

AN ABSTRACT OF THE THESIS OF

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Title: A COMPARISON OF JUNIOR AND SENIOR HIGH SCHOOL
STUDENT ATTITUDES WITH FACULTY ATTITUDES
TOWARD THE PURPOSES, FUNCTIONS AND
RESPONSIBILITIES OF THE STUDENT COUNCIL

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The Purpose: The purpose of this study is to develop an original validated Lickert-type attitudinal survey instrument and administer it to selected samples of teachers and students in the Mid-Willamette Valley of Oregon to determine their attitudes toward the "purposes," "functions" and "responsibilities" of student councils and place these results in juxtaposition for analysis.

Scope and Limitations: The data and results may be generalizable to other school populations of similar socio-economic characteristics providing the basic assumptions and definitions are accepted. Generalization of the results to schools with low socio-economic levels, large urban schools, bi-lingual student bodies or isolated rural areas might well be invalid.

Procedures: A 73 item survey instrument was developed utilizing statements from the literature and suggestions from

colleagues and students. The questionnaire was validated and field tested prior to administration. Respondents represented five large districts and five smaller rural school districts. Questionnaires were administered to whole class rooms of heterogeneously grouped seniors and either eighth or ninth grade junior high students, depending on school organization. Sample size included 365 faculty and 1367 students. Data was submitted to the computer for a T test between mean responses which were tested at the .05 level of significance.

Conclusions: 1) There is a high degree of opinion agreement

between faculty members and students at both junior and senior high levels concerning the "purposes" of student council.

2) Responses concerning "function" revealed agreement

between faculty and students that the council should serve as a forum for opening up communication and should review issues that arise between faculty and students. Neither group desired to disband the student council. Significant opinion disagreement increased on the "function" factor. Students appeared to want to expand council involvement into areas previously considered by staff members as their domain. Students want involvement in significant areas such as curriculum development, instructional evaluation and policy

formation on grading, attendance, and other areas which directly affect them. Faculty seemed reluctant to open up these areas to student influence. Senior high faculty and student opinions were very similar to junior high faculty and students. Students with council experience were more convinced than their inexperienced classmates that the council should expand its area of involvement. Experience with council programs had little effect on faculty opinions toward opening up traditionally closed areas to student involvement.

- 3) Student average responses fell in the "no-responsibility" category in only one case of 35 items. Student attitudes strongly indicate that they believe they should share responsibility with the faculty in nearly all activities and decisions which concern them. Disagreement between faculty and students arises on issues concerning the decision-making process, policy formation and evaluation.

Recommendations: Regardless of the organization pattern that may evolve, if student representative government is to be effective it must deal with mature issues and real problems of the school. Channels of communication must be opened to solicit student thinking, deliberation and involvement in nearly all areas of the school operation including those traditionally considered as off-limits to student input.

A Comparison of Junior and Senior High School Student
Attitudes with Faculty Attitudes Toward the Purposes,
Functions and Responsibilities of the Student Council

by

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A COMPARISON OF JUNIOR AND SENIOR HIGH SCHOOL STUDENT ATTITUDES WITH FACULTY ATTITUDES TOWARD THE PURPOSES, FUNCTIONS AND RESPONSIBILITIES OF THE STUDENT COUNCIL

I. THE PROBLEM

If needed change is to come about in student council programs in the Central Willamette Valley appropriate indicators must be available to faculty and administrators of local districts. The problem centers in determining the extent of the discrepancies between the attitudes of teachers and students to provide the appropriate input to aid in planning for change. This problem can be solved by establishing the rationale for such a study, analyzing the previous research and related literature, and designing and conducting an assessment of student and faculty attitudes toward the purposes, functions and responsibilities of student council programs in this area.

Introduction

Western democratic ideals and institutions are confronted with severe external challenges from much of the rest of the world and internally from elements that approach the extremes of the political spectrum. The challenges arise from those who do not have faith that democratic, individually oriented systems can solve contemporary problems.

If democratic values and institutions are to survive these challenges, it is necessary that there exist a population committed to the solving of problems in the democratic way. Each new generation must for itself be acceptant of and committed to democratic processes and traditions.

How then is a society perpetuated that is committed to democratic ideals as a way of solving problems? Commitment comes from those who have found success in utilizing democratic patterns to function and solve problems. We can not suddenly expect individuals upon reaching the age of 18 to believe democratically or support democratic traditions without having gained maturity through the developmental learning process of increased responsible participation. Children, as they grow, must experience success in solving their problems and meeting their needs through the democratic process.

Horace Mann put it so well when he said.

In order that men may be prepared for self government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born in a day; and if school children are not trained to it, we only prepare ourselves for disappointment if we expect it from grown men (B-16) Horace Mann.

Obviously the school must bear a major responsibility for providing the experiences requisite to the development of democratic citizenship. The student council program was an appropriate response of the school community for meeting the need for a controlled arena

for practicing participatory government. However, early in the history of the student council movement students became involved in contrived situations which allowed only limited experiences in dealing with real and meaningful problems. Student councils were seldom permitted to infringe upon or influence the policy making prerogatives of faculty and administration. It was not readily accepted in the adult world that children should experience actual citizenship with respect to most real school-community issues.

Youngsters are no longer sheltered from the realities of the world. They wish to come to grips with actual problems rather than tinker with the more mundane social and fund raising activities of former years. While the students have matured the council has not.

Due to the apparent impotence of many student council programs, some schools have sought other avenues as vehicles for involving students in decision-making. The fact that other models are extant in no way denies the fact that the student council can still be a viable framework for helping students successfully learn to solve problems in democratic ways.

At issue here however is not the kinds of organizational structure that may best be utilized. If students are going to learn citizenship via traditional student council or other representative structures, the critical issue to be resolved is not related to its form but rather to the amount of authority and the degree of openness that a

school staff chooses to invest in the student representative group. To date, faculty and administration have been reticent to admit students into the circles of policy- and decision-making. If students are to emerge from school prepared for real citizenship roles, student representative organizations must move toward increased role fidelity in terms of experience and responsibility.

Summary of Introduction

- 1) It is vital for each new generation to be acceptant of and committed to democratic values, methods, and institutions.
- 2) The schools' response to this need was the development of the student council as a vehicle to educate students to become functional democratic citizens in our democracy.
- 3) Council programs failed to incorporate the key democratic element of the capacity of student citizens to influence the conditions and decisions directly affecting them.
- 4) Upon the recognition of the seemingly counterfeit and impotent character of council programs, contemporary student populations became apathetic toward and have tended to disassociate themselves from such programs.
- 5) The faculty and administration have failed to relinquish to councils an adequate degree of authority and responsibility, and to bring students into the decision-making process.

Need for the Study

If schools in Oregon, and the Willamette Valley in particular, choose the council for citizenship training, the council program must move toward meeting student expectations. If administration and staff are to make appropriate accommodations, a clear assessment must be made of the discrepancies between what exists and what ought to exist. What exists tends to be the result of what faculties believe should be the purposes, functions and responsibilities of student councils. What ought to exist is in part couched in the student's expectations of the purposes, functions and responsibilities of student councils. If the opinion of faculty and students were to be compared to each other, any discrepancies between their beliefs and expectations should become apparent. Only when the scope and magnitude of the differences between faculty and student attitudes is known to the administration and staff of local schools can the need for revision of council programs be clearly understood. Once the need for change is clear and the direction that change should take becomes apparent, the choice to implement change can be made with increased confidence of success.

The Problem

In order to satisfy the need for knowledge of student and faculty attitudes toward the council, one is confronted with the problem of designing and conducting an attitude survey of teachers and students in local school districts. The results of such a survey would provide data about the purposes, functions, and responsibilities of the council which would be useful for identifying needed changes and formulating appropriate revisionary goals. If such a survey is to be of maximum utility to the administration and faculty of local schools, the survey should focus on local student and faculty populations.

It is proposed by the writer to design, conduct and report the results of such an attitudinal study.

Scope and Limitations

Population samples for this study were taken from five first class districts and five second class districts in the Central and Southern Willamette Valley of Oregon.

The results reported in this study are not specific to any one district or subgroup of teachers and students of any district because the responses to each question were compiled from all districts to obtain an average response for each item on the attitudinal survey instrument developed for this study. Therefore the data is

generalizable to the area from which it was taken but not to the individual schools. It is presumed that findings of this study may be generalizable to other school populations of similar socio-economic characteristics providing that the basic assumptions and definitions of the study are accepted. Generalization of the results to schools with low socio-economic levels, large urban schools, bi-lingual student bodies or isolated rural areas might well be invalid.

Statement of Hypotheses

It is the intent of this study to test the following hypotheses which were proposed as a result of observations of student council programs and a review of related literature.

- 1) There is no significant difference between faculty and student perception of the purpose of student council as measured by the Likert scale developed for this study.
- 2) There is no significant difference between faculty and student perception of the function of student council as measured by the Likert scale developed for this study.
- 3) There is no significant difference between faculty and student perception of the areas of responsibility of the student council as measured by the Likert scale developed for this study.

Assumptions

- 1) It is assumed for the purpose of this study that the Likert-type scale developed for this study is an appropriate and valid approach to the measurement of student and faculty attitudes.
- 2) Wherever possible the items developed for this instrument were classified according to their content into the following three factors: "purpose," "function," and "responsibility." It is assumed for this study that these three factors are a valid, comprehensive, and useful classification to describe the attitudes of students and faculty regarding student council programs. However, these three factors were arbitrarily selected for this study only and were not assumed to be the only way in which attitudinal data could be organized for purposes of analysis and interpretation in a similar case.
- 3) It is assumed that a sufficiently high level of opinion difference exists to reject the null hypothesis if a significant difference of opinion exists on 25% or more of the items on any given factor.

Definitions

For clarity of understanding of terminology and concepts used in this study the following operational definitions are in order.

Significant Difference

A significant difference on any item exists when between the mean responses of teachers and students there exists a statistically probable difference at .05 level of significance and a .5 difference between their means on the Likert scale.

Demographic Variables

The demographic variables for this study are "status," "level," and "experience." "Status" indicates being either a teacher or a student. "Level" indicates either junior or senior high school.

"Experience" denotes either having or not having experience with student council programs.

Factors

The Purpose Factor pertains to the goals and objectives of the council organization. In this study, the "purpose" factor is specifically defined by the content of items 1-11 on the questionnaire.

The Function Factor pertains to the activity and work performed by the council to reach or fulfill its goals and objectives. In this study, the "function" factor is defined by the content of items 12-38 of the questionnaire.

Responsibility Factor. In this study, "responsibility" pertains to having the authority to execute and to be accountable for the completion of activities and work appropriate to the goal and interests of the organization. In this study, the "responsibility" factor is defined by the content of items 39-73 of the questionnaire.

The Student Council

For purposes of this study, the "student council" is defined as being the representative group of students elected by the student body and recognized by the school community to speak for the student body, to accept responsibilities for the student body, and to organize and administer the duties that result from that acceptance.

Experienced Students

For purposes of this study "experienced" students refers to students who are or have been a member of a student council or a member of one of the major appointed committees of the council.

Experienced Faculty

For purposes of this study, "experienced" faculty refers to a faculty member who has been, or is now, a student council advisor.

II. REVIEW OF THE LITERATURE

Background Information--History

The student council movement is of relatively recent origin in this country although references to the basic idea precede Plato. The ideas of Rousseau, Froebel, and Pestalozzi all added impetus to the development of the student council concept. After the turn of the century, student councils slowly came into existence in many American public schools. In 1925, C.R. Dustin made a survey of 35 American cities and found that of 81 student councils nearly half had been in existence more than five years (Dustin, 1926; Cross, 1955; Coy, 1971). In 1939, the Brogue-Jacobson study indicated that 81% of the districts polled had some form of student participation in government. A group of student leaders from Atlanta, Georgia, encouraged by the Superintendent of Schools, Dr. Willis Sutton, organized the National Association of Student Officers. Later, this organization was renamed the National Associate of Student Councils. By 1943, the National Association of Secondary School Principals had become the sponsor of the National Association of Student Councils (McKown, 1944).

The student council may be defined as a representative group of students elected by the student body to participate in school government, to promote citizenship, leadership, human relations, and an

atmosphere conducive to maximum learning for the maximum number of students. This definition represents a combination of the definitions expressed by Zeran, McKown, Robbins, and Williams.

The expressed purposes of student council vary from school to school. One of the early purposes of the council was to keep the students informed of school procedures and activities. Later, the teaching of basic skills in group procedures came into vogue followed by the utilization of councils as sounding boards for school policies. According to most authorities the primary purpose of student councils should be to teach students the principles of citizenship and democratic living (Detwiler, 1965). However, in practice councils traditionally have dealt mostly in social activities, fund raising, and election campaigns. More recently, it has been common for the council to assist in forming policies and procedures (Robbins and Williams, 1959).

We must assume that for a student council to be educationally effective it should contribute to accomplishing the broader purposes of education in a democracy. That there is consistency between the purposes of the student council and the purposes of secondary education in the U.S. is documented by Wood's study of the philosophical foundation of the student council (Wood, 1961). Brandt's study also imparts opinions found in the literature that the council activity fosters self direction and therefore has value as a part of the total educational

program (Brandt, 1967). The council's purposes must reflect the values of the society which creates the school.

The council was conceived ideally as a vehicle or a process to accomplish two major purposes. First, our young people, through active participation in the school environment, would learn democratic procedures and skills to help them solve problems closest to them (Wood, 1961; Detwiler, 1965). Secondly, by participating in school government through actual practice in solving real school problems, our democratic society and its form of government would be strengthened and perpetuated.

In 1951, Joe Smith developed several foundation principles for student councils from a consideration of the foundation principles for student councils from a consideration of the foundation of secondary education, namely concepts concerning the purpose of secondary schools: the nature of learning; the nature of the society that has created the school; and the nature of civic competence.

The purpose for the student council in the high school is to help promote the school's efforts to develop competent adult citizens by enriching the learning environment thru the provision of a means for youth to be competent in the solving of problems which engage the interests and challenge the needs of adolescents. . . . the functions of the student council should be such that through them it is possible for students, by applying democratic means to participate in maintaining and improving an environment in which the freedom of each is tempered by equality for all.

Smith points out that the terms freedom and equality are a part of the value structure of our American democracy which is committed to:

1) the humanistic spirit, 2) the Hebraic Christian Ethic, and 3) the scientific method. From these sources are derived the notions that each individual possesses an inherent worth and dignity, that knowledge must be available to everyone, that knowledge is the enemy of dogma and superstition, and that those affected by decisions should participate in making them. The place of the council in the administrative structure of the school was boldly outlined. Through the council the students should

. . . participate in the real problems of the school at all of their levels of planning of solution (planning, policy making, administration and manipulation) and in all areas of school life where decisions are made that affect the students. . . . the council should be provided with recognition by the adult community and the professional staff, as well as the student body, as having authority to represent student opinions and to accept responsibilities for the student body and to organize and administer the duties that result from that acceptance (Smith, 1951).

Similar statements can be found in the writings of McKown,

Kirkendall, Zeran, and others in more recent years.

. . . the structure of the student council may take any form but it should be consistent with the values governing its peculiar purpose and with the values governing the purpose for the school (Smith, 1951).

It would seem these ideas are even more viable and appropriate today than they were when codified more than 25 years ago. Certainly implementation of these principles is a reality in some innovative

schools. However, according to studies of Harper (1965), Scheer (1971), and Creamer (1975), a serious discrepancy exists between actual practices of student councils and ideally stated purposes.

In recent years, traditional student councils have progressively come under considerable indictment. A study by Warwick indicated that the majority of activities identified as the essential concern of student councils were social in nature and did not reflect any policy-making responsibility (Warwick, 1968). The councils exist in name only because their functions are in fact meaningless. Frequently, leaders recognized by the students themselves refuse to run for office or to accept nomination as representatives. According to a study by Harper in 1964, which samples 119 high schools in Ohio, the average student council was not well received by its peer group or the professional staff. Often "jokers" or students with little ability for leadership are nominated to high positions. Lack of interest in the organization and apathy on the part of students and faculty are prevalent. ". . . the council is referred to as 'sand box government' or 'rubber stamp government' involved in affairs for which students have a declining interest" (Van Pool, 1970).

The decline of student council activity and enthusiasm during the sixties may be in part a manifestation of some of the root causes of student unrest. Rozak, Kenniston, Reich, and many other writers believe we are dealing with a generation that sees the world from a

different perspective than did students prior to 1960. It is dangerous to generalize the entire youth movement; but we are witnessing a change in opinions, perceptions, and values of a growing body of students. These writers claim that many students today manifest a new youth culture which has developed an oppositional stance toward the institutions and ways of the adult world. Strongly committed to the ideals of liberty and equality, they have come to doubt that America can live up to its ideals and thus have become alienated and opposed to the larger society. They distrust the older generation which they perceive as pursuing values and policies fundamentally immoral and destructive. There is a growing opposition to increasingly sophisticated technology and application of "technique" to all facets of life and a yearning to return to the simpler ways of yesterday.

Kenniston points out in his book, The Young Radicals, that the new youth have a new value system. They are present-oriented. "How one lives here and now is more important than what one lives for." This is in contrast to the goal orientation we have institutionalized in our schools. He labels a second characteristic of youth today as "personalism." Modern youth has an extremely low level of tolerance for the impersonal. Institutional life seems to neglect their need for intimate experiences. The demands of efficiency have made our institutions void of personalized human relationships (Kenniston, 1968).

The young are far more critical and inclined to articulate their discontent. . . . students of today speak very clearly about what they wish their schools to do! Students desire that schools replace the irrelevant with the contemporary and the relevant; they would like freedom granted by the school to be at least moderately commensurate with that granted by the society in general. . . students intensely crave to see evidence of administration and faculty sincerely attempting to close communication and generation gaps (Abrell and Hanna, 1971).

Involvement is their "thing." They want a "piece" of the policy-making "action." They are asking to get into society rather than to escape from it. They do not regard decisions made without their consent as legitimate.

. . . the extent to which these students expect involvement is indicated by the fact that 90% of our freshmen believe that students should have a role in specifying the college curriculum, and nearly two-thirds of them believe that faculty promotions should be based in part on student evaluations (Boyd, 1969).

The Louis Harris poll in 1969 indicated seething discontent among teenagers. Two out of three said they should have a greater voice in determining school policies and curriculum.

There is considerable evidence that student disruptions are on the decline. This can be observed by the fact that the number of articles appearing in periodicals concerning student activities has diminished in recent years. One can only speculate what this trend could mean. Perhaps more schools have liberalized their policies or have taken positive action to deal constructively with the issues (DeWit, 1971). A study which sampled opinions of the administrative

hierarchy of school board presidents, superintendents, and high school principals in Texas indicated that they believe students should have greater involvement in the decision-making process, but that it should be at the advisory and consultant level rather than as voting members. One-half of those sampled believed that student participation has changed to provide more involvement in the past 5 years. They see social change as a major cause of this change (Davis, 1971).

The publication by the National Association of Student Councils of a short treatise entitled "The Reasonable Exercise of Authority" was an admonition that many of our schools needed guidelines to bring their policies and procedures back into legally defensible positions.

