecticut  
k-8

Miss Natalina R. Migliora  
Hartford County  
Gardner Street  
Warehouse Point, Connecticut  
12 years and over

Edward J. Summerton  
Horace C. Hurlbutt Jr.  
Route 2 Westport  
Weston, Connecticut  
k-9

Audrey Fagon  
School--no name  
Wethersfield, Connecticut  
k-6

Carl H. Hempel  
Judah Frisbie  
Todd Road  
Wolcott, Connecticut  
1-8

Morrell L. Vehslage  
Dover High School  
Delaware Avenue  
Dover, Delaware  
7-12

Miss Lillian B. Nussbaum  
Juliette Low  
Blue Ridge Avenue  
Savannah, Georgia  
1-7

Robert E. Pruitt  
Blue Island Junior High  
2515 W. 123 Street  
Blue Island, Illinois  
7-8

Mrs. Sadie K. Kalmon  
Haugan  
4540 N. Hamlin Avenue  
Chicago, Illinois  
k-8

Charles L. LaForce  
Fort Searborn  
9025 S. Throop  
Chicago, Illinois  
1-8

Elizabeth Vande Roovart  
Fuller  
4214 St. Lawrence Avenue  
Chicago, Illinois  
k-8

Celia Rosenzweig  
Stone  
6239 North Leavitt Street  
Chicago, Illinois  
k-8

Ethel C. Watts  
Oakenwald  
4071 Lake Park Avenue  
Chicago, Illinois  
k-8



Olive Spangler  
Pershing  
Campbell and Midland  
Joliet, Illinois  
1-6

C. W. Baylor  
Washington  
River Forest, Illinois  
k-6

Miss Frances Fosse  
Henrietta  
Mulberry and Johnston  
Rockford, Illinois  
k-4

Leslie C. Lofdahl  
Kishwaukee  
Kishwaukee and Catlin Streets  
Rockford, Illinois  
k-6

Miss Mae Mortensen  
Jackson School  
315 Summit Street  
Rockford, Illinois  
k-6

Joseph Rauner  
29 St. Elementary  
119 W. 29 Street  
Anderson, Indiana  
k-6

Horace H. Harrell  
Hunter  
727 W. Second  
Bloomington, Indiana  
1-6

Charles Mow  
Lincoln  
608 Oakland Avenue  
Elkhart, Indiana  
k-6

W. M. Wright  
Weston  
513 N. Michigan  
Elkhart, Indiana  
k-6

Mrs. Doris Lockey  
Franklin  
600 E. 35 Avenue  
Gary, Indiana  
k-8

C. Wayne Cunningham  
Edison Junior High  
7025 Madison Avenue  
Hammond, Indiana  
7-8

Miss Helen G. Jorgensen  
Gene S. Porter  
2321 - 171 Street  
Hammond, Indiana  
1-6

Miss Edith Martin  
Kenwood  
6411 Moraine Avenue  
Hammond, Indiana  
k-6

Dorothy C. McLaughlin  
Harding  
3211 - 165 Street  
Hammond, Indiana  
k-7

Mrs. Jeanne A. Goss  
82  
4700 English Avenue  
Indianapolis, Indiana  
k-8

Mrs. Ginger Lacey  
Whottru School 33  
1119 Sterling Street  
Indianapolis, Indiana  
k-7

Miss Lynetta L. Pasko  
Bingham  
620 E. Third  
Mishawaka, Indiana  
k-6

Mr. Russell Stout  
Beiger  
1601 L. W. East  
Mishawaka, Indiana  
1-8

Glenn Cross  
Vaile  
South 13 and C Streets  
Richmond, Indiana  
k-6

Margaret P. Alexander  
Marquette  
College and Hamilton  
South Bend, Indiana  
k-6

Bryon C. Kirby  
South Bend School  
South Bend, Indiana  
4-8

Lela Gill  
Davis Park  
1800 Poplar Street  
Terre Hante, Indiana  
k-6

Dr. Jerry N. Kuhn  
University Elementary School  
Corner of Davenport and Capitol  
Iowa City, Iowa  
k-6

George Bistline  
East Indianola School  
1900 North Fillmore  
Topeka, Kansas  
k-8

Ray Hailey  
J. C. Nichols  
6903 Oak  
Topeka, Kansas  
k-7

C. P. Wetlanfer  
Highland Park Junior High  
2644 Michigan Avenue  
Topeka, Kansas  
7-8

Kyle C. McDowell  
Dependent School  
Fort Knox, Kentucky  
k-7

Ellen S. Griffiths  
Gardenville School no. 211  
Belair Road and Frankford  
Baltimore, Maryland  
k-6

Edna Fleming  
Centreville Elementary  
Centreville, Maryland  
1-6

E. F. Brain  
Beall Elementary  
Frostburg, Maryland  
1-7

Ruth A. Gosnell  
Randallstown  
Randallstown, Maryland  
1-6

Irene M. Steele  
Lida Lee Tall School  
State Teachers College  
Towson 4, Maryland  
k-6

Robert A. Gragg  
Yarmouth Elementary  
Bass River, Massachusetts  
1-6

John V. Balfe  
Houghton  
Putnam Avenue  
Cambridge, Massachusetts  
4-8

Loretta M. McHugh  
Quincy School  
Irving, Massachusetts  
1-6

Harry Anderson  
Clafin  
Lowell Avenue  
Newtonville, Massachusetts  
k-6

Mrs. Helen S. Manchester  
Mt. Pleasant  
Plymouth, Massachusetts  
1-6

James V. McMullen  
Harvey Wheeler  
Main Street  
West Concord, Massachusetts  
3-6

Mrs. Eula Avery  
Mack  
920 Miller Road  
Ann Arbor, Michigan  
1-6

Doris D. Klaussen  
Ann J. Kellogg  
Champeon Street  
Battle Creek, Michigan  
3-6

William S. Carter  
Lindsay Intermediate  
LaSalle Street  
Bay City, Michigan  
5-8

Marjorie M. Votey  
Walnut Lake  
2075 Walnut Lake Road  
Birmingham, Michigan  
k-6

Rita Emlaw  
Long  
3100 Westwood  
Dearborn, Michigan  
k-6

Huldah Fine  
Hampton  
18460 Warrington Drive  
Detroit, Michigan  
k-8

Mrs. Mary C. Schulz  
Ann Arbor Trail  
7635 Chatham  
Detroit 39, Michigan  
2-5

Miss Josephine McDougall  
Potter Community School  
2500 Averill Avenue  
Flint, Michigan  
k-6

Leone Kirchgessner  
Oakdale  
944 Evergreen S. E.  
Grand Rapids, Michigan  
k-6

Mason, Hesper  
James B. Angell  
240 Gerald  
Highland Park, Michigan  
k-6

O. B. Aftreth  
Aubuhan Elementary  
41 Street and Chawen Street  
Maples, Minnesota  
k-6



Adele K. Solheim  
Northrop  
16 Avenue South 46 Street  
Minneapolis, Minnesota  
k-6

Harold A. Tallakson  
Longfellow  
3017 E. el Street  
Minneapolis, Minnesota  
k-6

William H. Reger  
Eugene Field  
1405 Pearl Street  
Hannibal, Missouri  
l-9

Tom D. Korte  
Rock Creek  
24 and Hardy  
Independence, Missouri  
k-8

Anita M. Baird  
H. C. Kumpf  
4423 Olive  
Kansas City, Missouri  
k-8

Ruth Rowe  
Farfield  
2612 Wyoming Avenue  
St. Louis, Missouri  
k-8

Marvin E. Klampe  
Lockwood Junior High  
Route 4  
Billings, Montana  
7-9

Miss Marjorie Hartmann  
Anna Jeffries  
Cut Bank, Montana  
l-6

A. G. Erickson  
Hawthorne  
Madison and Holter  
Helena, Montana  
l-8

G. V. Erickson  
Bryant  
Boulder Avenue  
Helena, Montana  
l-8

J. W. Hutchinson  
Central  
8 and Warren  
Helena, Montana  
l-8

Harold J. Miller  
Duckwater  
Duckwater, Nevada  
l-8

M. F. Boland  
B. D. Gillinghurst  
1125 Plumas Street  
Reno, Nevada  
5-8

Mr. Frank Almroth  
Memorial  
Rugby Road  
Cedar Grove, New Jersey  
3-8

Charles Dalnodar  
North Caldwell  
Gould Avenue  
North Caldwell, New Jersey  
4-8

Ann Jones  
A. Montoya  
Tijeras, New Mexico  
l-8

Miss Ursula Henley  
Bronxville Elementary  
Bronxville, New York  
k-6

Jack D. Roberts  
Daniel Webster  
Glenmore Drive  
New Rochelle, New York  
k-6

William B. McIver  
Gillespie Park  
Greensboro, North Carolina  
7-9

Carrie Phillips  
Brooks  
Greensboro, North Carolina  
1-6

Lloyd Lowder  
Ray Street School  
West Ray Street  
High Point, North Carolina  
1-6

Ivy Brandt  
Hawthorne  
Fargo, North Dakota  
1-6

C. L. Miller  
Garfield  
Elmore and Beckman  
Cincinnati, Ohio  
k-8

Cleon Wingard  
George F. Sands  
Freeman and Poplar Streets  
Cincinnati, Ohio  
k-6

Marian Finch  
Fernway  
Shaker Heights  
Cleveland, Ohio  
k-6

Mrs. Mae McLaren  
Boulevard  
Southington and Drexmore  
Roads  
Cleveland 20, Ohio

W. Fletcher Simpson  
Shaker Heights Junior High  
South Woodland and  
Woodbury Roads  
Cleveland 20, Ohio

Floyd F. Heil  
Indian Springs  
3162 Indianola Avenue  
Columbus, Ohio  
k-6

Helen C. Kennedy  
Medary Avenue  
2500 Medary Avenue  
Columbus 2, Ohio  
k-6

Dorothy Levengood  
Heyl Avenue  
760 Reinhard Avenue  
Columbus 6, Ohio  
k-6

Miss Bernice Setterlin  
Chicago Avenue  
40 North Chicago Avenue  
Columbus, Ohio  
1-6