This document provided principals with guidelines to action on issues likely to arise in secondary schools. Most of these issues reflect direct and legitimate concerns of the student council. The important issues focussed upon in this report include the following: (1) freedom of expression: wearing of buttons, arm bands and distribution of literature, (2) personal appearance: hair codes, grooming and dress.

We strongly recommend that all actions relating to school dress codes be taken only after full participation in the decision making process by students and other concerned parties.

(3) Codes of Behavior, (4) Student Property, (5) Extracurricular Activities:

Basic to the democratic concept of government is the right to free speech. The right of students to choose and express their opinions, desires on ideas collectively and through their organizations to disseminate their ideas is protected by the constitution.

(6) Discipline: "we recommend again, that rules governing in-school discipline be established only after full participation of students and other concerned parties." (7) Student Government:

. . . In all cases the scope of its powers, privileges, and responsibilities should be a matter of public record. . . the activities or programs should not be subject to veto by the principal or faculty. . . the widest possible participation in student government should be encouraged, and any real or anticipated disagreement with the administration should not hamper its activities.

(8) The Student Press:

School sponsored publications should be free from policy restrictions outside of the Natural rules for responsible journalism. . . (the) underground press should not be prohibited assuming they, too, observe the normal rules for responsible journalism.

(9) The Right of Petition: "Students should be allowed to present petitions to the administration at any time. . . The right to petition is guaranteed by the constitution and must always be permitted."

Ackerley's discussion of procedure in relation to due process exemplifies the purposes of the student council:

Every discussion of the limits of authority of the exercise of personal rights and privileges has inherent in it the problem of procedure: procedure in bringing the problems up for discussion; procedure in airing the views of the people involved, whether they prove to be similar or conflicting; and the procedure in reaching a decision as to the action to be taken. The underlying concept, understood by about

every American, is one of fairness, a fair hearing, a fair trial, a fair judgment. Every citizen needs to know that the government is not permitted to be arbitrary or repressive, and that he will have a fair opportunity to have his side of the controversy openly considered. Hence, every citizen is guaranteed the constitutional protection of a fair trial. This is the minimum for due process of law.

James E. Allen, Assistant Secretary for Education and U.S.

Commissioner of Education in 1969, addressed a letter to the nation's Secondary School Principals in which he urged them to bring together groups representative of all segments interested in our schools to identify key issues (of student unrest) and to determine alternatives for achieving appropriate changes in policies and practices of secondary schools. He voiced several widespread concerns in the form of questions which relate directly to some of the major purposes and objectives of student councils. Some of the questions the commission asked were:

How can we make the educational offerings of our schools more relevant to the society from which our students come and to the world of work for which our students are preparing?

How can our schools be more effectively managed through greater and more meaningful sharing of decision-making responsibility and authority with parents, teachers and students?

How can we establish orderly channels for the registering of legitimate concerns by those our schools serve so that there are alternatives to confrontation and demonstration?

The fact that many schools have not served as democratic models and have given largely lip service to the ideals upon which the student

council movement was founded is an indictment from which the school can exonerate itself only by reform along democratic lines.

It is unrealistic to believe that a democratic learning environment will develop unless the administration of the respective schools reflect a democratic pattern. As one writer states, "The issue is reduced to the question of how much latitude and freedom the school administration is willing to grant. . . ." (Armstrong, 1970). The administration and faculty must have confidence that students have the capacity to learn responsibility and that students can participate meaningfully in the decision-making process before they can relinquish or grant power to students.

Student councils as they now function are likely to continue to lose prestige and become almost entirely defunct unless a new understanding of the purpose can be generated and a new vision of the potential for facilitating learning can be grasped by the administration, faculty and students.

In 1971, Rober Buser reported on a survey in cooperation with the NASSP. The objective of the study was to identify the most significant activity changes in schools identified as having outstanding activity programs. The study found that student participation in governance had found many ways to involve students in decision-making which included: representatives on faculty advisory committees; use of student advisory boards; bi-racial committees; representation on

the board of education; student-administrator discussion groups; free speech areas; and inter-school visitation groups. There seemed to be a movement away from formal clubs into areas of human needs. However a significant finding was that 30% of the schools reported no significant activity changes since 1965 (Buser, 1971).

Some studies which reflect positive leadership and scholarly attempts to provide students with opportunities to become effectively involved in the decision-making process are reported in the studies of McDermott, Barnett and Calkins.

McDermott documents the development and influence of the California Association of Student Councils and its participation in local, state and regional programs to give students actual experiences in decision-making and democratic processes. His study showed that students were effectively involved in an advisory capacity in statewide legislative groups and Boards of Education. A conclusion of the study was that "The process of effective education must provide participation as a means of developing a curricular relevancy and an economic and political competence" (McDermott, 1971).

Barnett developed a model student council organization which, with local adaptations, could assist the principal to effect optimal integration of students with the school organization. The model made provision for a flow of communication between students and council members, and between the faculty council and the student council. The

council was given the opportunity to influence major decisions that affect the school organization. The principal was expected to hear recommendations of the council, provide the council with input, and respond formally to recommendations sent to his office (Barnett, 1971).

As an alternative to traditional student council organizations, Calkins developed a rationale and an operational model for shared governance in the management of the public schools at Staples High School, Westport, Connecticut. This school abandoned the student council in favor of a wider based governing board. Calkins argues that humanization of the school is a prerequisite to democratization (Calkins, 1974).

Other writers, namely Lekander, Schmerler and Fahey, have conducted comprehensive research on the topic of shared decision-making. In some reported cases the student councils have been abandoned in favor of establishing broadly based governing boards, advisory committees, and student school boards.

Fahey's research indicated that very few schools have been willing to share real power with the students in the decision-making process.

In the 1973 annual meeting of the National Association of School Administrators, Rodger Place presented a paper which discussed new approaches for broadening the base of student input into school governance. Some approaches he mentioned were developing principals' cabinets, superintendents' cabinets, and the student school board.

Due to many obstacles of statutory regulations, high mobility of students, and adverse administrative reaction, he suggests that the present student council be retained, remodeled, and revitalized. He emphasized the need for finding ways for structuring input and believed that new approaches should evolve from the current structure (Place, 1973).

The real tragedy of the student revolt of the sixties is that too many of the adult school community failed to recognize and utilize it as a potent motivational force for change and mutual growth. Students were attempting to resolve the inconsistencies of a bureaucratic and highly authoritarian school structure with what they had been taught about democratic principles. The issues of educational irrelevance, lack of meaningful participation in decisions affecting them, and hypocrisy of those in power in dealing with social concerns have abated, but remain. The present high school students seem more inclined to feel helpless in dealing with these problems. They have retreated to deal with their own individual goals (Giroux, 1974). The NASSP poll report on The Mood of American Youth, published late in 1974 indicates that in place of protest, "Students now look at politics and yawn." This poll indicates that today's students are relatively bored and distrustful of politics. But underneath this apprehension students still believe in the American system of government. On many of the questions concerning key social issues the poll indicated the

students had little or nothing to say. The NASSP report suggests that they are more reluctant to express their opinions than their predecessors, or they had not even formulated opinions. On the issue of whether people who dissent can still be considered loyal to their country, 20 percent of the polled students indicated that a person who dissents is being disloyal, and 30 percent had no opinion on this issue. Two-thirds of the high school students either had no opinion or believed that change had to be brought about by working within the establishment.

The feeling that the basic authoritarian structure in many schools is relatively unaltered is reflected by an updated article in the December issue of Phi Delta Kappa (1974). This article was written by G.W. Marker and H.D. Mehlinger in 1970 and republished in 1974 because the conditions it described remain essentially the same today.

In short the official structure of the schools is primarily an authoritarian bureaucracy that shapes students according to adult expectations. Most students learn to cope with the school system. But while they do so, they may not be learning practices that are consistent with democratic principles (Marker and Mehlinger, 1974).

Terry Giroux, director of the NASSP office of student activities succinctly states the crux of the problem concerning student representative organizations: ". . . they are ineffective. . . . They cannot function in an autocratic system" (Giroux, 1974).

The need for the school community to reexamine the purposes, functions and responsibilities of student representative organizations is apparent. In these times of rapid social change and student disenchantment with political issues, it is imperative that our students believe that the problems they face can be solved through democratic processes.

If student council programs are to again become meaningful to students they must be brought into closer alignment with student expectations. It would seem that a first step would be to ask the students with whom we serve what they believe is appropriate and acceptable to them in student council programs. We must also assess faculty members' attitudes and thinking about the purposes, functions and responsibilities of student councils. It is the faculty who must provide the council advisors and facilitate the communication in class that is essential to fostering democratic representative governance. Without the faculty's acceptance and support there simply can be no effective student council. The information we obtain from such an assessment of student and teacher attitudes within our local area should provide us with a direction and an indication of where adjustments may be necessary.

What attitudinal studies have been undertaken concerning student council affairs? The number of formal studies bearing directly on our topic are relatively few.

In 1961 Ira Wood (previously referred to in this chapter) developed an evaluative instrument and mailed it to member schools of the National Association of Student Councils throughout the United States. The results of the study were based on the reactions of principals and student council advisors in 543 public secondary schools in 50 states. The study attempted to determine whether differences existed between principals and student council advisors; between large and small schools; and between several geographic regions, as they conceive the purpose, function, organization, and activities of the student council. He concluded that there were no significant statistical differences between conceptions of principals and student council advisors regarding purpose, function and organization of student councils. However there were significant differences in the way principals and advisors rate appropriate activities for the council (Wood, 1961).

A portion of Detwiler's study undertaken in 1965 assessed the attitudes of junior high administrators and sponsors toward the student council in 100 selected schools. In addition, ten interviews were conducted with five council members and five noncouncil members in five Nebraska junior highs.

Among the findings of the study were: the "shared" concept of responsibility and control was the principal philosophy governing student participation in administration and operation of the junior high

school; the attitudes of most junior high principals were positive toward the council; success of the council was influenced by the attitudes, support, and interest demonstrated by the sponsors and the faculty; the organization and operation of the junior high council was essentially the same in the schools surveyed. Among the most serious weaknesses in the council operation appeared to be: faculty and student support; communication between council members and home rooms; lack of clearly stated objectives; recognition that the council has the authority to represent student opinion; and council involvement in significant school problems (Detwiler, 1965).

Lavenburg's study in 1967 attempted to assess the impact of the student council attitudinal changes that result when high school student council leaders attended the Oregon student council workshops. His study lends support to the claim that student council workshops improve on the job performance (Lavenburg, 1967).

In 1969 Otis Manning conducted a study of class A high schools in northeast Texas to determine whether or not significant opinions existed among student council members, noncouncil members, student council sponsors, and high school principals.

Findings of the study were that a significant difference of opinion occurred in the responses of 8 of 32 statements in the questionnaire. These items were related to: the student council as a pupil centered organization; representation of the student body;

qualifications for membership; fund raising; and evaluation of the council's work.

Greater variations of opinion appeared within groups of principals, advisors, council members and noncouncil members than were evident between the same groups.

The study concluded that communications regarding the council were poor in most schools, that those concerned with the council were not reading current literature about the council, and that those involved in student council work appeared to be satisfied with the status quo and were not concerned with the potential within the organization (Manning, 1969).

Mussman attempted to identify the differences of the perceived roles between principal and students concerning meaningful involvement in decision-making by student organizations in 15 high schools surrounding Kansas City, Missouri. A questionnaire was used to collect base information and a follow up visitation was used to add meaning to the information on the questionnaire. On only 7 of 26 statements used in the questionnaire to measure the attitude of principals and students were there sharp differences. The follow up interviews tended to lessen these differences. The average responses indicate that students and principals agree rather closely concerning the extent to which responsibility is delegated, and the weight of council action on a final decision in the areas of curriculum,

graduation requirements, classroom procedures, teacher appraisal, and the school's activity program. The majority of the principals believed the council serves the purpose for which it is intended, but students did not agree with this position and indicated that arbitrary restrictions tend to prevent the student council from achieving anything.

In areas of school dances, dress code, fund raising, council projects, chartering of school organizations and school elective procedures, real differences were indicated by the questionnaire. Principals indicated they delegated more responsibility to the student council than students indicated was theirs. The study concluded that perceived differences were slight and well within the realm of reasonable resolution (Mussman, 1970).

A study in 1971 by Larry Jones attempted to determine and compare the opinions of student council advisors, principals and a nationwide sampling of selected authorities concerning basic areas of advising the student council. It focused on the respondents' perceptions of the advisors' activities and responsibilities, preparation and the administrative procedures influencing this behavior (Jones, 1971).

A study by James McPortland and others studied attitudes of students and teachers in 14 urban high schools. This study attempted to define and categorize the possible kinds of student participation in high school decision-making and to describe the attitudes of students

and staff toward alternative decision-making procedures, and to analyze some effects of different types of student involvement in high school decisions. Among the findings of this study was the great difference of opinion among students as well as the variety of attitudes among teachers. Concerning attitudes about student government, the findings indicated that most students look to the student government to provide social services. Since student governments seem to provide these services, most students are generally satisfied with student government functions. But there is a minority of students who desire political access to authority to get a hearing for their ideas. For these students, student government does not seem to provide avenues of expression and influence to satisfy their needs (McPartland et al., 1971).

We need to confirm in terms of our population whether or not our faculty and students see things in this way.

The findings of the above studies provide valuable reference points and indicators of what we may find in our local area. What is needed now is a comprehensive study that will sample junior and senior high attitudes concerning the purposes, functions and responsibilities of the student council and place these comparisons in juxtaposition to each other for analysis. Such an input of information collected from our own students and teachers can be generalized to this area and is required as a first step toward amelioration of student council programs.

III. PROCEDURES

In order to determine whether or not there existed real differences of opinion between faculty and students concerning the purposes, functions, and responsibilities of student council in the Willamette Valley, it was necessary to collect data, which would more clearly pinpoint where differences and agreements exist between these two groups. The problem of assessing the attitudes of students and faculty seemed best to be solved by developing a Likert-type scale. On this type of a scale, the respondent indicates the degree of his agreement or disagreement on a semantic scale ranging from "strongly agree," to "strongly disagree." Thus several degrees of agreement or disagreement may be measured. This response mode is in contrast to the Thurstone scale which allows only a single agree or disagree response. Therefore, a Likert-type scale was chosen because it would be more adequate for the measurement of degrees of opinion concerning topics or issues to be presented to the populations sampled in this study.

Items for the survey instrument were developed by utilizing statements found in professional studies and related literature. Notes taken at student council workshops were also gleaned for statements of purpose and responsibility to which respondents could register their agreement or disagreement. Fellow colleagues, experienced junior

and senior high teachers, counselors, and administrators were solicited for input useful for the generation of items for the survey instrument.

After a large number of questions were generated, they were classified into three categories, namely, "purpose," "function," and "responsibility." Some statements did not seem to fall exclusively in any one category so they were arbitrarily placed where they seemed to fit best.

It is impractical to expect teachers or administrators to allow more than one class period of time for the voluntary interruption of student classes. Therefore, it was necessary to develop an instrument that could be completed by students in a 40 minute period or less.

Once a rough draft of the questionnaire was developed, it was submitted to a small group of experienced colleagues for validation of the items. The second draft was then submitted to a panel of nine judges for review and criticism. Members of this panel were:

Mr. Mel Anderson, Student Council Advisor, Western View
Junior High School, Corvallis;

Dr. Harold Aschwald, Principal, Highland View Junior High
School, Corvallis;

Mr. Clell Conrad, Principal, Highland View Junior High School,
Corvallis;

Mr. Tom Holman, Principal, Memorial Junior High School,
Albany;

Mr. Don Kohl, Adm. Asst. to Supt., For Research and
Evaluation, Salem Public Schools;

Mr. Ed McClain, Advisor, Western View Junior High School,
Corvallis;

Mr. Bill Mitzel, Grad. Assist., former Student Council
Advisor, D.O.D.;

Dr. Wilbur Jackson, Grad. Asst., former Counselor and
Student Council Advisor, Judson Junior High School, Salem.

Also Mr. Dave Curry, Specialist in Student Activities at the
Oregon Board of Education, contributed valuable criticism of the
questionnaire.

The instrument was then revised taking into consideration the
opinions and suggestions of the panel. Next, the questionnaire was
personally administered to a randomly selected group of 15 junior
high students from Western View Junior High in Corvallis, Oregon.
After completing the questionnaire, a discussion was held with the
students to identify any semantic problems and ambiguities within the
items. Similarly, a small group of senior high student leaders were
personally interviewed and asked to complete the instrument and com-
ment on the items. Their suggestions were most helpful and
encouraging. The instrument was again slightly revised and tested on

a mixed group of 24, 8th and 9th graders from the Corvallis School District. Since no serious objections were raised by these students, it was assumed that the questionnaire was ready for use in the study.

The questionnaire to be administered to faculty was identical to the student instrument except for the one question on the first page to provide necessary demographic information.

The study was designed to elicit responses from both rural, urban, large, and small districts in the Willamette Valley of Oregon.

The school administrators who responded favorably to an invitation to participate in this study represented seven junior highs and five senior highs from five of the larger districts in the Central and Southern portion of the Willamette Valley. Three schools were located in Roseburg, Corvallis, Salem, Albany and Cottage Grove.

The smaller rural districts participating in the study were St. Paul, Gervais, Stayton, Detroit and Dayton. Mr. Marvin Covey, Marion County, I.E.D. Supt., was most helpful in opening doors into these smaller districts.

In order to obtain sufficiently large samples of students who had been exposed to or who had been involved in council programs, it was necessary to draw samples from the highest grade level possible within the participating junior and senior high schools.

At the senior high school level, questionnaires were administered to 12th graders. At the junior high school level, it was usually administered to 9th graders, except where the 9th grade was not included in the junior high program. In such a case 8th grade students were chosen.

In order to standardize the administration of the instrument, the same person administered the questionnaire in as many districts as possible.

In order to assure anonymity, no provision was made to be able to isolate the responses by individual school or district.

The principals in each of the participating schools were personally contacted and appraised of the contents of the questionnaire. Their assistance was solicited to administer the instrument within their buildings. Random sampling of large numbers of students creates too many scheduling problems and class disruptions. Therefore, intact classes had to be selected. Care was taken to select only heterogeneously grouped students enrolled in required social studies classes to control student sample bias.

In order to obtain an adequate number of responses from students with council experience, the entire student council of each participating school was administered the questionnaire at a special session.

The questionnaires circulated to faculty were accompanied by a cover letter or note from the principal and placed in the teachers' school distribution boxes. Since instructions for the completion of the instrument were self-explanatory, the note merely asked for their cooperation and established a specific procedure for returning the completed forms.

The forms were collected from each school as soon as notification was received that they had been completed.

A total of 1732 questionnaires were returned. This total represented the responses of 365 faculty and 1367 students. Faculty responses included 135 junior high teachers of whom 20 had council experience and 115 had no experience. The 230 senior high faculty respondents included 34 with council experience and 196 without council experience. Of the 1367 student responses, 668 were from the junior high level. Of these junior high respondents, 245 had council experience and 423 had none. Of the 699 senior high student respondents, 325 indicated they had had council experience, and 374 were inexperienced as council participants. All completed questionnaires were brought to a central location where the appropriate steps could be taken to prepare for the reduction of the raw data for computer processing.

The raw data from the questionnaire was prepared for the computer in a two step process. After each school returned the

completed questionnaires, they were sorted into four bundles: junior high faculty, junior high students, senior high faculty, and senior high students. Secondly a code was devised for key punching purposes to permit the isolation of the responses of each demographic subgroup described earlier in the section on definitions. The reader is reminded that the demographic variables are as follows: "status" refers to faculty or student, "level" refers to junior or senior high level, and "experience" refers to having participated or not participated in a student council program or on its designated committees.

A numeric scale was developed to transform the responses from a verbal scale to a quantitative scale. The responses were assigned quantitative values as follows: strongly agree was given the value of 1; agree (2); neutral or no opinion (3); disagree (4), and strongly disagree (5).

When translating the semantic terms strongly agree, agree, disagree, etc., into a numeric scale, the problem arises of defining the quantitative limits of these verbal statements. For the purposes of this study the neutral or no opinion quantitative limits were assumed to lie between 2.5 and 3.5 on the numeric scale. Any average response between zero and 3.49 is considered an agreeable response. Any average response falling between 3.51 and 5 is interpreted as a disagreeable response.

In the case of Factor 3, "responsibility," the optional response "no responsibility" was assigned a value of one; "shared responsibility" was assigned a value of three and "complete responsibility" was assigned a value of five. As soon as all of the questionnaires were returned, the data was then punched on 80 column cards.

The computer was used to submit the data to a T test between the mean responses of all demographic subgroups for each item in the questionnaire. The T test rather than the analysis of variance was selected as the most appropriate statistical test because of the differences in the sizes of the subgroup populations to be compared. For example, in some cases comparisons were made between large and small groups with a difference of over 600 in the population size. Since the analysis of variance test is more sensitive than the T test to large differences in the size of groups, the T test was selected as the most reliable tool to use to test the differences between the mean values. Mr. Bill Hickock, formerly a statistics and computer specialist with Teaching Research, Oregon State System of Higher Education and presently systems analyst for the Department of Human Resources, State of Oregon, served as consultant on statistical analysis of the survey data. He concurred in the above conclusion regarding the use of the T test.

Data from the computer printouts was consolidated into tables attached in Appendix B.

To facilitate the comparison of the response patterns of the demographic subgroups a series of graphs were prepared. All salient combinations of subgroup data were placed in juxtaposition on the graphs for visual analysis. In order to visually observe each of the salient combinations, eight groups were prepared for each factor, i. e., "purpose," "function" and "responsibility." Copies of these graphs are inserted in appropriate places in the text.

IV. FINDINGS OF THE STUDY

The purposes of this study are twofold:

- 1) To develop and validate a Likert-type attitudinal survey instrument which would assess the opinions of students and teachers toward the "purposes, " "functions, " and "responsibilities" of student council;
- 2) To administer this instrument to selected samples of students and teachers in the Mid-Willamette Valley of Oregon and analyze the results. The five point questionnaire developed for this study is included in the text for the reader's reference and appears in full in Appendix A. The data was submitted to a T test between the mean responses for each questionnaire item. The average responses to each item of all salient subgroups is placed in juxtaposition on a series of eight graphs for each factor to facilitate visual analysis of the data. Analysis of the Purpose, Function and Responsibility Factors begins with a statement of hypothesis and examines the trends, common opinions and significant disagreement between faculty and students and determines the effect of the level and experience variables.

Factor I: purpose

Hypothesis I

Hypothesis I states that there is no significant difference between the faculty and the student's perception of the purpose of the student council as measured by the Likert scale developed for items 1-11 for this study. Items 1-11 on the questionnaire dealt with the "purpose" factor. It is important to determine the congruence and incongruence of attitudes of faculty and students concerning the purpose of student council programs. As an aid to the reader the contents of the "purpose" factor, items 1-11, are listed as follows.

Factor I: Items 1-11

1. SA A N D SD A major purpose of the student council is to promote, through its activities the maximum learning for the maximum number of students.
2. SA A N D SD The student council should promote activities which encourage students to become involved in solving the real problems of the school.
3. SA A N D SD A purpose of the student council is to provide experiences which lead to the development of competent democratic citizens.

4. SA A N D SD One of the major purposes of student council is to provide a place where students can freely express their opinions on any of the affairs of the school.
 5. SA A N D SD A major purpose of the council is to make possible a two-way communication between the staff and students concerning all areas of the school.
 6. SA A N D SD A purpose of student council is to encourage learning by capturing the interests and challenging the needs of young people.
 7. SA A N D SD A major purpose of the student council should be to promote better student-faculty relations.
 8. SA A N D SD There is no need for a student council.
 9. SA A N D SD Parents, teachers, students, and principals should work together to discuss and clarify the purposes of the student council.
 10. SA A N D SD The purpose of the student council is very clear to me.
 11. SA A N D SD I have been in meetings or classes where the purpose of student council has been discussed since I have been in secondary school.
-

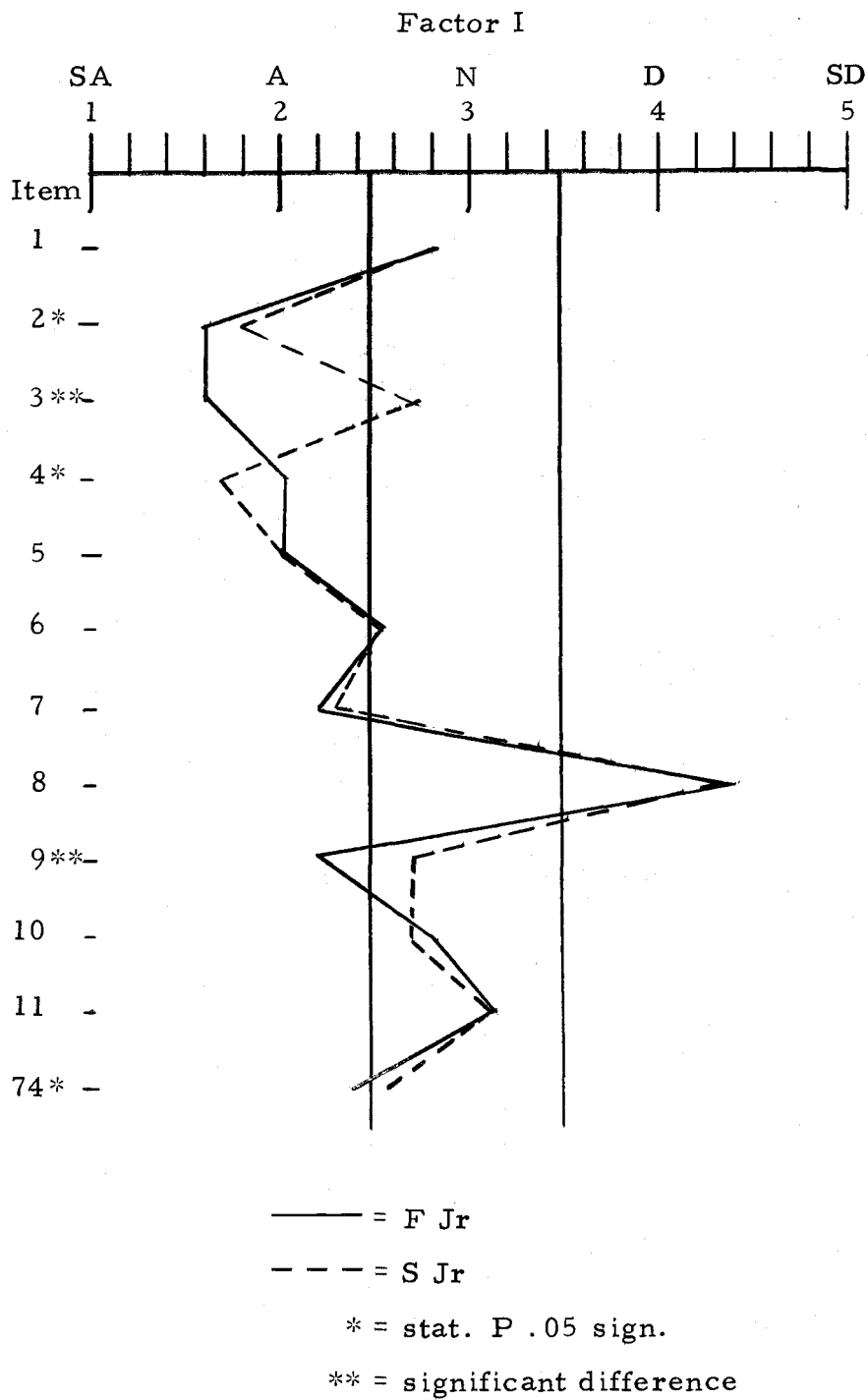
In an attempt to determine an overall response trend for all the items related to the first hypothesis, the computer was programmed to calculate a mean value for all the responses to items 1-11, taken together. This mean score was arbitrarily assigned the number 74 on computer printouts, data tables, and graphs. This mean value is

hereafter referred to as the factor index item.

The analysis of the purpose data and its significance will proceed as follows: first will be described the pattern of responses between students and teachers at the junior and then the senior high level without consideration of the effect of either the "level" or "experience" variables. Then, the effect of the level variable on this portion of the faculty and student opinion will be examined. This portion of the analysis of the results will be followed by a presentation in which the experience variable will be isolated and its effect upon the responses of teachers and students will be observed. A similar pattern will be followed for examining the data concerning hypotheses two and three which focus upon the "function" and "responsibility" factors, respectively.

Comparison Between Junior High Faculty and Junior High Students (Graph I-1)

Trends. The junior high faculty and student responses regarding the purposes of the student council fall into a remarkably similar pattern. Item 74, the "purpose" index item, indicates very little difference between junior high faculty and junior high students in their average response to the 11 items making up the "purpose" factor.



Graph I-1. Faculty Jr. Hi. vs. students Jr. Hi.

Common Opinions. On nine of eleven items comprising Factor I, junior high faculty and students held the same opinion. In five out of the 11 items, the junior high faculty and junior high students registered a neutral opinion regarding purpose statements. The average response in each of these items ranged from 2.5 to 3.1 which is a neutral or no opinion position on the 1-5 scale. Although they did not disagree, faculty and students were not sure that the promotion of maximum learning for maximum students, the development of competent democratic citizens, and the encouragement of learning by capturing students interests and challenging their needs, were legitimate purposes of student council programs. Furthermore, in item 10 both groups were unsure regarding how clear the purpose of student council was to them. Regarding the discussion of student council purposes in classes and meetings neither faculty nor student samples would agree or disagree that they had experienced such discussions thus far in their secondary school experience.

On four items, both junior high groups indicated agreement with the purpose statements as indicated by responses averaging between 1.6 and 2.3. On items 2 and 4, students and faculty strongly agreed that the student council should encourage students to become involved in "real" school problems and should provide a place where students can freely express their opinions. On item 2, the faculty more than students strongly agreed that students should be solving real school

problems. Interestingly, on item 4 it was the students who were more strongly in agreement that the council should be a place for expressing their opinions. Although teachers also expressed agreement on this item, there was a statistically probable difference between their mean responses to it. The average response on item 5 was exactly the same for students and faculty at 2.5. This indicated their agreement that the council should make possible two way communication between students and faculty about the school. Both groups weakly agreed on item 7 that a major purpose of the council should be to promote better student-faculty relations.

Of singular note is the strongly polarized response of both students and faculty to item 8. There was complete disagreement with the statement that "there is no need for a student council." At an average score of 4.5 both response averages fell between disagree and strongly disagree. It is noteworthy that only on this one item was there such a strong reaction. It is very clear from the responses on this statement that neither group wants to discontinue the student council.

Significant Disagreement. On two items, there was significant disagreement between faculty and students on the questionnaire statement. On item 3 and similarly on item 9 the faculty tended to agree and the students tended to be neutral in their opinions that a purpose of the student council was to encourage the development of competent

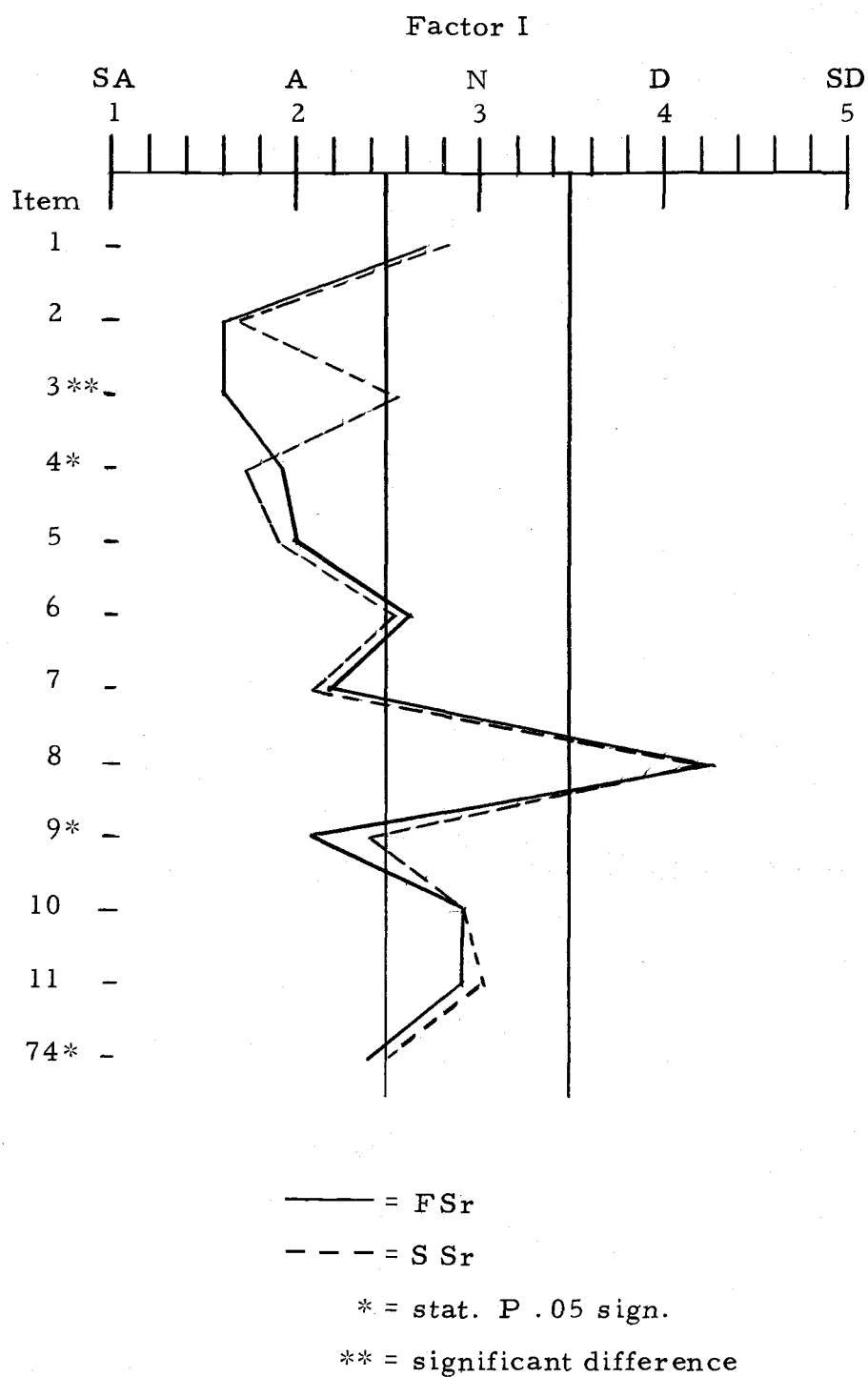
democratic citizens, and furthermore, that parents, teachers, student and principals should work together to discuss and clarify the purposes of the student council. The percentage of significant disagreement between faculty and student opinions at the junior high level was 18.2%.

Comparison Between Senior High Faculty and Senior High Students (Graph I-2)

Trends. With a few exceptions, the responses of senior high faculty and senior high students closely paralleled the corresponding responses from the junior high faculty and students. The level of significant disagreement was less at the senior high level than at the junior high level.

Common Opinions. Except for one item, senior high faculty and students expressed a common opinion on statements in Factor I. There were common opinions in the neutral or undecided column on four items. Students and faculty were undecided as to whether the encouragement of learning was a major purpose of the student council. Also they were uncertain whether the purpose of council was clear to them. Neither were they certain that the purpose of student council had or had not ever been discussed in class.

Both senior high students and faculty agreed that the council should promote involvement with real problems, that the council



Graph I-2. Faculty Sr. Hi. vs. students Sr. Hi.

should make two way communication possible, and that the council should be the place for free and open communication. Furthermore it was agreed that the council should promote better faculty-student relations, and that parents, teachers, students, and principals should cooperatively clarify the council purposes.

As at the junior high level, senior high faculty and students expressed strong disagreement with the statement, "there is no need for a student council."

Significant Disagreement. The amount of significant disagreement at the senior high level was less than at the junior high level. Only on the third item was there both a statistically probable difference and at least a .5 scale difference between the mean opinions of teachers and students. The faculty registered a mean response of 1.6 which indicated strong agreement that the student council experience should lead to the development of competent democratic citizens. However the student mean response fell on the border between agree and undecided. There was a scale difference of .9 between the means of the two groups representing an extremely large difference of opinion. A significant difference of opinion between faculty and students at the senior high level was found only on 9% of the items in Factor I.

Level--Junior High Faculty and Senior High Faculty
(Graph I-3)

Trend. On all items related to "purpose," the junior high and senior high faculty registered nearly identical attitudes.