Evelyn Swickard  
Deshler  
1234 Deshler  
Columbus 6, Ohio  
k-6

Paul E. Swinger  
Fairmoor  
3281 Marfair Park Place  
Columbus 13, Ohio  
k-6

Miss Mildred Dicke  
Roosevelt  
14237 Athens Avenue  
Lakewood 7, Ohio  
k-6

Lucile A. Collier  
Jefferson  
1330 S. Sugar Street  
Lima, Ohio  
k-6

Mr. W. Cunningham  
Lomond  
Lomond Boulevard and Palmerston Road  
Shaker Heights, Ohio  
k-6

Mrs. Norman Foss  
Ludlow  
Ludlow at Southington  
Shaker Heights, Ohio  
k-6

Florence E. Gabriel  
Malvern  
Malvern Road  
Shaker Heights 22, Ohio  
k-6

Miss Pearl Heidorn  
Onaway  
Onaway Road  
Shaker Heights, Ohio  
l-6

Mrs. Marian W. Kirsch  
Sussex  
Sussex and Norwood Roads  
Shaker Heights, Ohio  
k-6

Russell H. Rupp  
Shaker Heights High School  
Aldersyde and Onaway Roads  
Shaker Heights 20, Ohio  
10-11-12

Charles A. Thornton  
Moreland  
Lee Road and Van Aken Blvd.  
Shaker Heights, Ohio  
k-6

Mrs. Alice Van Deusen  
Mercer School  
23325 Wimbledon Road  
Shaker Heights 22, Ohio  
k-6

Henry Morris  
McKinley  
Lawson and West Adams  
Steubenville, Ohio  
l-6

Mrs. Eva M. Smiley  
Garfield  
601 South Seventh  
Ponca City, Oklahoma  
l-6

Mel Smith  
Lewis and Clark Consolidation  
Route 3, Box 145  
Clatsop County, Oregon  
l-8

Mrs. Blanche E. McBee  
Franklin  
18 Taylor  
Coryallis, Oregon  
k-7

Mrs. Margaret Goff  
Central School  
1728 Main Street  
Forest Grove, Oregon  
l-4

Walter L. Henry  
B. W. Barnes  
512 N. Third Street  
Hillsboro, Oregon  
7-8



Ralph Farrow  
Henry Hill  
Independence, Oregon  
5-8

Ralph Farrow  
Independence Elementary  
Independence, Oregon  
1-5

Marie C. Alvin  
Cascades  
Lebanon, Oregon  
1-8

Ernest P. Caldwell  
Queen Anne Park  
142 Elmore Street  
Lebanon, Oregon  
1-8

Richard Cantwell  
Green Acres  
Lebanon, Oregon  
3-8

R. P. Prillaman  
Edwards  
Sixth and Edwards  
Newberg, Oregon  
1-8

W. O. Engebretsen  
Russellville  
124 S. W. 102  
Portland, Oregon  
1-8

H. O. Hartman  
John Tuck School  
209 N. 10th Street  
Redmond, Oregon  
6-8

Dorothy Daugherty  
Englewood  
Salem, Oregon  
1-6

Dorothy P. Hartman  
Muhlenberg Elementary  
21 and Washington Streets  
Allentown, Pennsylvania  
k-6

Florence S. Anderson  
Joseph H. Brown  
Frankford Avenue and  
Stanwood Street  
Philadelphia, Pennsylvania  
k-8b

James W. Anderson  
Julia Ward Howe  
13 and Grange  
Philadelphia, Pennsylvania  
k-7b

Mrs. C. Dorothy Beck  
Northeast Village  
School Land and Wake Road  
Philadelphia, Pennsylvania  
k-7

Miss B. Bradley  
Samuel Gompers  
57 and Wynnefield Avenue  
Philadelphia, Pennsylvania  
k-6

Royal E. Bright  
Longfellow  
Tacony and Pratt Streets  
Philadelphia 37, Penn.  
k-6b

Marie M. Conway  
John Welsh  
4 and Dauphin Streets  
Philadelphia, Pennsylvania  
k-8

Thomas L. Cullen  
James J. Sullivan  
Harbison Avenue and Sanger  
Philadelphia 24, Penn.  
k-6

Serena Foley Davis  
W. and E. Martin  
22 and Brown Streets  
Philadelphia 30, Pennsylvania  
Deaf School

Margaret Efraemson  
Walton  
28 and Huntingdon Street  
Philadelphia, Pennsylvania  
k-6

Miss Irene Esterline  
McClure  
64 and Hunting Avenue  
Philadelphia 40, Pennsylvania  
k-6

Hilda Evans  
William Cramp  
Howard and Ontario Streets  
Philadelphia, Pennsylvania  
k-6

Walter P. Evans  
Francis Hopkinson  
L and Luzerne Streets  
Philadelphia, Pennsylvania  
7a-8b