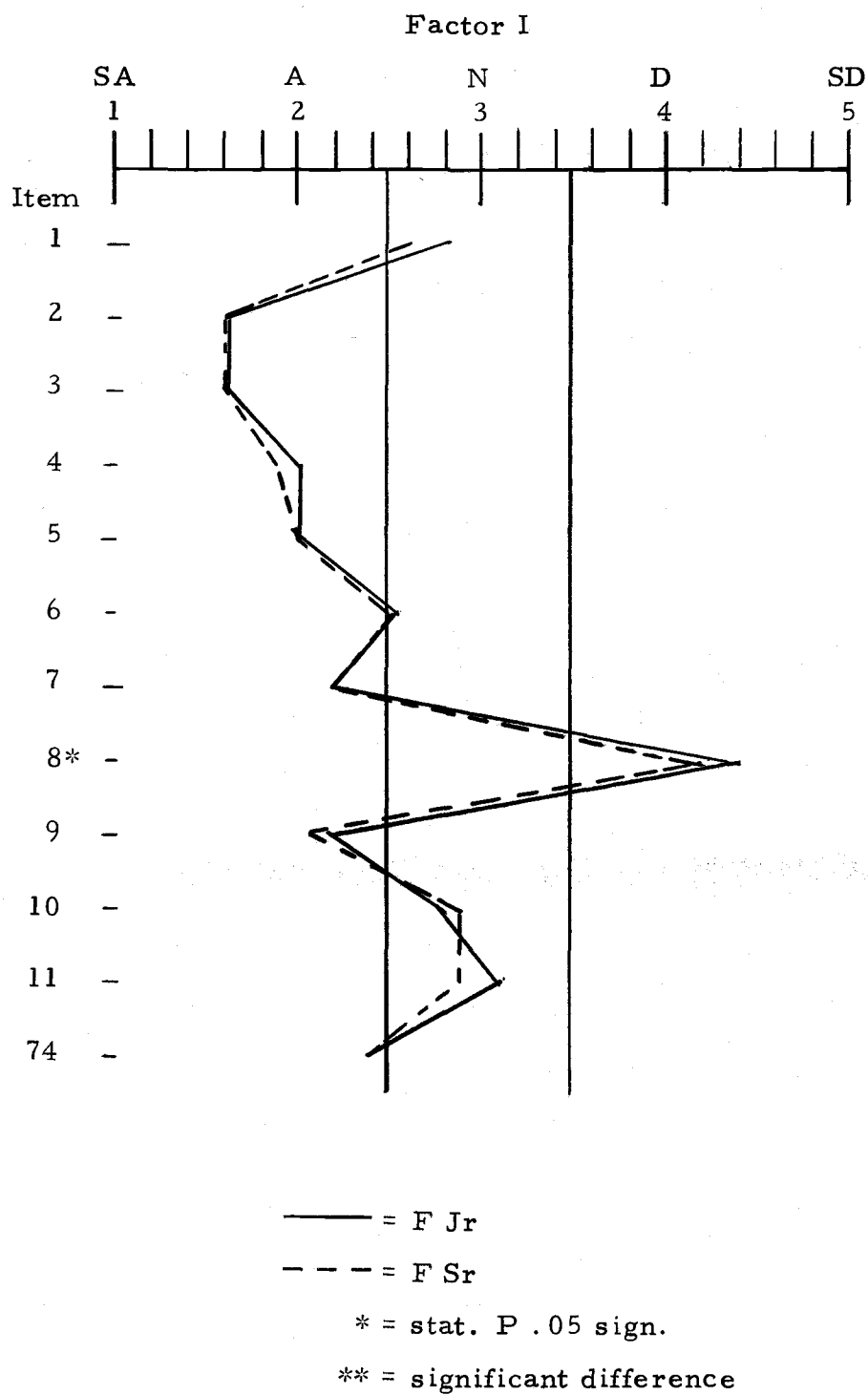
It seems reasonable to conclude that there is a high degree of agreement between junior and senior high faculty concerning the statements on purpose. Therefore the level variable seems to have had little effect on their attitudes regarding their beliefs as to the purposes of the student council.

Level--Junior High Students and Senior High Students
(Graph I-4)

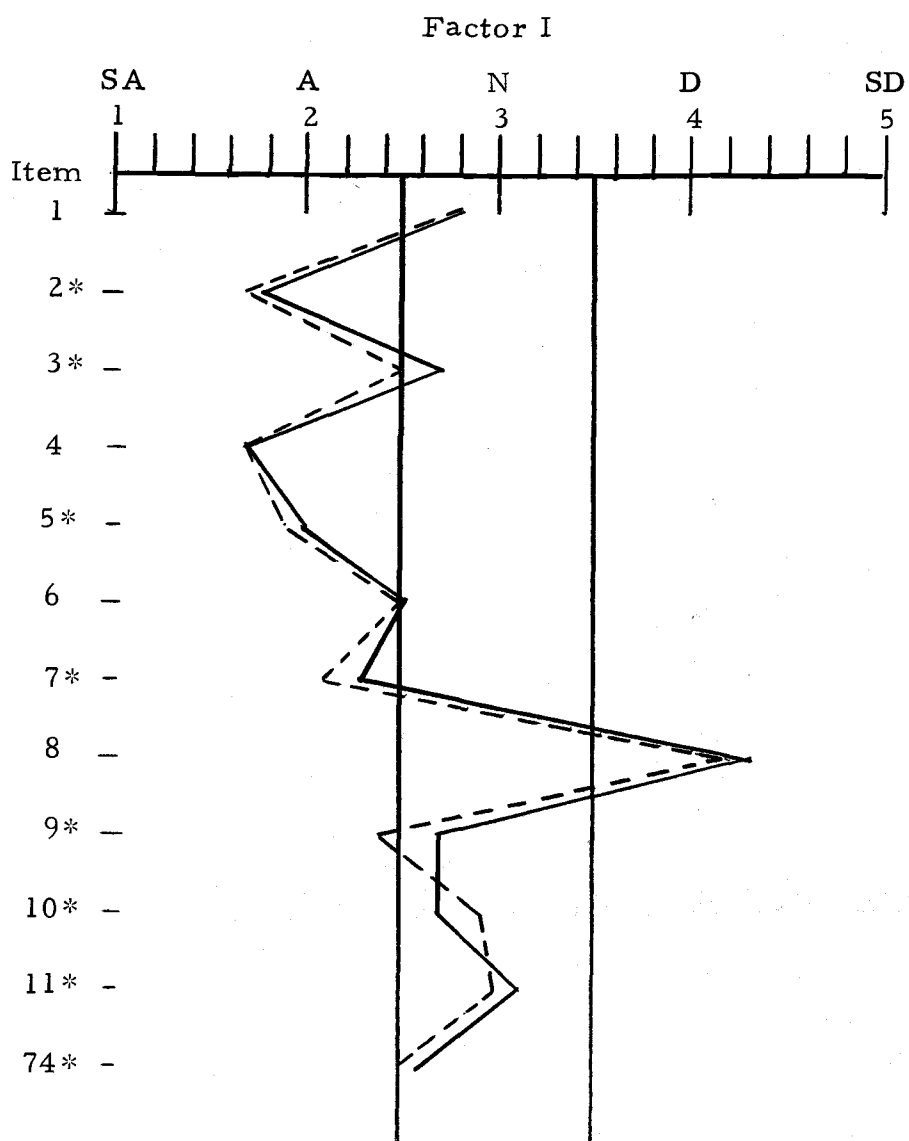
We have previously compared faculty attitudes and now will proceed to look at student attitudes from one level to another. In short what effect does the level variable have on student attitudes?

Trend. It can readily be seen by observing the data on Graph I-4 that the overall pattern between junior and senior high students is very similar. On seven of the eleven items there was a statistically probable difference of opinion. However the scale difference between opinion means was not large enough to meet the criteria established for this study to become a significant difference of opinion.

Regardless of where the average responses are on the graphs, the senior high students were usually slightly toward the left, or



Graph I-3. Faculty Jr. Hi. vs. faculty Sr. Hi.



— = S Jr

- - - = S Sr

* = stat. P .05 sign.

** = significant difference

Graph I-4. Students Jr. Hi. vs. students Sr. Hi

agreement side, of the opinions of the junior high students.

It is interesting to note that the senior high students have moved to the right side of junior high students in item 10. While both groups fell into the neutral column on this question, the senior high students were in the very center of the neutral position with an average rating of 2.9, while junior high students were nearer the positive side of the neutral column at a mean of 2.7. In other words, going from junior to senior high school some students are losing a clear understanding of the purpose of student council.

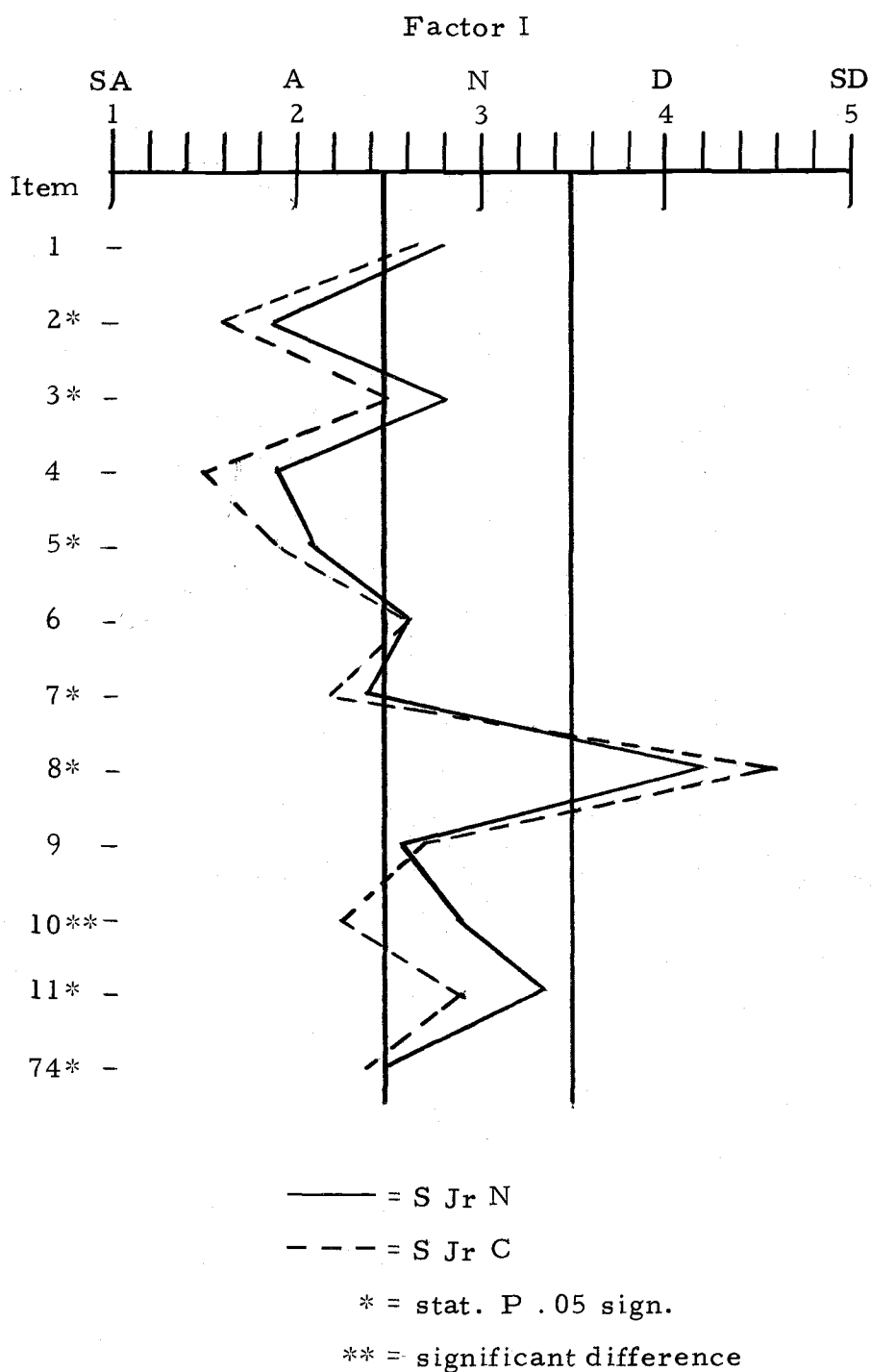
In summary, both junior and senior high students tend to either agree or disagree on the identical items. Both groups agree with statements 2-4-5-6-7. They both strongly disagree with the statement on item 8. They are neutral on items 1-9-10 and 11. Since there was no significant difference of opinion between them on any single item, the percentage of significant disagreement was zero. Therefore the level variable had no effect on student opinions.

The following presentation will consider the impact of the experience variable, at the junior and senior high levels and between levels. In comparing the responses of faculty and students who have and have not had experience with student council programs, some effect of the experience variable can be observed in the response data.

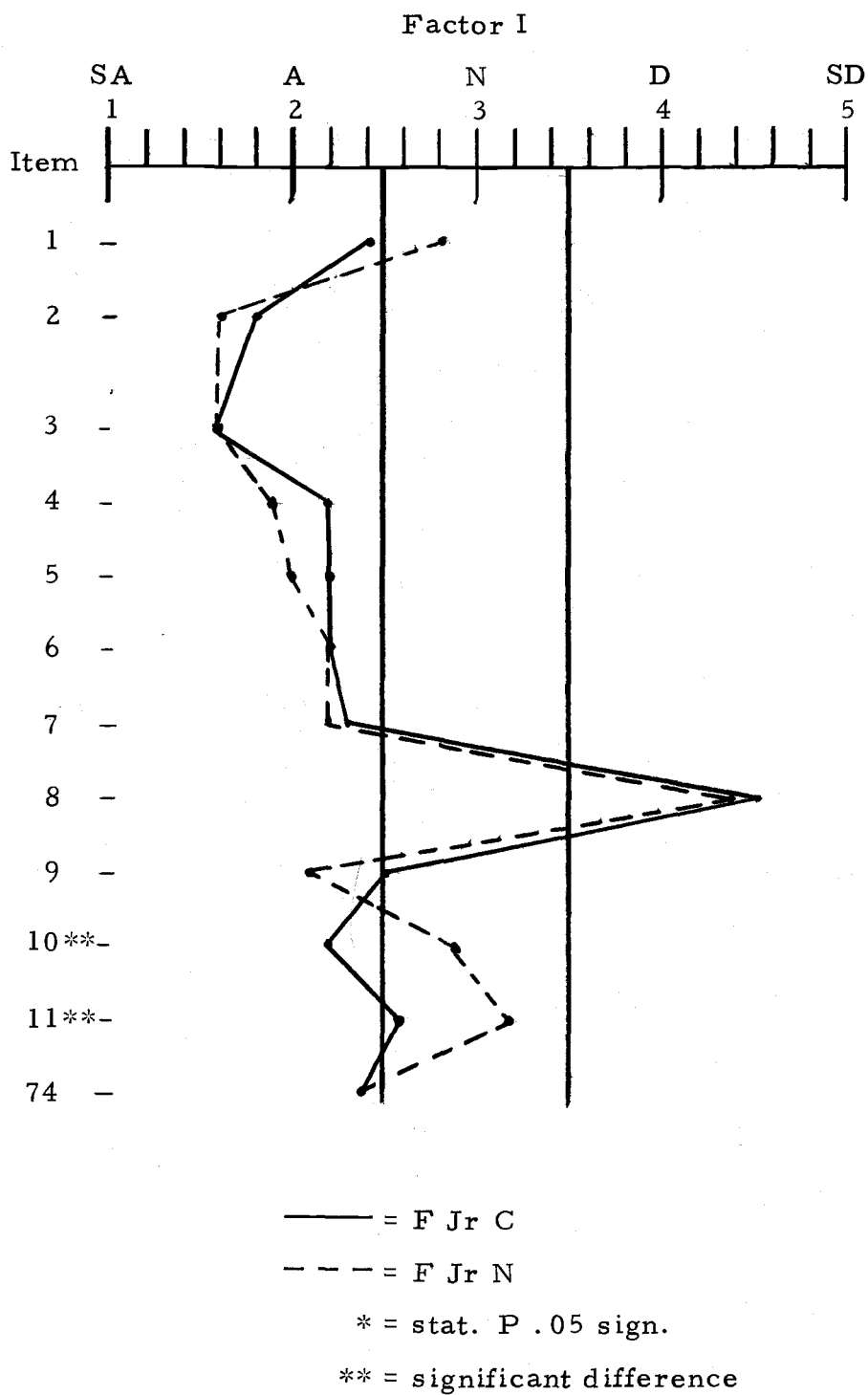
Experience--Junior High Level (Graphs I-5, 6)

How does the experience variable affect the responses of the junior high faculty? Observing the mean scores on each of the 11 items of the "purpose" factor indicates that having experience with junior high council programs has only had an impact on the responses to items 10 and 11. Council experience tended to shift faculty responses on two items toward the agreement side of the scale. The mean response on item 10 by the junior high faculty with council experience is 2.2 indicating weak agreement that "the purpose of the student council is clear to me." Whereas the mean score of faculty without council experience is 2.7 indicating no opinion or uncertainty about that statement. On item 11, experience had a similar effect on faculty opinions. Junior high faculty members with council experience averaged 2.6 while those without experience averaged 3.2-- although both scores are in the neutral zone, faculty with experience tend to be more agreeable than their inexperienced colleagues. Experienced faculty were much more likely to agree that they had observed discussions of council purpose in classrooms. Considering the sizes of these groups, a mean difference of .6 between averages is significantly large.

In summary, relative to junior high faculty, the experience variable appears to have made a significant impact in promoting the



Graph I-5. Student Jr. Hi. non-council vs. student Jr. Hi. council.



Graph I-6. Faculty Jr.Hi. council vs. faculty Jr. Hi. non-council.

personal development of concepts about the purposes of student councils as observed in the data on items 10 and 11. These results lend added credence to the claim by Lavenburg, Coy, and Jones that student council workshops pay off as an aid to the development of student council programs. A significant difference of opinion within junior high faculty produced by the experience variable is found on 18.2% of the items in Factor I.

Observing the data from junior high students with and without council experience shows that the experience variable caused a significant difference of opinion on only one item. Although on items 2 through 5-7, 8, 10 and 11, there were statistically probable mean differences between experienced and inexperienced junior high students only on item 10 concerning a clear meaning of purpose, was there both a statistically probable and a .5 scale difference.

On items 1 and 6, experience seemed to cause no difference, with both responses falling into the neutral zone. It is interesting that both of the items were related to student learning. Either students did not have an opinion or they did not see a relevant relationship between student council programs and academic learning.

Council experience did not seem to make a difference in junior high students' responses to item 9 concerning the joint development of purposes of the student council by parents, teachers, and principals.

The effect of experience appears to have increased junior high student opinion that the council should not be eliminated.

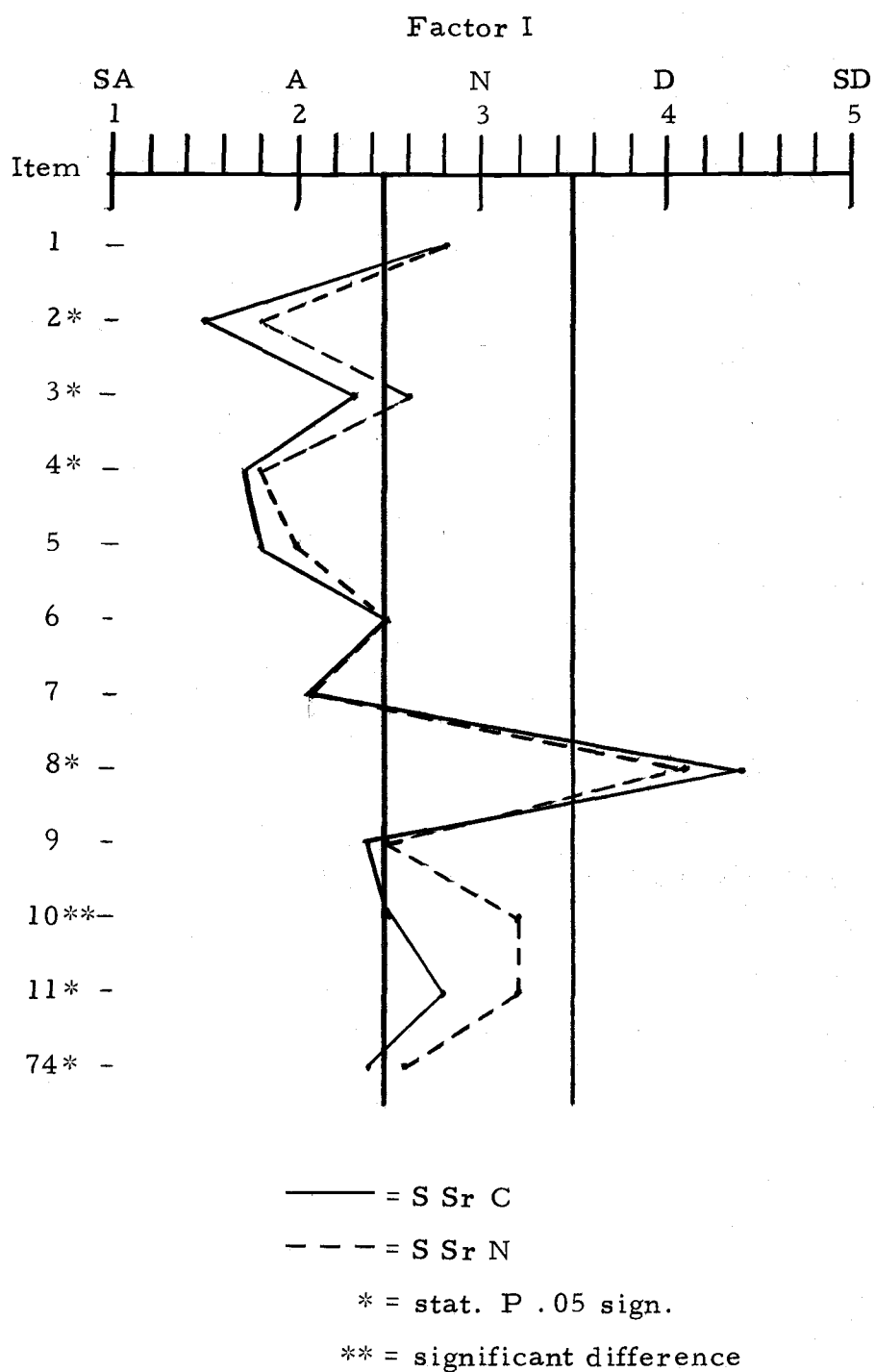
In general, at the junior high level, experience with council programs affected the responses of junior high students slightly less than those of faculty. Although experience tended to shift student responses toward the low end, or agreeable pole on the attitude scale, on only item 10 concerning a clear meaning of purpose, did the experience variable produce a significant difference within the student sample. Thus the percent of significant difference caused by council experience was 9%.

Experience--Senior High Level (Graphs I-7, 8)

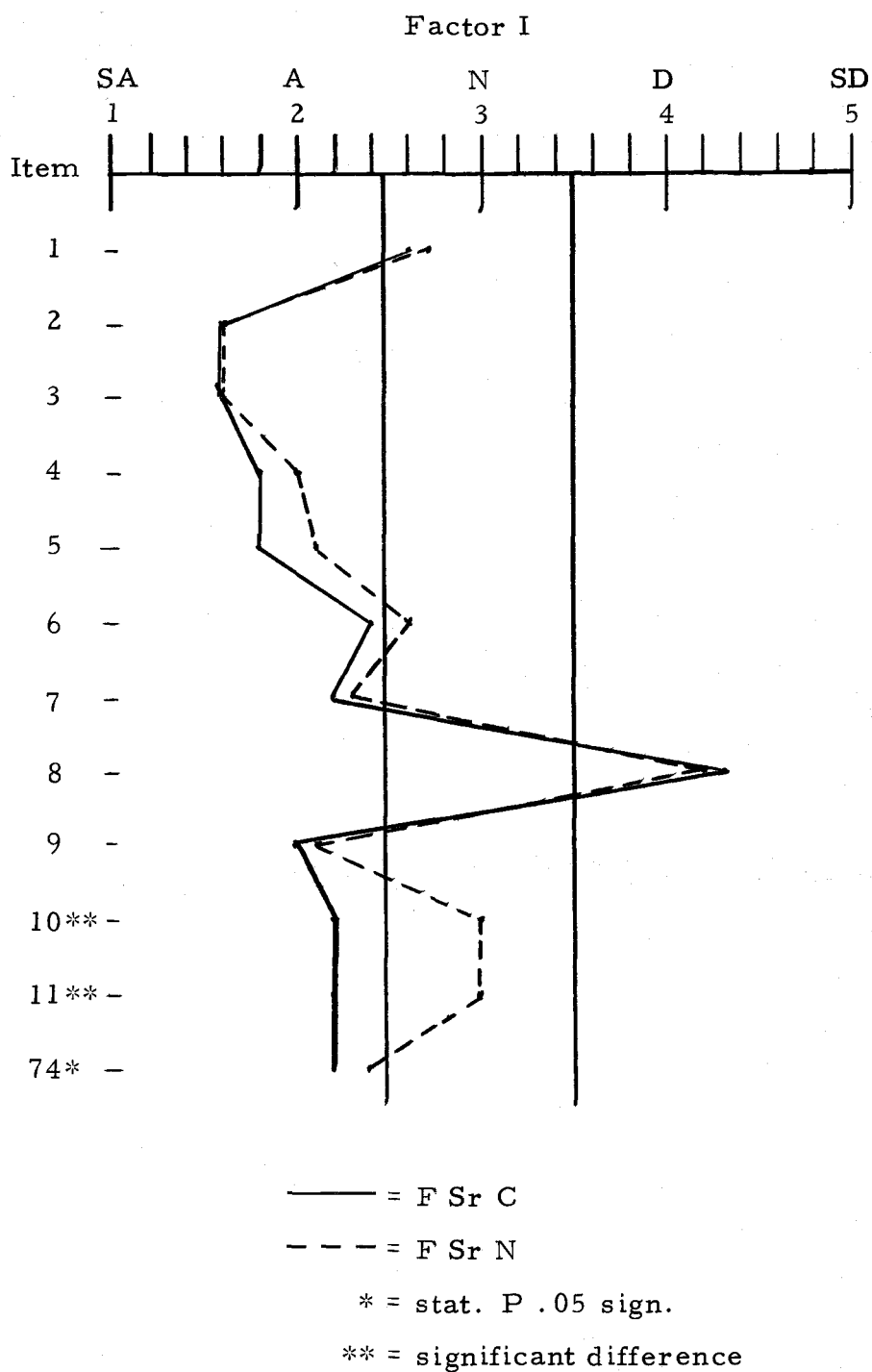
What effect does the experience variable have on student and faculty attitudes at the senior high level?

The first overall observation of the senior high data seems to indicate that having experience with councils has a slightly greater effect on faculty populations than on student populations. The data shows that there are two significant differences of opinion between faculty groups whereas experience appears to have produced only one such difference within the student groups.

Breaking the senior high faculty down into experienced and inexperienced subgroups shows that the overall pattern of response of these subgroups is very similar to that of the combined faculty group. On only two items, 10 and 11, representing 18.2% of the items, was



Graph I-7. Student Sr. Hi. council vs. student Sr. Hi. non-council.



Graph I-8. Faculty Sr. Hi. council vs. faculty Sr. Hi. non-council.

there a significant difference of opinion between experienced and inexperienced faculty. The teachers with council experience appear to have shifted from a position of no opinion to one of agreement concerning the statement that it was clear to them what the purpose of the council should be. Therefore, experience seems to have aided faculty members in developing in their own minds a clearer idea of council purposes.

Separating senior high students into experienced and inexperienced subgroups resulted in a significant difference of opinion on one of the eleven items in the "purpose" factor which is 9% of the items. In general students with council experience tended to be slightly more agreeable to items relating to purpose than were their inexperienced classmates. On item 8 regarding the dissolution of student councils, experienced students were more disagreeable with that statement. Regardless of experience, students continued to disagree with faculty relative to the value of council programs to promote democratic citizenship.

It is noteworthy that only on item 10, regarding a clear personal understanding of the purpose of the student council, did experience produce a significant difference of opinion between senior high students.

In summary, experience in council programs seems to help faculty and students define for themselves what the purpose of student councils should be. It also helped them respond to questions on

"purpose" items with slightly more certainty of opinion. With the above exceptions, experience did not produce any widespread effect on faculty and student opinions in Factor I.

Summary of the Purpose Factor

The critical number of items in Factor I on which there must be a significant difference of opinion in order to reject the null hypothesis is three items. At the junior high level there were 2 of the 11 items on which a significant difference occurred between the average opinions of faculty and students. Senior high faculty and students had significant mean differences on 1 of the 11 items.

There were mean opinion differences between faculty and students at both the junior and senior high levels on items 3, 4 and 9. However the differences on items 4 and 9 were only statistical and not large enough to be considered significant differences. On item 3, the difference between faculty and student opinions were both statistical and significant. Staff members tend to believe that a purpose of the council is to provide experiences which develop competent democratic citizens, item 3. The students do not know or are not sure whether or not this is a purpose of the student council. This pattern of opinion holds true when one isolates either the experience variable or the level variable. Faculty and student disagreement on item 4 is only a statistical difference as both groups' opinions fell in the agree column.

on the scale. Students more strongly agreed than did the faculty that a purpose of the council was to provide a place where students could freely express their opinions. On item 9, concerning the cooperative endeavor to clarify purposes, the faculty and student responses differed significantly at the junior high level but only statistically at the senior high level. The data indicates that neither group would be highly supportive of working together to clarify purposes.

At the junior high level, there was only a statistical difference between faculty and students on item 2 concerning the council getting involved in solving the real problems of the school. Both of these group opinions were in the agreement column on the scale but the faculty agreed more strongly than did students. It is noteworthy that both groups marked items 10 and 11 in the neutral position indicating that for them the purpose of student council was not clear and they could not definitely say they had been in classes or meetings where the purpose of student council had been discussed. This possibly indicates that they can respond to purpose statement placed in front of them but that they probably have not thought out these purposes for themselves.

The most strongly polarized response was on item 8 indicating that both student and faculty groups disagreed with the statement "that there is no need for a student council." Students and faculty appear to hold many common opinions regarding the purposes of the council described in statements 1-11. Since the 25% level of significant

difference as assumed for this study was not met nor exceeded on any comparison of student and faculty opinions there is not a significant difference of opinion regarding the Purpose Factor. Therefore hypothesis I is accepted.

Factor II: Function

Hypothesis II

Hypothesis II stated that "there is no significant difference between the faculty and students' perception of the function of student council as measured by the Likert Scale developed for items 12 to 38 for the study."

Factor II: Items 13-38

-
- | | |
|--|---|
| 13. <u>SA</u> <u>A</u> <u>N</u> <u>D</u> <u>SD</u> | The student council should appoint fact-finding committees to gather information and advise the council, students, and the staff on problems or issues which affect students. |
| 14. <u>SA</u> <u>A</u> <u>N</u> <u>D</u> <u>SD</u> | Student councils should provide opportunities for students to speak freely and express themselves openly on controversial issues or any matters that concern them. |
| 15. <u>SA</u> <u>A</u> <u>N</u> <u>D</u> <u>SD</u> | Student councils should provide constructive criticism to the faculty and administration on all phases of school life. |
| 16. <u>SA</u> <u>A</u> <u>N</u> <u>D</u> <u>SD</u> | Student councils should provide an acceptable way for students to review administrative decisions which they feel are unfair or unjust. |

17. SA A N D SD The student council should provide a way to hear student complaints and make recommendations concerning them.
18. SA A N D SD Student council discussions and activities should frequently be made a part of the classroom discussions.
19. SA A N D SD The student council should be involved with faculty in making decisions concerning course offerings.
20. SA A N D SD Student councils should establish committees to work with teachers for developing evaluation forms for the evaluation of classroom instruction.
21. SA A N D SD The student council should be involved with the faculty and administration in formulating rules and regulations governing student conduct and student discipline.
22. SA A N D SD Enforcing discipline should be one of the primary functions of the student council.
23. SA A N D SD The council should seek to protect the right of students.
24. SA A N D SD Schools can function as democratically without student councils as with them.
25. SA A N D SD The student council is not an effective organization.
26. SA A N D SD Student councils deal with role-playing rather than real situations.
27. SA A N D SD Student councils should confine their activities strictly to the social and financial affairs of the student body.

28. SA A N D SD The student council should have the authority to represent student opinion, to accept responsibilities for the student body and to organize and administer the duties that result from that acceptance.
29. SA A N D SD Student councils should send representatives to teacher meetings to establish two-way communication.
30. SA A N D SD Student councils should send representatives to school board meetings.
31. SA A N D SD The student council should represent the school in community activities.
32. SA A N D SD The student council should encourage students to become involved in community activities.
33. SA A N D SD The student council has an important function in this school.
34. SA A N D SD The student council does not have any real power.
35. SA A N D SD Student councils should be abolished in favor of other forms of student participation in decision-making.
36. SA A N D SD Student councils are dominated by the faculty.
37. SA A N D SD Student councils are dominated by the administration.
38. SA A N D SD The student council is just a game students play.
-

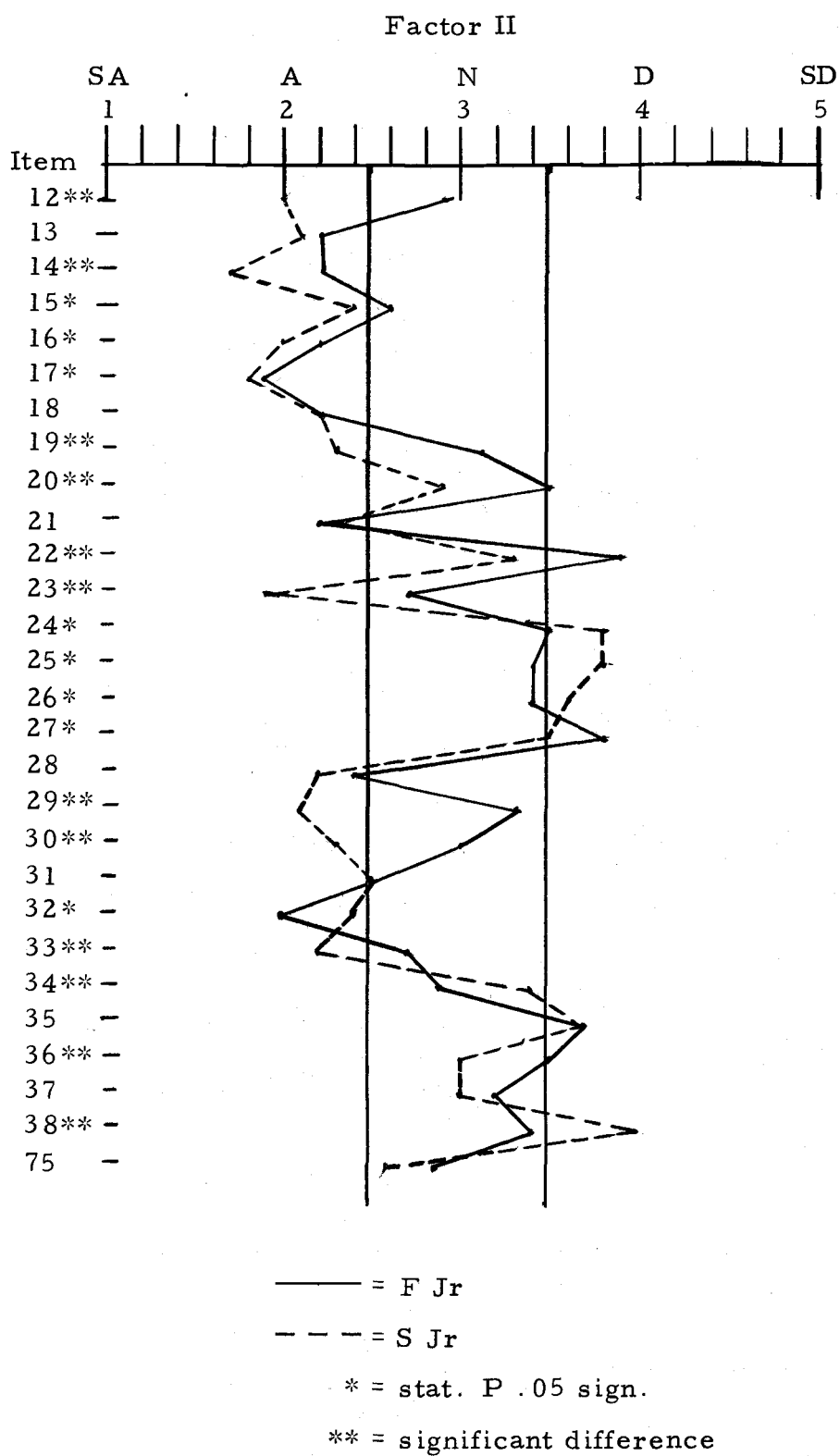
In order to decide whether to accept or reject Hypothesis II, this presentation will examine the "function" factor made up of 27 items on the questionnaire from items 12 to 38 inclusive. The items are primarily concerned with the parameters in which students are permitted to get involved in reaching the overall purposes and goals of the Council. It characterizes the work performed by the council as a result of its position in the school community.

In general, this section on "function" helps to define the attitude of students and faculty toward the potency of the student council and the extent to which students can work toward meeting perceived goals and objectives in the school setting.

Comparisons Between Junior High Faculty and Junior High Students (Graph II-1)

Trends. It appears that there is less similarity of opinion between junior high faculty and students in Factor II than in Factor I. The proportion of items on which a significant opinion difference occurs increased noticeably in Factor II. Item 75, the "function" index item, indicates a small difference between junior high faculty and junior high students in their average response to all the 27 items making up the "function" factor.

Common Opinions. On 16 of 27 items comprising Factor II faculty and students held the same opinion. On four items, 20, 34, 36



Graph II-1. Faculty Jr. Hi. vs. student Jr. Hi.

and 37 the junior high faculty and students registered a neutral opinion regarding statements related to council functions. Both faculty and students were undecided whether the council should develop forms to evaluate classroom instruction. They were also undecided as to whether the council had any real power or was dominated by faculty and/or administration.

On nine items both junior high faculty and students indicated agreement with the statements on function. Average opinions ranged between 1.7 and 2.5 which falls in the agreement column on the scale. Regarding items 13, 14, 17, and 18, related to communication, faculty and students agreed that council fact-finding committees should be appointed to disseminate information, that councils should provide opportunities for free speech and to hear student complaints, and that council-related discussions should be held in classes. There was agreement between faculty and students on item 16 that councils should be an instrument for reviewing administrative decision thought by the students to be unfair. There was also agreement on item 21 between faculty and students that the council should be involved in making the rules governing student conduct and discipline. Additionally, there was agreement that the student council should be designated to represent student opinion and accept the responsibilities which that implies. Regarding student involvement in the community, items 31 and 32, there was agreement that the council should represent the school and

encourage student involvement in community activities.

There was common disagreement with the statements on items 24, 27, and 35. Junior high students and faculty did not believe that schools could function as democratically without councils as with them. The confinement of student council activities strictly to social and financial affairs, as mentioned in item 27, met with common disagreement. The strongest level of common disagreement was found in item 35 which said student councils should be abolished in favor of other forms of student participation in decision-making.

There were three items on which the average opinions fell in different categories. However, the difference between these mean opinions was not large enough to meet the established criteria for significant difference. Such a case occurred in items 19, 25, and 26. On item 15 the junior high students agreed that the council should provide constructive criticism to the staff on all phases of school life while the staff remained undecided. Students disagreed with the statements that the council was not an effective organization and dealt with role-playing rather than real life situations. Although the staff members' mean scores on these same items fell in the neutral zone, they bordered on disagreement.