J. Goldstein  
Gilbert Spruance  
Levick and Horrocks Streets  
Philadelphia, Pennsylvania  
k-6

Miss Marion V. Greitmeyer  
H. A. Brown  
Sergeant and Jasper Streets  
Philadelphia, Pennsylvania  
k-6

John Guthrie  
Henry R. Edmunds  
Large and Dyre Streets  
Philadelphia 24, Pennsylvania  
k-8b

Harry Horwitz  
A. B. Day  
Johnson and Crittenden St.  
Philadelphia, Pennsylvania  
k-6

Samuel J. Judelsolm  
Clara Barton  
13 and Wyoming Avenue  
Philadelphia 20, Penn.  
k-8

Isabel C. Kelly  
Alex Henry  
Paul and Unity Street  
Philadelphia 24, Penn.  
k-6

Miss Frances A. Malloy  
E. M. Stanton  
17 and Christian Streets  
Philadelphia 46, Penn.  
k-6

Morris Miller  
J. Hampton Moore  
Tyson and Summerdale Ave.  
Philadelphia, Penn.  
1-6

Solon Sacks  
George Washington  
5 and Federal Streets  
Philadelphia 47, Penn.  
k-6

Anna P. Simpson  
H. B. Hackett  
E. York and Sepviva St.  
Philadelphia, Pennsylvania  
k-6

David J. Simpson  
Thomas Holme  
Academy Road and Willits  
Philadelphia, Pennsylvania  
k-8b

Marion A. Thorp  
Chandler  
Montgomery Avenue and Wilkey  
Philadelphia, Pennsylvania  
k-6

Jennie G. Whilldin  
John Webster  
Frankford and Ontario  
Philadelphia 34, Pennsylvania  
k-6

Emil Wolfe  
Lamberton  
75 and Woodbine Avenue  
Philadelphia 31, Pennsylvania  
1-6b

Lewis E. Holden  
Nayatt  
Barrington, Rhode Island  
k-6

Mary Brent  
Glenn  
322 Cleveland Street  
Nashville, Tennessee  
1-6

Charles V. Eads  
Lamar Elementary  
3800 Lipscomb Street  
Amarillo, Texas  
1-6

Melvin Beckstrand  
Forbes  
American Fork, Utah  
k-6

Clay I. Petersen  
Huntington Elementary  
Huntington, Utah  
1-6

John M. Reese  
Burch Creek  
4001 Adams Avenue  
Ogden, Utah  
1-6

Ezra Fobler  
Woodrow Wilson  
2831 S. 2 Avenue  
Salt Lake City, Utah  
1-6

Miss Merva R. Morris  
Ensign  
431 Ninth Avenue  
Salt Lake City 3, Utah  
k-6

Dr. Levin B. Hanigan  
Claremont  
4700 S. Chesterfield Rd.  
Arlington, Virginia  
1-6

Sam W. Ray, Jr.  
W. H. Taylor  
Princess Anne and  
Claremont  
Norfolk, Virginia  
1-6

A. E. Wright  
Jackson Wilson  
Waynesboro, Virginia  
1-8

Sig Moe  
Terminal Park  
1101 D. St. South East  
Auburn, Washington  
k-6

Richard J. McDonald  
Bellevue Elementary  
District 405  
Bellevue, Washington  
1-6

Arthur Bogen  
Washington  
Field and Spruce Streets  
Centrallia, Washington  
1-8



Wylena Gamon  
Valley Intermediate  
502 E. Titus  
Kent, Washington  
6-7

Wilfred L. Reeves  
Roosevelt  
Garrison and San Francisco  
Olympia, Washington  
1-6

Mrs. Lilly Peterson  
Jason Lee  
1702 Van Giesen  
Richland, Washington  
k-6

Erwin J. Beard  
Green Park  
East Isaacs  
Walla Walla, Washington  
1-6

Mrs. Mae Cox Wilson  
Justice Grade  
Henlawson, West Virginia  
1-8

Lee Johnson  
Madison I  
5525 N. 16 Street  
Madison, Wisconsin  
k-8

Richard E. Brehmer  
Lee  
921 W. Meinecke Avenue  
Milwaukee 6, Wisconsin  
k-6

Walter P. Carroll  
122 E. Center Street  
Milwaukee 12, Wisconsin  
1-8

Erling Frostad  
Story  
3815 W. Kilbourn Avenue  
Milwaukee, Wisconsin  
k-8

Mr. Melvin J. Lipke  
Siefert  
1547 N. Fourteenth St.  
Milwaukee, Wisconsin  
k-6

W. Carmen Lucas  
31 Street School  
1945 N. 31 Street  
Milwaukee, Wisconsin  
k-8

Arthur Moeck  
Dover  
619 E. Dover  
Milwaukee, Wisconsin  
k-8

E. P. Rosenthal  
Vieau  
823 S. 4 Street  
Milwaukee, Wisconsin  
k-8

Oliver Sand  
Fratney  
3255 N. Fratney Street  
Milwaukee 12, Wisconsin  
k-8

Mr. Louis Ulrich  
William T. Sherman School  
51 Street at Locust  
Milwaukee 10, Wisconsin  
1-6