Significant Disagreement. A significant disagreement occurred on 12 of 27 items in Factor II, Graph 1, between junior high faculty and students. On items 12 and 19 junior high students agreed that the

council should represent the students in decision-making, in determining school policy and regulations, and course offerings. On the other hand the junior high staff's opinion averages remained undecided or very neutral concerning these equations. On item 29 the junior high students wanted to send council representatives to faculty meetings. The faculty nearly disagreed with this idea, however their two opinions registered a 1.2 point scale difference between them representing the largest difference on any "function" item. It was interesting and a bit humorous that staff members agreed to send students to school board meetings, item 30, but were uncommitted to admitting them to their own meetings. The junior high students were neutral toward the statement that enforcement of discipline was a primary function of the student council while the faculty definitely disagreed with the idea. The students mildly agreed and the staff was undecided that the council has an important function in this school. The staff was also undecided while the students disagreed with the statement that, "the student council is just a game students play." An .8 of a point gap separated the students and staff opinions on item 23. On this item, student opinion agreed that the council should protect the rights of students, yet the staff's opinion average fell in the neutral or undecided column.

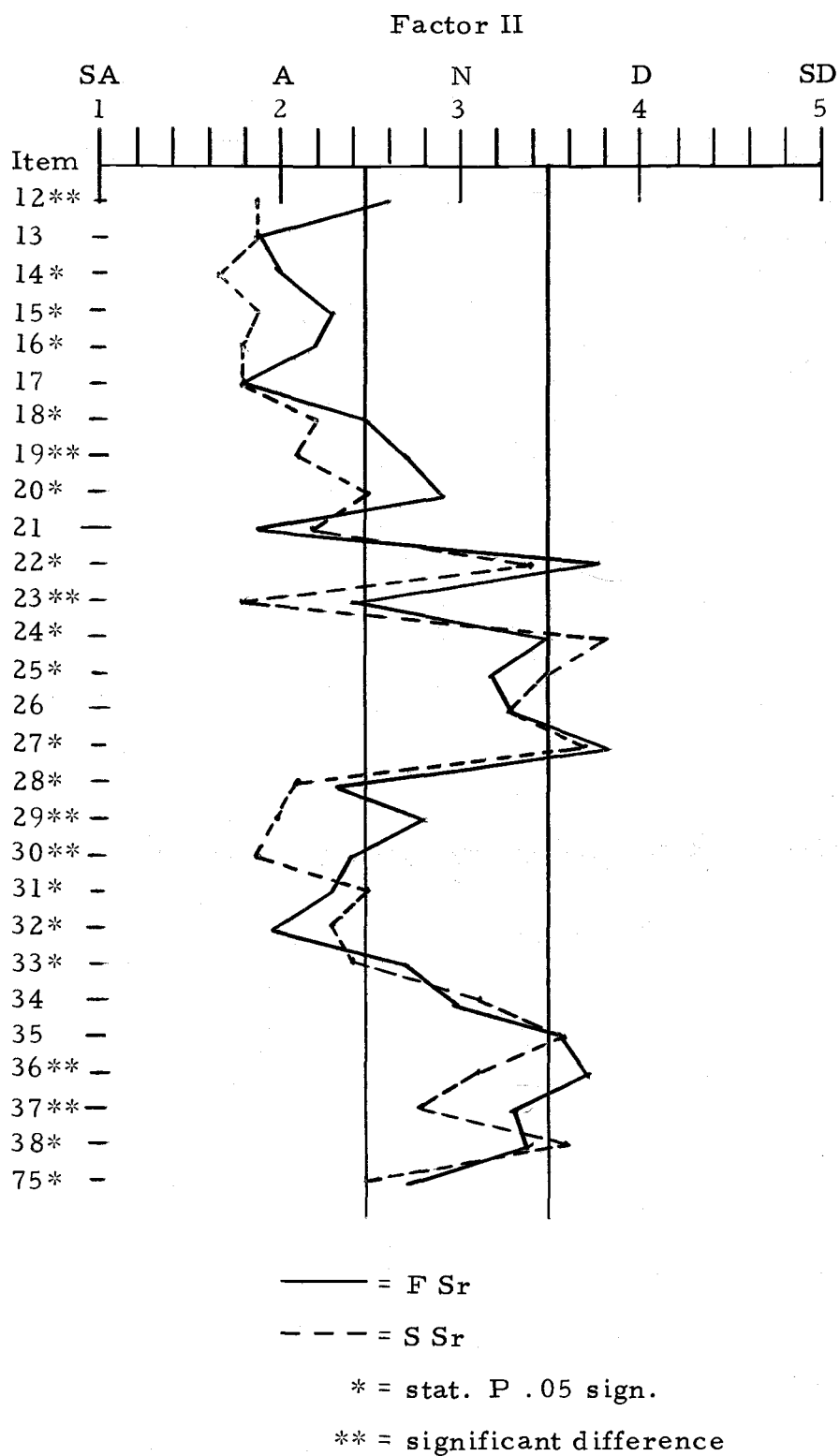
The percentage of significant disagreement between junior high faculty and student opinions was 44.4%.

Comparison Between Senior High Faculty and Senior High Students
(Graph II-2)

Trends. The general response patterns of the senior high faculty and students resemble the pattern of the junior high faculty and students. However there were only 7 items with a .5 or more statistically probable, scale difference of opinion at the senior high level. Therefore, there was less significant difference, as defined for their study, between senior high faculty and students and their junior high counterparts.

Common Opinions. The senior high faculty and students registered a common neutral attitude on six statements in Factor II. The statement concerning development of forms for the evaluation of instruction found the staff to be undecided about the idea and students, although in the neutral column, leaned strongly in the direction of agreement. On items related to the impact, power, and authority of the council the faculty and students were undecided if it was in fact a potent organization. This can be seen by observing the responses on items 25, 26, 33, 34 and 37.

There were 12 items in which both faculty and student opinion averages fell in the agreement column. The strongest agreement between faculty and students with any statement content occurred on items 13, 14, and 17 concerning the opening up of communications between students and staff. The staff members agreed but not so



Graph II-2. Faculty Sr. Hi. vs. students Sr. Hi.

strongly as students that the council should seek to protect the rights of students. Both senior high faculty and students agreed on items 16, 21, and 28 that the council should provide a way to review administrative decisions, should be involved in formulating the regulations governing student conduct, and should be authorized to represent student opinion. On three other items related to communication the senior high faculty and students agreed that the council should offer constructive criticism about school life, that council-related discussions should occur in the classroom, and that councils should be represented at school board meetings. The two groups agreed in item 31 and 32 that the council should represent the school in community activities and should encourage students to become involved in community activities.

Common disagreement was expressed regarding statements that schools can function as democratically with the councils as without them, that the council should confine itself strictly to student social and financial affairs, and that the council should be abolished in favor of some other form of student participation.

There were two items in which the opinion means fell into different columns. However, the responses to these items did not meet the criteria for significant difference previously established. On item 22 staff members disagreed that a primary function of the council should be to enforce student discipline but students were

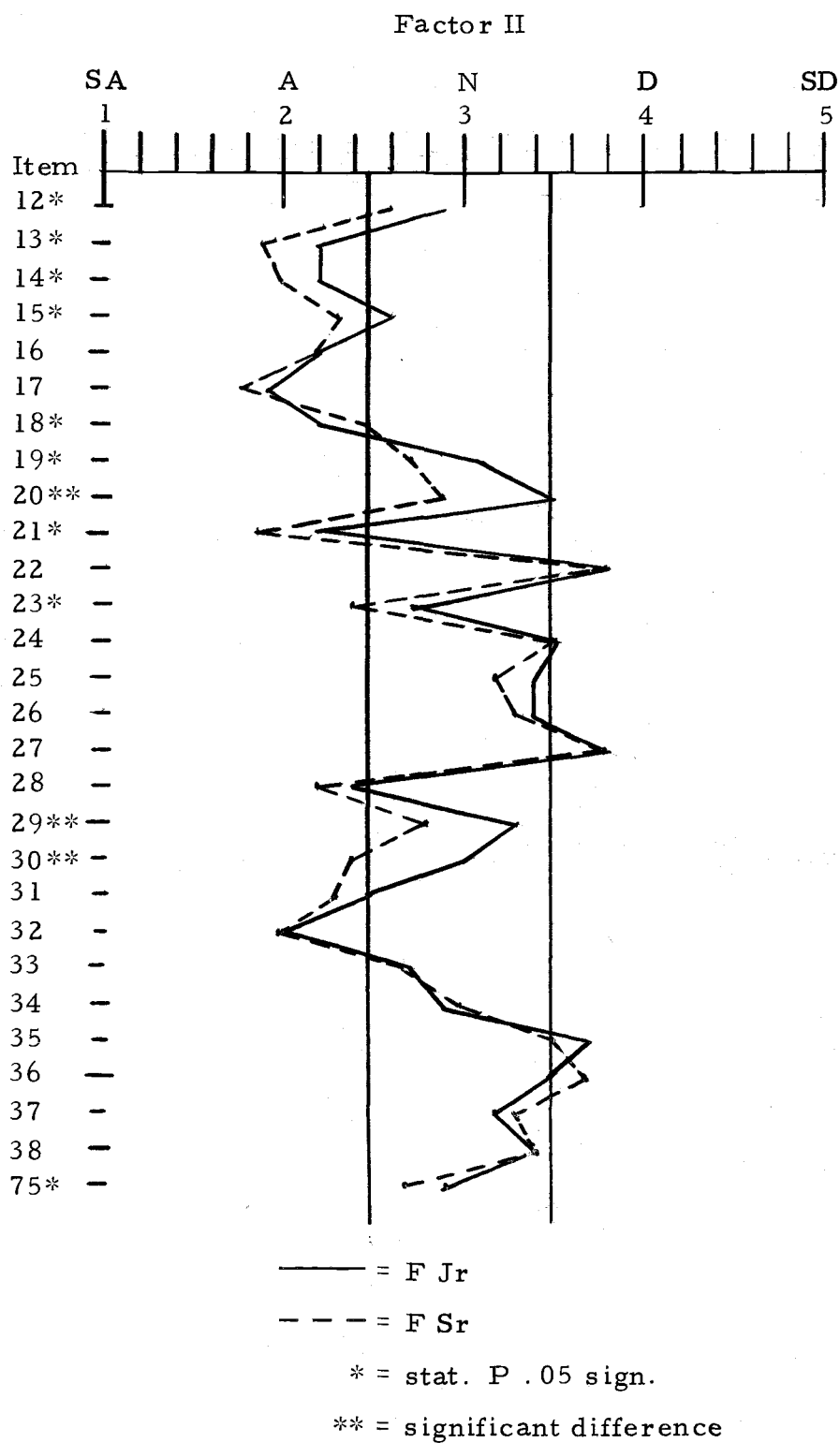
undecided on the issue. Students disagreed that the council is just a game students play but the faculty remained undecided on this issue.

Significant Disagreement. Students agreed but faculty were undecided with the statements in items 12, 19 and 29. Their disagreements were large enough to be significant disagreements concerning the ideas that: the council should represent students in formulating policy and regulations that affect the student body; the council should be involved in planning course offerings; and the council should be represented at teachers' meetings. The senior high faculty disagreed that the council was dominated by the faculty, but the students were undecided about the idea.

On seven of the 27 items in Factor II there was a sufficiently large mean opinion difference between senior high faculty and students to meet the criteria of significant difference. Thus the percentage of significant difference at the senior high level was 25.9%.

Level--Junior High Faculty and Senior High Faculty
(Graph II-3)

The level variable produced significant differences of opinion between junior and senior high faculty on only three items, 20, 29 and 30 concerning the development of forms to evaluate instruction and council representation at teacher meetings. Both junior and senior high faculty opinions fell in the undecided column but their mean



Graph II-3. Faculty Jr. Hi. vs. faculty Sr. Hi.

scores were separated by at least a .5 scale difference. On item 30, senior high faculty approved of the idea that councils send representatives to board meetings but junior high faculty were neutral toward this idea. Since there were only three items on which a significant opinion difference occurred between junior and senior high faculty, the level variable produced an 11.1% significant disagreement.

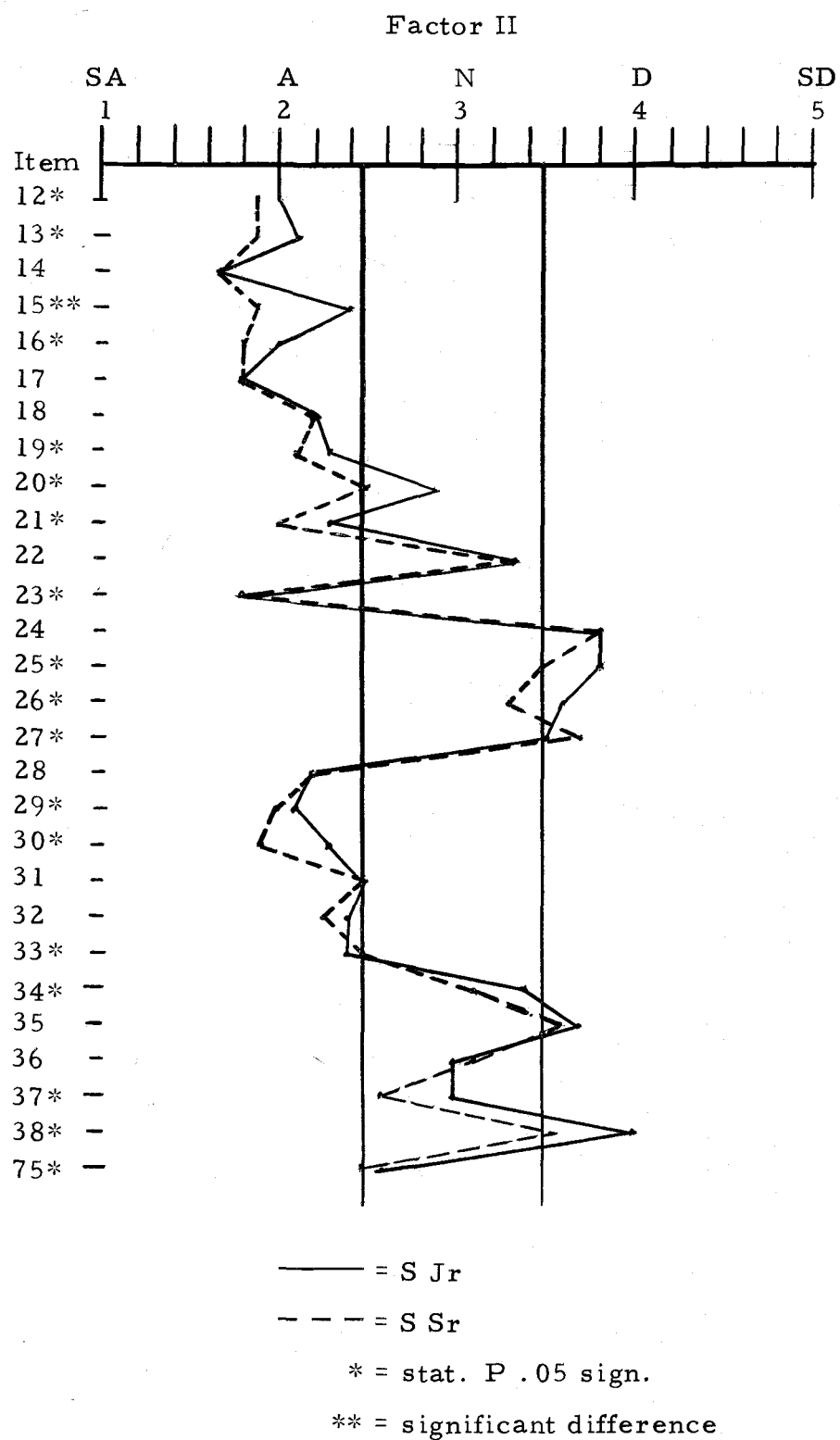
Level--Junior High and Senior High Students (Graph II-4)

On only one of the 27 items in Factor II did "level" produce a significant difference of opinion between junior and senior high students. Both levels of students agreed in item 15 that the council should provide constructive criticism to the faculty about school life. Senior high students agreed more strongly with the statement than did junior high students. The percentage of items on which a significant opinion difference occurred was 3.7%. Therefore, the level variable produced little divergence in student opinion.

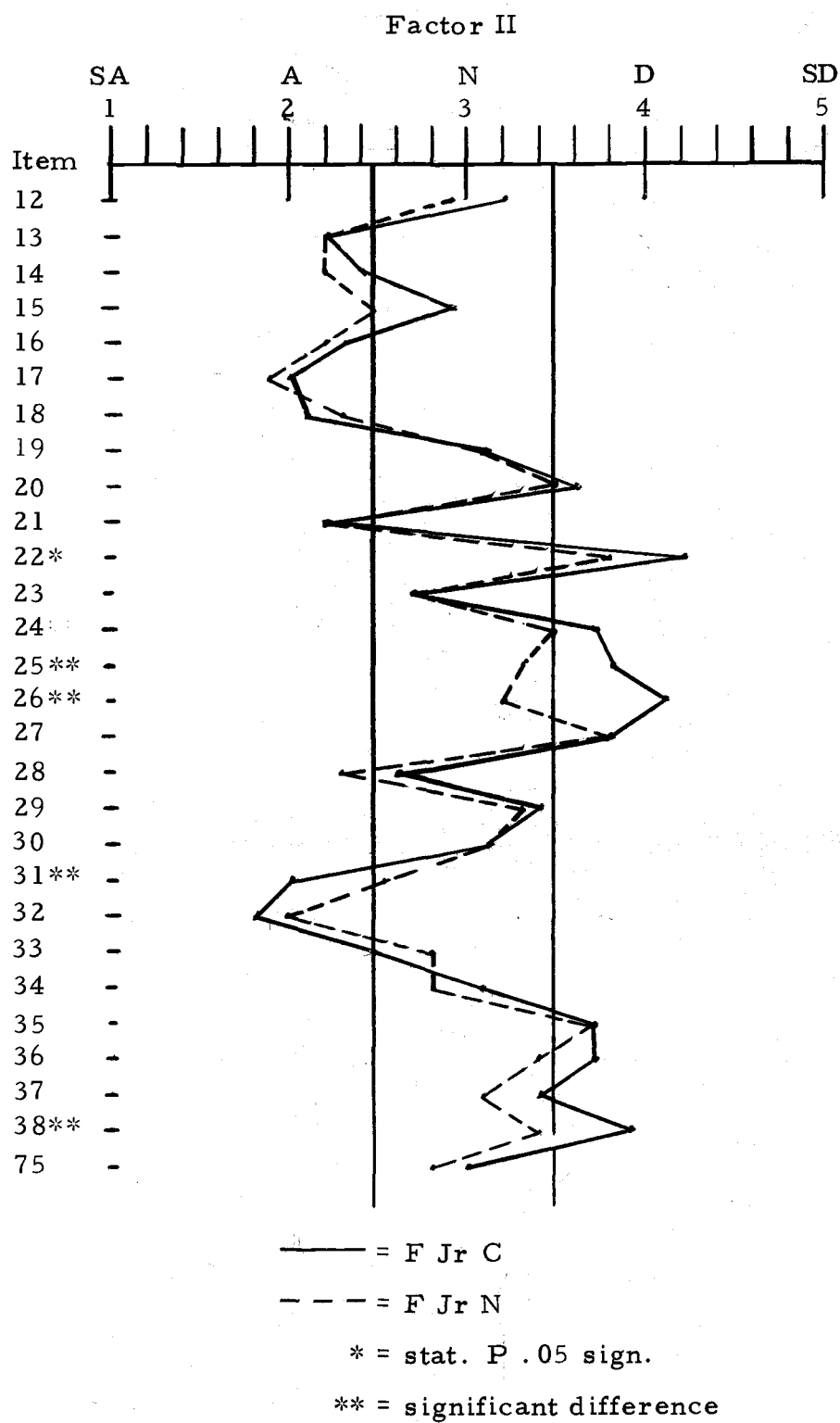
Experience--Junior High Level (Graphs II-5,6)

The response patterns of experienced and inexperienced junior high faculty and students indicates that council experience caused slightly more opinion difference between students than faculty.