## Appendix B

List of Schools Whose Constitutions Were  
Quoted in Thesis

George Washington School  
Compton, California

General Rosecrans School  
Compton, California

Edendale School  
San Lorenzo, California

Locust Avenue School  
Danbury, Connecticut

Franklin School  
Gary, Indiana

James B. Angell  
Highland Park, Michigan

George Sands  
Cincinnati, Ohio

Lomond School  
Shaker Heights, Ohio

Moreland School  
Shaker Heights, Ohio

Henry R. Edmunds  
Philadelphia, Pennsylvania

Samuel Gompers School  
Philadelphia, Pennsylvania

Welsh School  
Philadelphia, Pennsylvania

Fratney Street School  
Milwaukee, Wisconsin

## Appendix C

Data derived from findings

## STUDENT COUNCIL SURVEY

Grades Description	Count
Kindergarten - 4	4
Kindergarten - 6	95
Kindergarten - 8	33
1 - 6	26
1 - 7	5
1 - 8	21
4 - 8	5
5 - 8	4
6 - 7 - 8	4
7 - 8	15
12 and over	1
3 - 6	3
K - 7	4
2 - 5	1
1 - 9	1
3 - 8	2
10 -12	1
	<u>225</u>



## (4A) YEAR YOUR STUDENT COUNCIL WAS ORGANIZED

Description	Count	6
No Answer	7	
1925-1934	19	
1935-1940	22	
1941-1946	24	
1947-1954	146	
Date unknown	<u>7</u>	225

## (4B) ORGANIZED BY WHAT PERSON OR ORGANIZATION 7

No answer	11	
Principal	101	
Teacher	42	
Students	—	
Teacher and Students	8	
School Administration	7	
Principal and Faculty	37	
Students, Teacher and Principal	11	
Not known	7	
Others	<u>1</u>	225

## (4C) UNDER WHAT CIRCUMSTANCES WAS IT ORGANIZED

Description	Count	8-9
No answer	38	
Children in the planning of school affairs	43	
Improve the school	13	
More student responsibility	12	
Needs	50	
Desire or wish of student and faculty	10	
Experimental	8	
Student leadership	6	
Democratic living	27	
Requested by administration	11	
Circumstances not known	6	
Teachers and parents	—	
Teachers and students	1	
	<u>225</u>	

(5) WHAT WAS THE SPECIFIC PURPOSE FOR ORGANIZING  
YOUR STUDENT COUNCIL

10

No answer	10
Pride in school policies (planning)	76
Leaders and followers	13
Training	7
Democratic	51
Tie between school and community	2
Encourage student activity	14
A combination of two or more of above	44
Obtain student ideas and reactions	8
	<u>225</u>

## (5A) HAS THIS PURPOSE BEEN ACHIEVED

11

No answer	16
Yes	179
No	3
Indefinite	27
	<u>225</u>

## (5B) HAS THIS PURPOSE BEEN CHANGED

Description	Count	12
No answer	84	
Yes	36	
No	<u>105</u>	
	225	

## (5C) AND IF SO, TO WHAT 13

No answer	215
	<u>2</u>
	5
	<u>1</u>
	2
	<u>225</u>



## (6A) LIST OFFICERS IN YOUR STUDENT COUNCIL

Description	Count	14-15
No Answer	11	
Major-V.M.-Secretary-Treas-Chairman of Committee - Sergeant of Arms	4	
President - Vice-president-Secretary	73	
President-Vice-president-Secretary-Treasurer	56	
Representatives	3	
President-Vice-president-Secretary-Assistant Secretary	6	
President-Vice-president-Secretary-Clerk- Reporter	3	
Chairman - Secretary	13	
President-Vice-president-Secretary-Luncheon hostess-Assistant hostess	1	
President-Vice-president-Secretary-Sergeant at Arms	15	
President-Vice-president-Secretary-Treasurer	5	
President-Secretary-Treasurer-Representative from each room (faculty)	8	
President-Vice-president-Secretary-Treasurer- Members	6	
President-Vice-president-Secretary-Member of Executive capacity of safety partol	6	
President-Vice-president-Secretary-Treasurer Librarian - 2 reporters	2	
Mayor-Assistant Mayor-Judges-Cabinet members- Recorder-Treasurer	1	
No titles (Home representatives)	2	
Mayor - City clerk - Comptroller	3	
Commissioner, Representative, Senator, Treasurer, Sheriff, Judge, Clerk of court, Prop. Warden, Health officer.	1	
No officers	2	
Mayor or president	3	
President-Vice-president, Secretary, boy capacity, girl capacity, Lieut.	1	
	<u>225</u>	

## (6B) LENGTH OF TERM

Description	Count 16-17
No answer	17
Two weeks	4
One month	3
Six weeks	3
Two months	6
Three months	1
Four months	4
One-half term	2
One-half semester or ten weeks	3
One term	14
One semester	67
One year	87
Two years	1
Others	13
	<u>225</u>