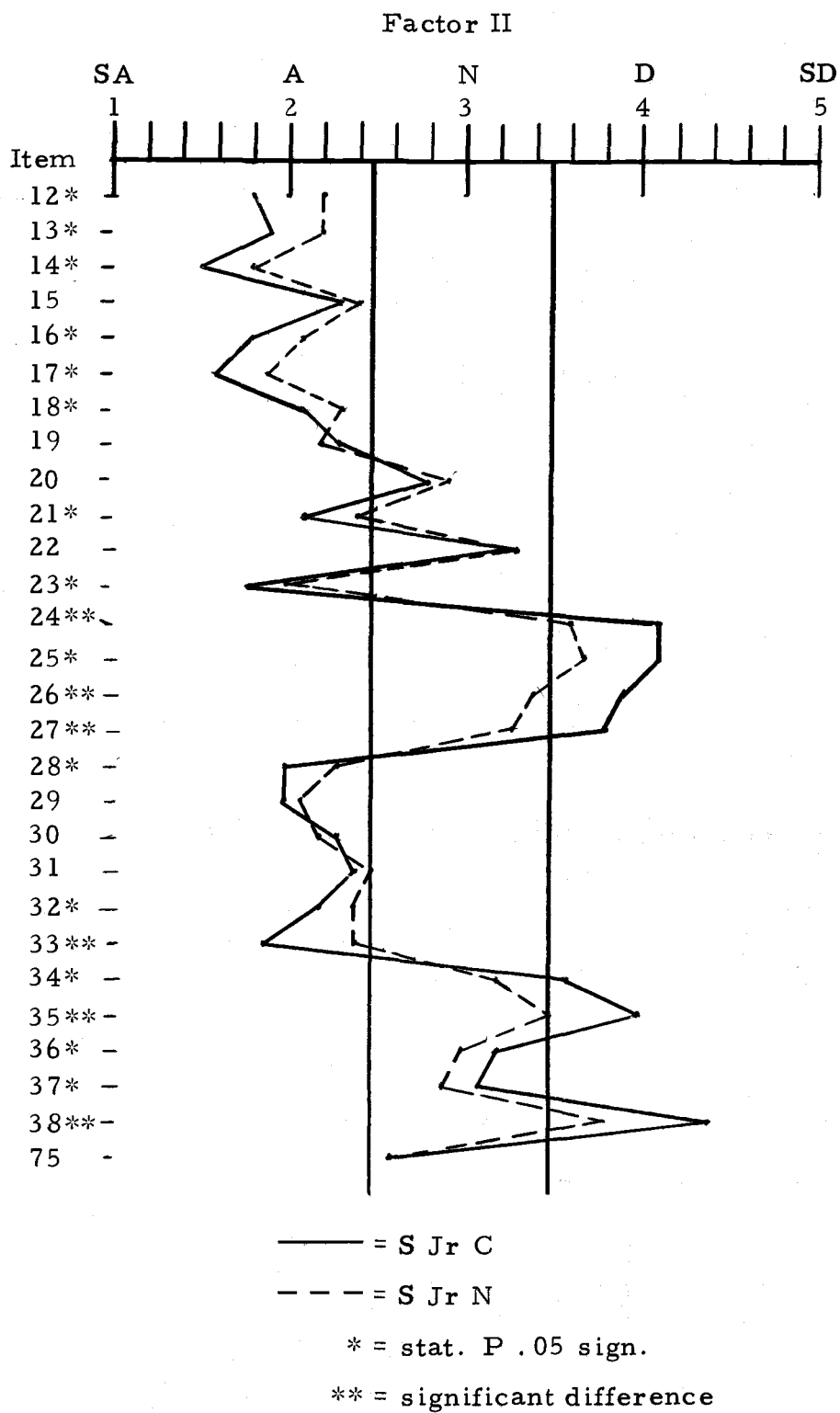
The experience variable produced four significant opinion differences between junior high faculty. On three of these items, nos.



Graph II-4. Student Jr. Hi. vs. student Sr. Hi.



Graph II-5. Faculty Jr. Hi. council vs. faculty Jr. Hi. non-council.



Graph II-6. Student Jr. Hi. council vs. student Jr. Hi. non-council.

25, 26, and 38, experienced faculty disagreed that the council is not an effective organization, that the council role-plays, and that the council is just a game for students. On the same three items, inexperienced faculty were undecided regarding these issues. As to the appropriateness of the council representing the school in community activities, experienced faculty said yes but inexperienced faculty were uncertain. Council experience produced a significant difference within junior high faculty on 14.8% of the items.

Having council experience caused a significant difference of opinion between junior high students on six of 27 items in Factor II. On statements related to some aspect of council potency, items 26, 27, and 38, students with council experience disagreed that councils are essentially role-playing experiences, that the council should confine itself strictly to financial and social affairs, and that the council is just a game students play. On those same three items students lacking council experience responded with a neutral reaction. Both experienced and inexperienced students disagree with the item stating that schools are as democratic without councils as with them and that councils should be abolished for some other form of participation. Both experienced and inexperienced junior high students agreed that the council had an important function in the school.

Experience with council programs has had a tendency to make both students and faculty believe or want to believe that the council is

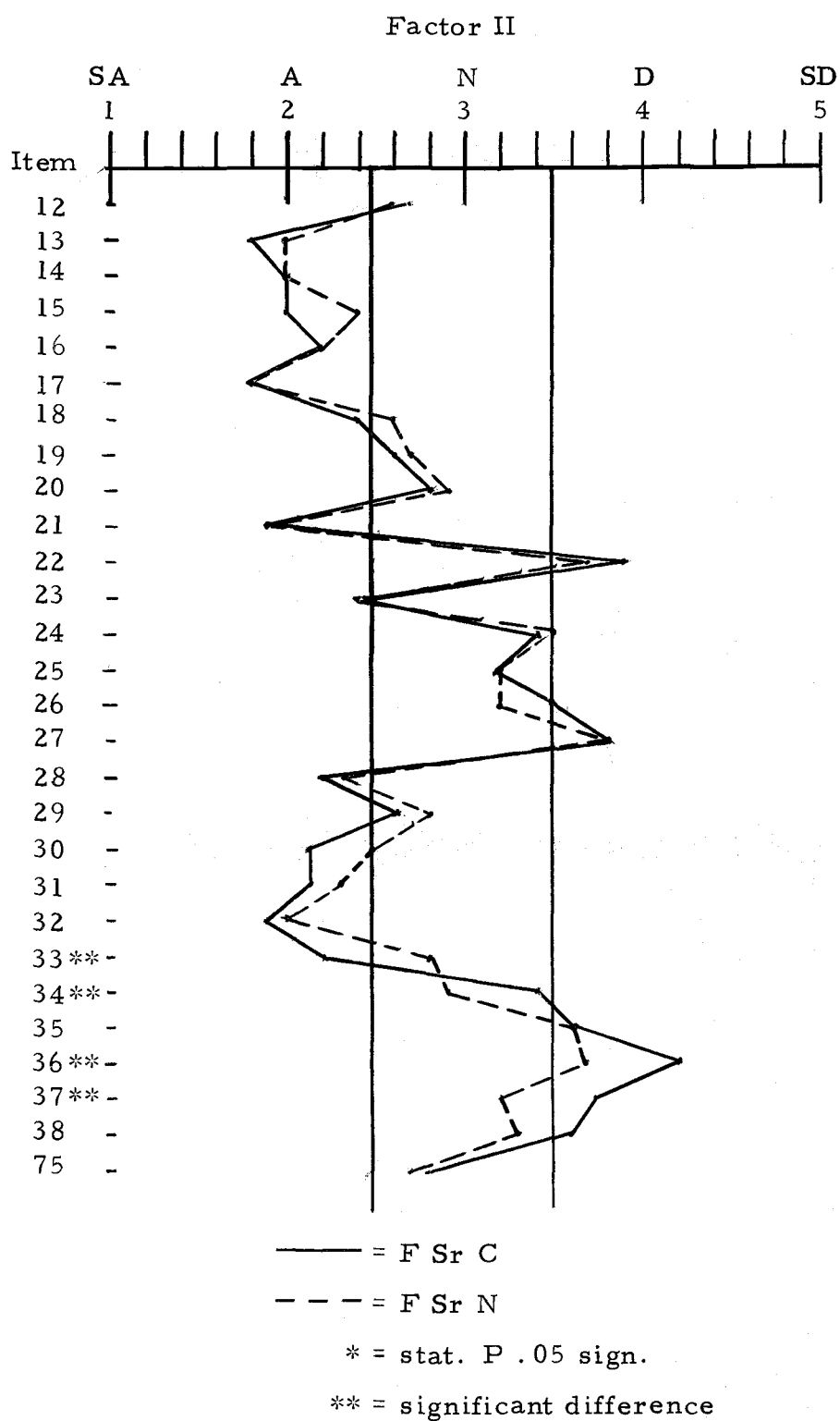
or should be a more potent organization in the life of the school community. The experience variable caused a significant opinion difference on 22.2% of the items related to council functions.

Experience--Senior High Level (Graphs II-7, 8)

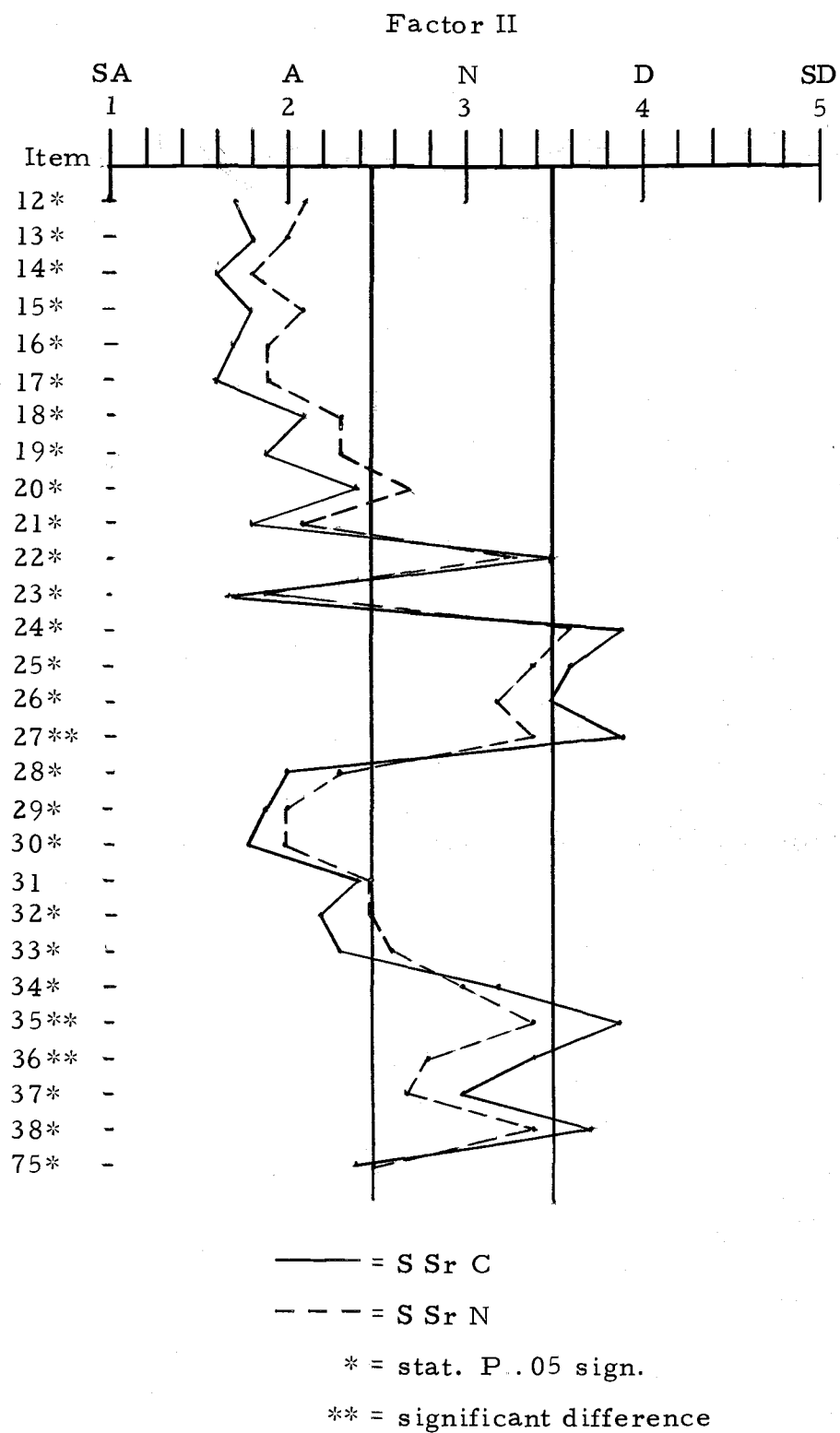
Council experience appears to have caused more difference of opinion within faculty groups than within student groups at the senior high level. The criteria for significant difference was met on four item responses in the senior high faculty data. Experienced faculty agreed that the council has an important function in the school, but inexperienced faculty were uncertain if this was true or not, item 33.

Both inexperienced and experienced senior high faculty were uncertain whether the council has any power or not. Inexperienced faculty were uncertain if the councils were dominated by the administration. However, experienced faculty did not believe this was true. Both faculty groups did not agree that the councils were dominated by the faculty. Experience created a 14.8% level of significant disagreement within senior high faculty groups.

What effect did experience have on senior high student opinions? On three items there was a significant difference of opinion. Experienced students disagreed that council activities should be confined to social and financial affairs and that the council should be abolished for some other form of student participation. The inexperienced students



Graph II-7. Faculty Sr. Hi. council vs. faculty Sr. Hi. non-council.



Graph II-8. Student Sr. Hi. council vs. student Sr. Hi. non-council.

yielded a neutral opinion on these questions. Both student groups were undecided whether the councils were dominated by faculty; however, the inexperienced student opinion average leaned strongly toward the disagreement column.

On 11.1% of the items in Factor II a significant opinion difference occurred between experienced and inexperienced senior high students. Similar to the effect of experience at the junior high level, council experience has tended to make senior high students want to believe in the importance and potency of student council activities, but it has had no major effect on student opinion.

What has been the overall effect of the experience variable upon the attitudes of junior and senior high school faculty and students? There occurred more instances of significant opinion differences at the junior high level than at the senior high for both faculty and students. This observation is supported by the fact that there were a total of 10 significant difference items in the junior high data (Graphs II-5,6) and a total of 7 such items in the senior high data (Graphs II-7,8). In nearly all items in which a significant difference occurred as a result of having student council experience, the statement content was related to the potency of the council, or its capacity to intervene in the policy and decision-making processes. For both faculty and students, experience with the council program tended to make them believe that the council is or should be a more potent and effective

vehicle for involving students in the decision-making process.

Although "experience" did not have a widespread effect on the patterns of responses in Factor II, it did however produce a more positive and optimistic response from those who had been involved in student council programs.

Summary of the Function Factor

An examination of the data on Graphs II-1-8 reveals that there is greater divergence of opinion between faculty and students in the "function" factor than in "purpose" factor. The responses indicate that students want the council to increase the influence and scope of its activities. Students desire more meaningful and authoritative involvement in decision-making and policy formation processes than the staff is willing to yield.

The effect of the level variable produced a significant difference of opinion between junior high faculty and senior high faculty on only 11.1% and between junior and senior high students on only 3.7%. Therefore the level variable produced little effect on opinion in Factor II.

The experience variable did not have widespread effect on the pattern of responses in Factor II. However it seemed to produce a more positive and optimistic response from those who have been involved in student council programs than those without experience.

There was a significant disagreement between junior high students and faculty on 44.4% of the items and correspondingly at the senior high level of 25.9% of the items. The data therefore supports the rejection of hypothesis II.

Factor III: Responsibility

Hypothesis III

Hypothesis III states that "there is no significant difference between faculty and student perception of the responsibilities of student council as measured by the Likert scale developed in items 39-73 for this study."

Factor III: Items 39-73

NR = no responsibility

SR = shared responsibility

CR = complete responsibility

- 39. NR SR CR Selection of student council advisor.
- 40. NR SR CR Assemblies.
- 41. NR SR CR Social activities such as dances.
- 42. NR SR CR Development and revision of Codes of Conduct.
- 43. NR SR CR Evaluation of curriculum.
- 44. NR SR CR Development of rules and regulations governing students.

45. NR SR CR Evaluation of student council activities.
46. NR SR CR Local school requirements for participation in activities including athletics.
47. NR SR CR Establishing fund raising policy for various projects and activities.
48. NR SR CR Elections such as student body and cheerleader elections.
49. NR SR CR Determining school calendar.
50. NR SR CR Maintenance of school and school property.
51. NR SR CR Operation and management of student store.
52. NR SR CR Homework policy.
53. NR SR CR Evaluation of instruction.
54. NR SR CR Determining course offerings.
55. NR SR CR School fees.
56. NR SR CR Student body fees.
57. NR SR CR Organizing new clubs.
58. NR SR CR Leadership training workshops for student participation in government.
59. NR SR CR Community relations.
60. NR SR CR Determining length of school day.
61. NR SR CR Establishing grievance committees.
62. NR SR CR Development of grading system.
63. NR SR CR Promotion of staff-student relationships.
64. NR SR CR Supervision of athletic events.

- 65. NR ____ SR ____ CR Policy for disciplinary action.
 - 66. NR ____ SR ____ CR Sponsoring of free speech forums.
 - 67. NR ____ SR ____ CR Orientation of underclassmen.
 - 68. NR ____ SR ____ CR Developing student handbook.
 - 69. NR ____ SR ____ CR The student press (publications).
 - 70. NR ____ SR ____ CR Policy on locker inspection.
 - 71. NR ____ SR ____ CR Public relations.
 - 72. NR ____ SR ____ CR Clean-up programs.
 - 73. NR ____ SR ____ CR Attendance regulations.
-

The analysis of the data for Factor III, "responsibility," will proceed in the same manner as was followed for Factors I and II. A comparison of the faculty and student responses for Factor III will be presented and the effect of the two variables, level and experience, will be examined.