## (6C) SPECIAL QUALIFICATION

18-19

No answer	30
Grades	20
Citizenship	19
Seven and eighth grades	21
Sixth grade	25
Fifth grade	9
Fourth grade	5
Leadership	32
Ability	14
Homeroom representative	4
Elected by pupils	20
Grammar, English, Penmanship	1
Service to school	2
None	23
Faculty approval	
	<u>225</u>

## (7A) WHO ARE THE MEMBERS OF THE COUNCIL

Description	Count	20-21
No answer	4	
Two from each class	63	
One from each class	34	
Grades 3-7	2	
Grades 7-8	6	
Grades 4-8	10	
Grades 4-6	15	
Grades 2-6	10	
School	10	
Grade 6	3	
Grades 3-6 (2 reps) K-2 (1 rep)	8	
Grades 5-8	7	
Grades 1-6	10	
Grades 1-7	3	
All classes 4-6	--	
Officers and representatives	23	
Grades 3-6 - teachers	4	
Eighth grade	--	
Grades 3-8	4	
Application	1	
Grades 6-8	3	
Grades 4-9	1	
Grades K-4	1	
Four from each class	1	
Three from each class	1	
Class and student body	1	
	<u>225</u>	

## (7B) ON WHAT BASIS ARE THEY CHOSEN

22-23

No answer	31
Elected by class	95
Grades	3
Grade and citizenship and so forth	18
Elected by class or chosen by teacher	5
Elected by rooms	23
Chosen for one month by class	4
Elected by student body	23
Popular vote	6
Chosen by student with teacher guidance	8
Elected by representatives	4
No qualifications necessary	5
	<u>225</u>



(8) WHAT TYPE OF ORGANIZATION DID YOUR  
STUDENT COUNCIL ADOPT

24

Description	Count
No answer	16
City government plan	30
State	5
National	21
Council of homeroom presidents	34
Others	<u>119</u>
	225

(9) HOW HAS THIS TYPE OF ORGANIZATION WORKED OUT 25

No answer	19
Satisfactory	187
Unsatisfactory	2
Undecided (because of newness of council)	<u>17</u>
	225

(10) DOES YOUR COUNCIL EMPLOY 26

No answer	27
Judicial	11
Executive	22
Legislative	61
Others (town-meeting; assembly)	37
No	17
Judicial and executive	2
Judicial, Executive and Legislative	14
Executive and Legislative	32
Judicial and Legislative	<u>2</u>
	225

(11A) DOES YOUR COUNCIL HAVE A WRITTEN CONSTITUTION 27

No answer	9
Yes	113
No	<u>103</u>
	225

## (11B) WHO PREPARED THE CONSTITUTION

28

Description	Count
No answer	111
Students	17
Eighth grade	6
Executive committee	17
Council	23
Principal	3
Staff	3
Students and adviser	9
Sixth grade	36
	<u>225</u>

## (11C) DO ALL STUDENTS RECEIVE A COPY OF THE CONSTITUTION

29

No answer	123
Yes	22
No	80
	<u>225</u>

## (11D) IN WHAT FORM IS THIS GIVEN

30

No answer	196
Mimeographed	18
Framed on wall	9
Posted	2
	<u>225</u>

## (11E) WHERE CAN THEY OBTAIN A COPY

31

No answer	156
Library	4
Room	24
Office	5
Posted	1
Teachers and Officers	31
Students handbook	3
Student Council file	1
	<u>225</u>

(12A) DO YOU USE COMMITTEES IN CARRYING OUT  
STUDENT COUNCIL PROGRAMS

32

Description	Count
No answer	18
Yes	172
No	35
	<u>225</u>

(12B) NAME THE COMMITTEES

33

No answer	63
Safety	31
Buildings-Sanitation	11
Playground	9
Need	23
School activity	82
Public relations	6
	<u>225</u>

(13) HOW IS THE FACULTY ADVISER SELECTED

34

No answer	13
Principal appoints	67
Teachers serve	9
Interest-willing to serve	48
Principal serves	62
Rotation of teachers	7
Student council	6
Teachers committee appoints	12
Advisory board	1
	<u>225</u>

(14) AT WHAT GRADES ARE STUDENTS ELIGIBLE

35

No answer	3
Primary	142
Intermediate	59
Upper	21
	<u>225</u>



## (14A) WHAT ARE THE QUALIFICATIONS OF THE MEMBERS 36

Description	Count
No answer	20
All students	27
Elected (majority vote)	61
Ability-Citizenship	104
Pupils and teachers	3
Interest	3
None	5
Class officers	1
Test age	1
	<u>225</u>

## (14B) WHAT IS THE LENGTH OF TIME 37

No answer	15
One year	86
Six months	4
One-half year	14
One term	19
One semester	52
Every quarter	6
Others	29
	<u>225</u>

## (14C) MAY AN INDIVIDUAL BE RE-ELECTED 38

No answer	66
Yes	122
No	37
	<u>225</u>

## (15) WHAT PROVISIONS FOR STUDENTS TO SERVE 39

No answer	20
Short term service	92
Numerous positions	37
Special activities (playdays, carnivals, bulletin boards)	35
None	33
Open council - no privilege	3
Turn over	5
	<u>225</u>

## (16) ARE CERTAIN OFFICES RESERVED

40

Description	Count
No answer	8
Yes	177
No	40
	<u>225</u>

## (17A) WHAT SPECIFIC TRAINING HAS BEEN GIVEN

41

No Answer	12
Adviser guidance	64
Teachers guidance	20
Special class or meetings	80
Student of officers help	4
None	45
	<u>225</u>

## (17B) OFFICERS - MEMBERS

42

No answer	53
Discussion groups	25
Teachers guidance	22
Adviser guidance	22
Classes special	53
None	48
Students	2
	<u>225</u>

## (18A) ARE REGULAR MEETINGS SCHEDULED

43

No answer	5
Yes	208
No	12
	<u>225</u>

## (18B) WHEN

44

No answer	15
Weekly	113
Bi-monthly	62
Monthly	17
Needs	13
Bi-weekly	7
	<u>225</u>

## (18C) OTHER METHODS USED

45

Description	Count
	221
	2
	2
	<u>225</u>

(19) WHAT ARE CHIEF DUTIES AND RESPONSIBILITIES  
BELONGING TO THE COUNCIL ONLY

46

No answer	1
No answer	26
Conduct assemblies	14
Safety program	20
Playground and building maintenance	11
Citizenship program	27
Discuss school problems	111
None	10
School funds	2
Extra curricular activities	2
Jurisdiction over all	1
	<u>225</u>

## (20) WHAT ACTIVITIES OR PROJECTS ARE SPONSORED

47

No answer	1
No answer	14
Dances-social activities	15
U.F. Drive	33
Special classes and activities	110
Patrol (Bike)	12
Safety (crossings, loading & unloading bus)	21
None	16
Council too new	3
	<u>225</u>

## (21) DOES THE COUNCIL HANDLE FUNDS

48

No Answer	11
Yes	82
No	132
	<u>225</u>



## (22A) DOES STUDENT COUNCIL COLLECT MONEY

49

Description	Count
No answer	11
Yes	79
No	135
	<u>225</u>

## (22B) IF SO, WHAT

No answer	138
No answer	2
United Fund	12
Charity Organization	6
Gift packages - friendship	2
Illness - death in school families	1
March of dimes	6
Care of own expenses	6
General school fund	9
Student activities	8
Needs and special projects	22
School uniforms	1
Incorrectly answered	9
Donations for ED T.V.	1
T.V. set	1
P.T.A.	1
	<u>225</u>

(23A) DO THE COUNCIL MEMBERS RECEIVE CERTIFICATES,  
PINS

52

No answer	1
No answer	14
Yes (certificate)	50
No	25
	15
	<u>120</u>
	<u>225</u>

## (23B) OTHER AWARDS

53-54

Description	Count
No answer	176
Cards are worn with name	12
Honor assembly	8
Letters	7
Merit recognition	4
Arm bands	4
Badges	7
Certificate awards	2
Ribbons	1
Statement on grade card	1
Points toward a letter	1
Manual	1
	<u>225</u>

## (23C) ARE THESE GIVEN AS

55

	149
Gift	24
Purchased	4
School	35
Council	11
Others, (P.T.A., Dad's Club)	2
	<u>225</u>

## (24) DO YOU USE THE PARENTS IN COUNCIL ACTIVITIES 56-57

No answer	7
Invited to meetings	9
In case of problems	147
Graduation activities	2
Safety committee	5
School club advisers	—
Advisory	7
P.T.A. programs	15
Cooperation in civic project	3
Student activities, carnivals, plays, etc.	10
Advisers and resource people	8
Transportation of students	2
Rummage sale	1
Chaperones	4
Judges of activity	2
Parent groups	1
Parties	1
Through correspondence	1
	<u>225</u>

(25) WHAT ARE THE PROBLEMS WHICH KEEP THE COUNCIL  
FROM FUNCTIONING

58-59

Description	Count
No answer	32
Time limit	51
Lack of guidance	9
Large enrollment	7
Lack of faculty interest and ability	37
Lack of experiences and age	41
Change over of advisers and officers	7
None	18
Council too large	1
Lack of cooperation council and students	9
Lack of activities	1
Lack of student interest	3
Council too new	4
	<u>225</u>

(26) WHAT IS BEING DONE TO SOLVE THESE PROBLEMS

No answer	79
Arrange time schedules	23
Faculty meetings and supervisors	25
Leadership sessions	23
Students and staff	20
Distribute responsibility	13
Democratic procedures	17
None	21
Recognition of members	4
	<u>225</u>

(27) WHAT ARE THE PROBLEMS WITHIN THE COUNCIL

61-62

No answer	68
Lack of background in student council activity	22
Immaturity of members	39
Need more training and techniques	17
Jealousy between members	2
Lack of understanding by teachers and students	4
None	30
Children need more time	18
No cooperation	7
Poor leadership	11
Best members not always elected	5
Conflict with other activities	2
	<u>225</u>



## (28) WHAT IS BEING DONE TO SOLVE THESE PROBLEMS 63-64

Description	Count
No answer	118
Training	36
Work on adolescent level	4
Careful planning	17
Faculty and students working together	16
Individual guidance	9
Getting material to students on student council	5
Nothing	14
Teachers need to know the values	3
Students we replaced	2
Lengthen term of office	1
	<u>225</u>

## (29) WHAT ARE SOME OF THE VALUES ATTRIBUTED 65

No answer	27
Friendly, Loyalty, Unity, Cooperative atmosphere	29
Appreciation of values of students	11
Build school spirit	37
Students take responsibility and democratic participation	43
Relieves teachers of guidance work	1
Self improvement-citizenship-leadership	27
Closer relationship between students-staff and school	46
New council - cannot tell	4
	<u>225</u>

## (31A) HOW DO YOU EVALUATE YOUR COUNCIL AS TO EFFECTIVENESS 66

No answer	21
Superior	78
Average	117
Ineffective	9
	<u>225</u>

## (31B) DO YOU BELIEVE IN STUDENT COUNCIL IN ELEMENTARY GRADES 67

No answer	23
Essential	63
Valuable	118
Good	12
Non essential	9
	<u>225</u>

STUDENT COUNCIL SURVEY

1. Name of School \_\_\_\_\_ Grades \_\_\_\_\_
2. Address \_\_\_\_\_
3. Name of Principal \_\_\_\_\_
4. Year your Student Council was organized \_\_\_\_\_ and was organized by what person or organization \_\_\_\_\_ and under what circumstances was it organized \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What was the specific purpose(s) for organizing your Student Council? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 (a) Has this purpose been achieved? \_\_\_\_\_  
 (b) Has the purpose been changed and if so, to what? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. List the officers in your Student Council according to:  

Title of Office	Length of Term	Special Qualifications
7. Who are members of the Council and on what basis are they chosen?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. What type of organization did your Student Council adopt?

- (a) City Government Plan \_\_\_\_\_
- (b) State Government Plan \_\_\_\_\_
- (c) National Government Plan \_\_\_\_\_
- (d) Council of Home-room Presidents \_\_\_\_\_
- (e) Other \_\_\_\_\_; Please specify \_\_\_\_\_

9. How has this type of organization worked out? \_\_\_\_\_

10. Does your Council employ; Judicial \_\_\_\_\_; Executive \_\_\_\_\_; Legislative \_\_\_\_\_; powers? (Illustrate, if possible) \_\_\_\_\_

11. Does your Council have a written constitution? \_\_\_\_\_. Who prepared the Constitution? \_\_\_\_\_. Do all students in school receive a copy of the Constitution? \_\_\_\_\_. If "Yes", in what form is this given? \_\_\_\_\_ If "No", where can they obtain a copy to study should they so desire? \_\_\_\_\_

(Please attach a copy of the Constitution if it is available.)

12. Do you use Committees in carrying out your Student Council program? \_\_\_\_\_ If "Yes", please name the Committees \_\_\_\_\_

13. How is the faculty adviser selected? \_\_\_\_\_

14. Beginning at what grades are students eligible for membership in the Student Council

(a) What are the qualifications for membership in the Student Council?

(b) What is the length of term on the Council and may an individual be re-elected? \_\_\_\_\_

15. What provisions are made so that many students have a chance to serve on the Council? \_\_\_\_\_



16. Are certain offices reserved for pupils from certain grades? \_\_\_\_\_  
\_\_\_\_\_
17. What specific training has been (or is) given those on the Council in order to do a better job? (Officers-- \_\_\_\_\_  
\_\_\_\_\_  
(Members-- \_\_\_\_\_  
\_\_\_\_\_
18. Are regular meetings scheduled? \_\_\_\_\_ If "Yes", when \_\_\_\_\_. If other methods are used, please describe \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. What are the chief duties and responsibilities that belong to the Council alone? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. What activities or projects does the Council sponsor? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
21. Does the Council handle funds in connection with Co-curricular activities? \_\_\_\_\_
22. Does the Student Council in your school collect money for any purpose? \_\_\_\_\_  
If so, what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. Do the Council members receive certificates \_\_\_\_\_, pins \_\_\_\_\_, other awards (Name) \_\_\_\_\_ for membership? Are these given as a gift \_\_\_\_\_, purchased by member \_\_\_\_\_, school \_\_\_\_\_ or Council \_\_\_\_\_.
24. Do you use the parents in Council activities and if so, how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
25. What are the problems which keep the Council from functioning at its maximum capacity? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. What is being done to solve these problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. What are the problems within the Council which prevent it from operating at top efficiency? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. What is being done to solve these problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

29. What are some values that can be attributed to the Student Council in its effects upon the school, students, pupil-teacher relation, community? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. Name(s) of person(s) filling out survey: Official position.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31. How do you evaluate your Council as to effectiveness; \_\_\_\_\_ Superior \_\_\_\_\_;  
Average \_\_\_\_\_; Ineffective \_\_\_\_\_. Do you believe a Student Council in  
Elementary grades: essential \_\_\_\_\_; valuable \_\_\_\_\_; good \_\_\_\_\_;  
nonessential \_\_\_\_\_.