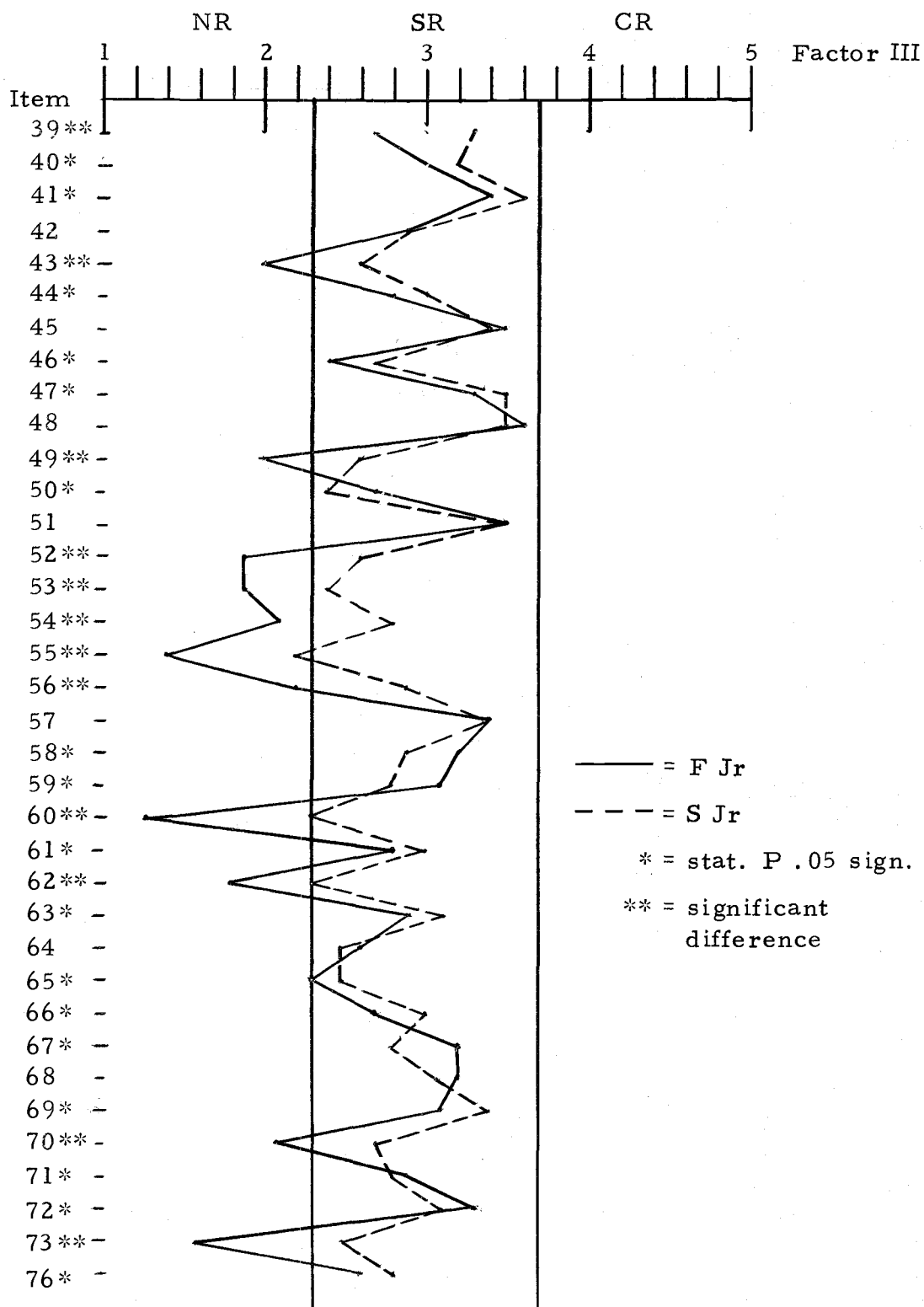
The reader should be aware that on the survey instrument the response format for Factor III was different from the response format for Factors I and II. Respondents were asked to indicate their opinion as to whether the council should have no responsibility, responsibility shared with the faculty, or complete responsibility for the activities described in the 35 statements of Factor III.

It was necessary to assign an arbitrary range to each of the three response alternatives on the five point scale. A mean response falling between 1-2.33 is assumed to be in the "no-responsibility" category. Item averages falling between 2.34 and 3.66 are arbitrarily assigned to the "shared responsibility" category. Item averages falling between 3.67 and 5. are assumed to be in the complete responsibility category.

The effect of the status variable can be seen by observing the data Graphs III-1 and 2 on which the responses of junior and senior high faculty and students are both recorded.

Comparison of Junior High Faculty and Junior High Students
(Graph III-1)

Trends. At the junior high level, the statistical analysis of mean responses of faculty and students showed that on 28 of the 35 items, or 80%, there was a statistically probable real difference of opinion. On only three items, the students' average response fell in the no-responsibility category. On 12 items, the faculty responded with a no-responsibility opinion. On nine items categorical disagreements were counted. There were 12 items on which at least a probable .5 scale difference occurred between the mean responses of faculty and students which represents a significant disagreement on 34% of items related to the responsibility factor. That there was a



Graph III-1. Faculty Jr. Hi. vs. student Jr. Hi.

considerable difference of opinion between faculty and students in Factor III is suggested by the gap between means on the factor index item no. 76 on Graphs III-1, 2 in this factor.

Common Opinions. The opinion results between junior high faculty and junior high students on 26 items represent a common opinion on the content of those items. Even though on 22 of them they may have a statistically probable difference, their relative position on the scale indicates that there is little real difference in their attitudinal position.

Faculty and students in three cases, items 55, 60, and 62, shared the opinion that the council had no responsibility in terms of the item content. On all three items there were significant opinion differences between faculty and students. Regarding school fees, the length of the school day, and the grading system, the average student opinion fell on the border line of the shared responsibility column. Faculty opinions on these items were clearly in the no-responsibility category. On items 42, 45, 48, 51, 57, 64, 68, and 71 close agreement was expressed that the council should share responsibility for the development and revision of conduct codes, evaluation of council activities, student elections, store operations, organizing new clubs, supervision of athletic events, developing a student handbook, and for public relations.

General agreement on shared responsibility occurred on items 39, 40, 41, 42, 44, 46, 47, 50, 58, 59, 61, 63, 65, 66, 67, 69, and 72. At issue in these items were such responsibilities as student activities, policy formation and management. The specific content of these items dealt with selecting council advisor, assemblies, eligibility, student leadership training, developing conduct code, student orientation, developing regulations for students, and cleanup programs.

Significant Disagreement. It seems appropriate at this point to identify those statements for purposes of discussion which have not only statistical differences, but in addition have .5 of a point or more difference between their mean responses. Items meeting these criteria are those on which there exists a significant difference of opinion. Discussion will proceed to focus on these items.

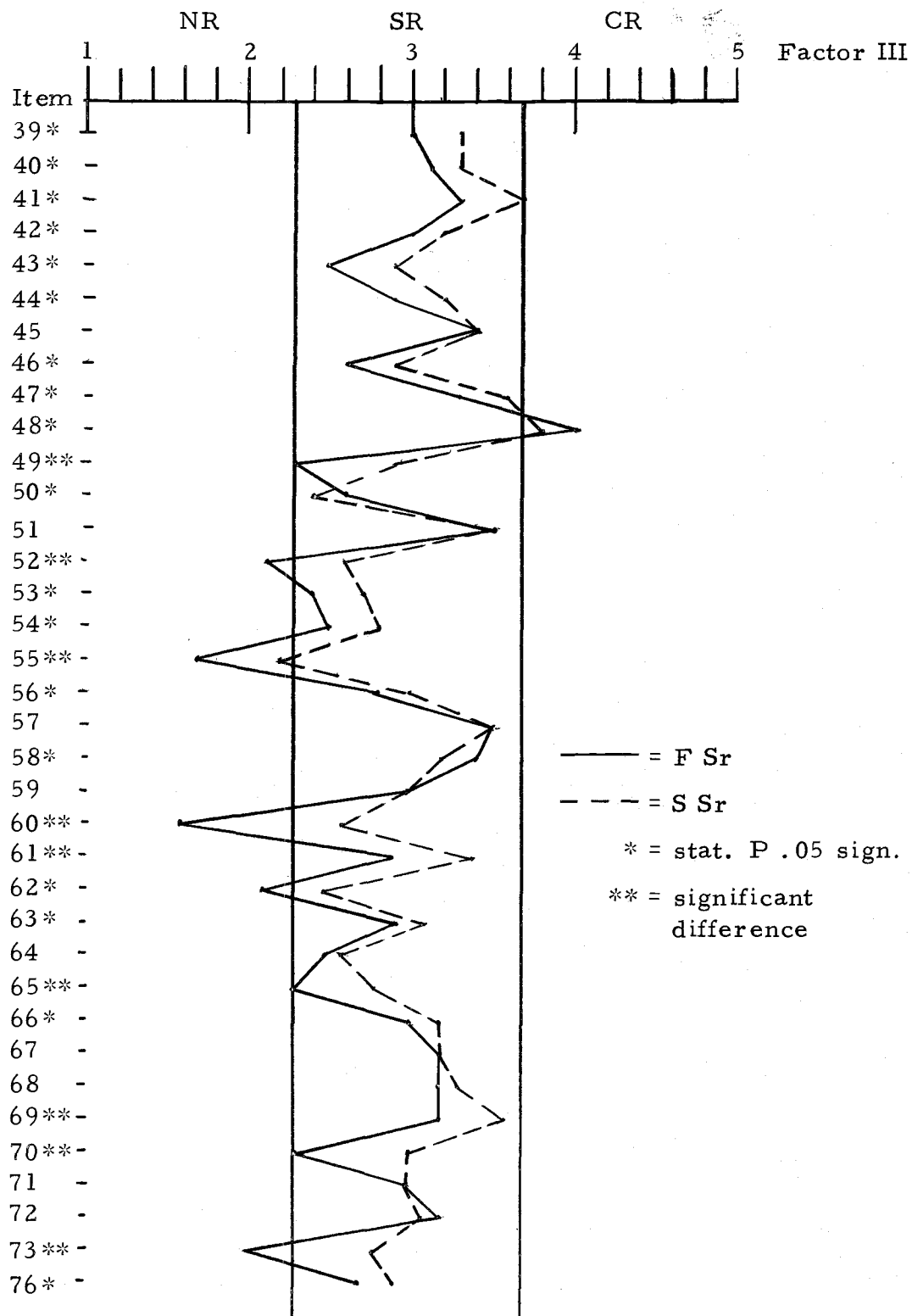
In terms of the content of disagreement items, it seems that issues arise between faculty and students on the decision-making process, policy formation and evaluation. Items 39, 49, 52, 54, 55, 56, 60, 62, 70, 73, all deal with the decision-making/policy-making process. These statements ask for opinions about such areas as selecting student council advisor, determining school calendar, determining homework, course offerings, length of day, attendance regulations, and policy on locker inspections. On almost all of these items the students indicated that decision-making and policy formation

should be a shared responsibility. However, faculty had a much stronger tendency toward less sharing of responsibility. This can be seen by the fact that faculty opinions fell into the no-responsibility column on 11 of these items.

Two items on which significant disagreement occurred dealt with evaluation of some aspect of the school program. The evaluation of curriculum was an issue in item 43, and evaluation of instruction in item 53. In both cases faculty opinion fell in a no-responsibility position. On the other hand, student opinion regarding evaluation indicated far stronger belief that this should be a shared function. It is interesting to note that the greatest opinion difference on Factor III items occurred on two of these decision-making items. They deal with determining the length of the school day and attendance regulations. On these items at least .9 of a point or more separated their opinions. Since significant disagreement occurred on 34% of the items, it is concluded that opinion differences are considerable between junior high faculty and students.

Comparison of Senior High Faculty and Senior High Students (Graph III-2)

Trends. The senior high faculty and student data in Graph III-2 shows a remarkable similarity of responses to that of the junior high faculty and student data in Graph III-1. If the junior high data on



Graph III-2. Faculty Sr. Hi. vs. student Sr. Hi.

Graph III-1 were simply shifted slightly to the right on the scale, it would almost duplicate the pattern on the senior high graph. This means that in general the senior high students and faculty are leaning a little more toward increased student council responsibility. At the senior high level, there was only one case where a student response average clearly fell in the no-responsibility category. In all other statements students believed that they should have either shared or complete responsibility.

Senior high student opinion retreated noticeably from the no-responsibility category, and interestingly a similar trend is noticeable in senior high faculty responses. It appears that the shift of opinion at the senior high level is more noticeable by observing average responses in the shared responsibility column. Specifically, the senior high students shifted to the right of junior high students, which is toward the complete responsibility side of the scale, on 27 of 35 items (Graphs III-1, 2). A similar shift has taken place at the senior high faculty level. The senior high faculty opinions are farther to the right than their junior high colleagues on 23 of 35 corresponding items.

Common Opinions. In only one instance did senior high faculty and students hold the common opinion that the council had no responsibility regarding school fees in Factor III.

On 29 of the 35 items in Factor III senior high faculty and students shared the opinion that the council should have a shared responsibility with the faculty regarding the content of these items.

On four items the statements were related to the council involvement in the decision-making process, items 39, 49, 54, and 56. Senior high faculty and students agreed that the council should share the responsibility for making decisions about such matters as: selecting the student council advisor; determining the school calendar; course offerings; and student body fees. A common opinion was held between high school students and faculty that the council should be involved in developing policies regarding: student conduct codes; fund-raising rules and regulations; homework; eligibility requirements; discipline; and locker inspections, items 42, 44, 46, 47, 65, 70. On 10 items faculty and students believed the council should share in the management of such activities as: the maintenance of school property; the promotion of student and staff relationships; the supervision of athletic events; the orientation of underclassmen; the development of student handbooks and clean-up programs, items 50, 51, 58, 61, 63, 64, 67, 68, 72.

The inclusion of the council in the evaluation of curriculum, instruction, and council activities as a shared responsibility was accepted by faculty and students in items 43, 45, and 53.

Both faculty and students believed that the council should be involved in community and public relations, items 59, 71. They also believed that the council should share the responsibility for such student activities as assemblies and the sponsoring of free speech forums, items 40, 41, and 66.

Complete responsibility for student elections was approved of by the senior high faculty and students, item 48.

Significant Difference. There were nine items on which senior high faculty and students held such divergent opinions that the criteria for a significant difference of opinion was met. This occurred on items 49, 52, 55, 60, 61, 65, 69, 70, and 73. Regarding the determination of the length of the school day, students believed that the council should share in this decision, but faculty held the opinion that the council should have no responsibility at all in this matter. On items 61 and 69 both the students and faculty believed the council should have a shared responsibility for establishing grievance committees and the student press, however a .5 difference separated their responses on the scale.

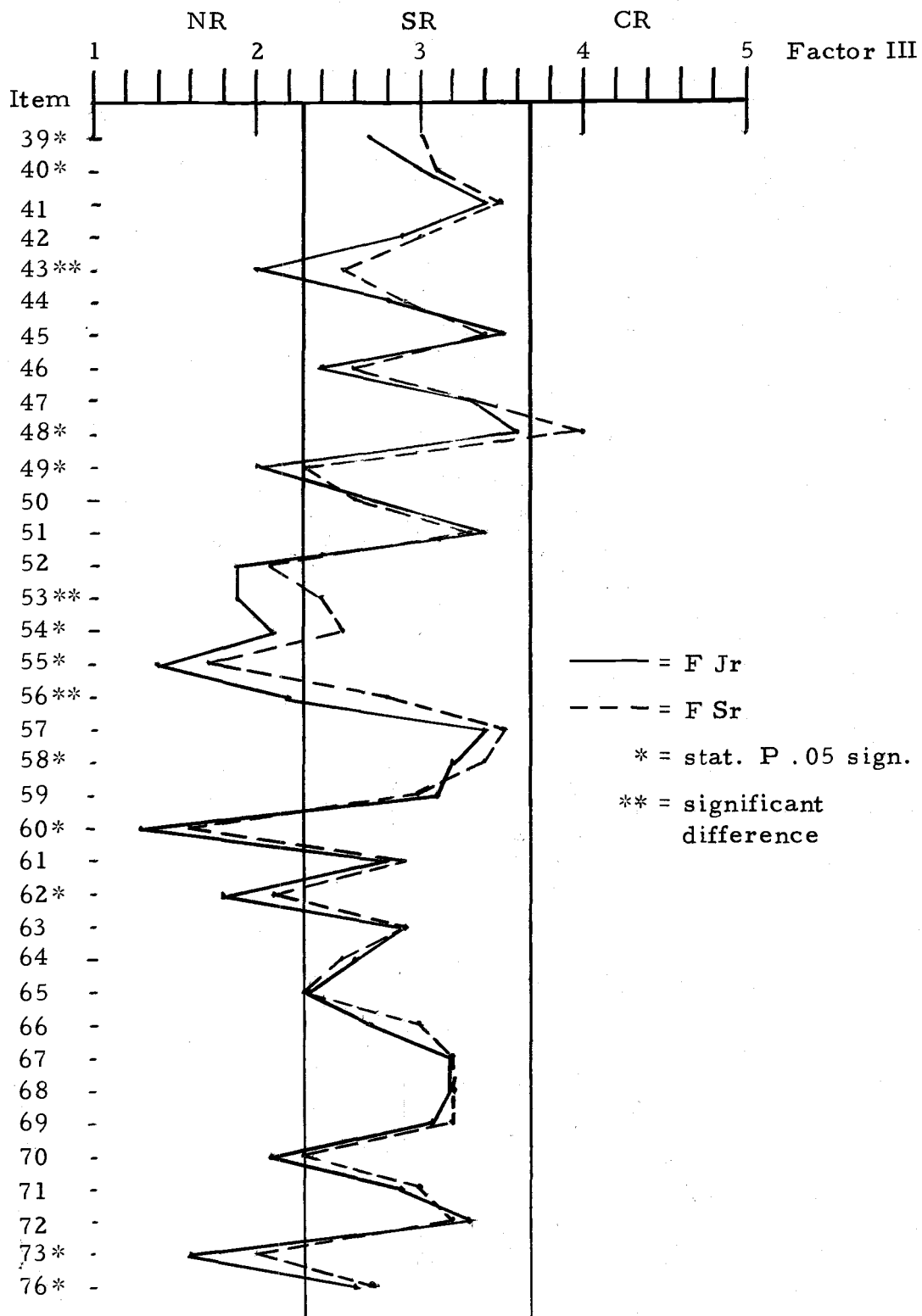
The number of items on which senior high students disagreed with senior high faculty was less than at the junior high level falling from 12 at the junior high level to 9 at the senior high level. Seven of these nine items were concerned with policy formation and decision-making matters, such as determining the school calendar, homework,

locker inspection policy, and attendance regulations. The remaining two items dealt with management issues such as establishing grievance committees and the student press. According to the data, senior high school students had many of the same disagreements in common with the junior high level. There occurred significant opinion differences between senior high faculty and students on 25.7% of the items in Factor III.

Level - -Junior High Faculty and Senior High Faculty
(Graph III-3)

An examination of Factor III, Graph III-3 which compares the junior high faculty opinions with those of the senior high faculty again reveals a marked similarity between them. Although there were 13 items out of 35 where probable statistical differences occurred between the two faculties, only three items had a .5 difference.

Going across levels creates a significant separation between faculty opinions on only a few items. Senior high faculty seem to be more inclined than junior high faculty to give the council additional responsibility and authority. This inclination is more prominent in items 39, 43, 48, 53, and 54 regarding selecting the council advisor, evaluation of curriculum and instruction, conducting student elections, and determining course offerings. Other differences are only ones of small degree and represents few, if any, divergent opinions.



Graph III-3. Faculty Jr. Hi. vs. faculty Sr. Hi.

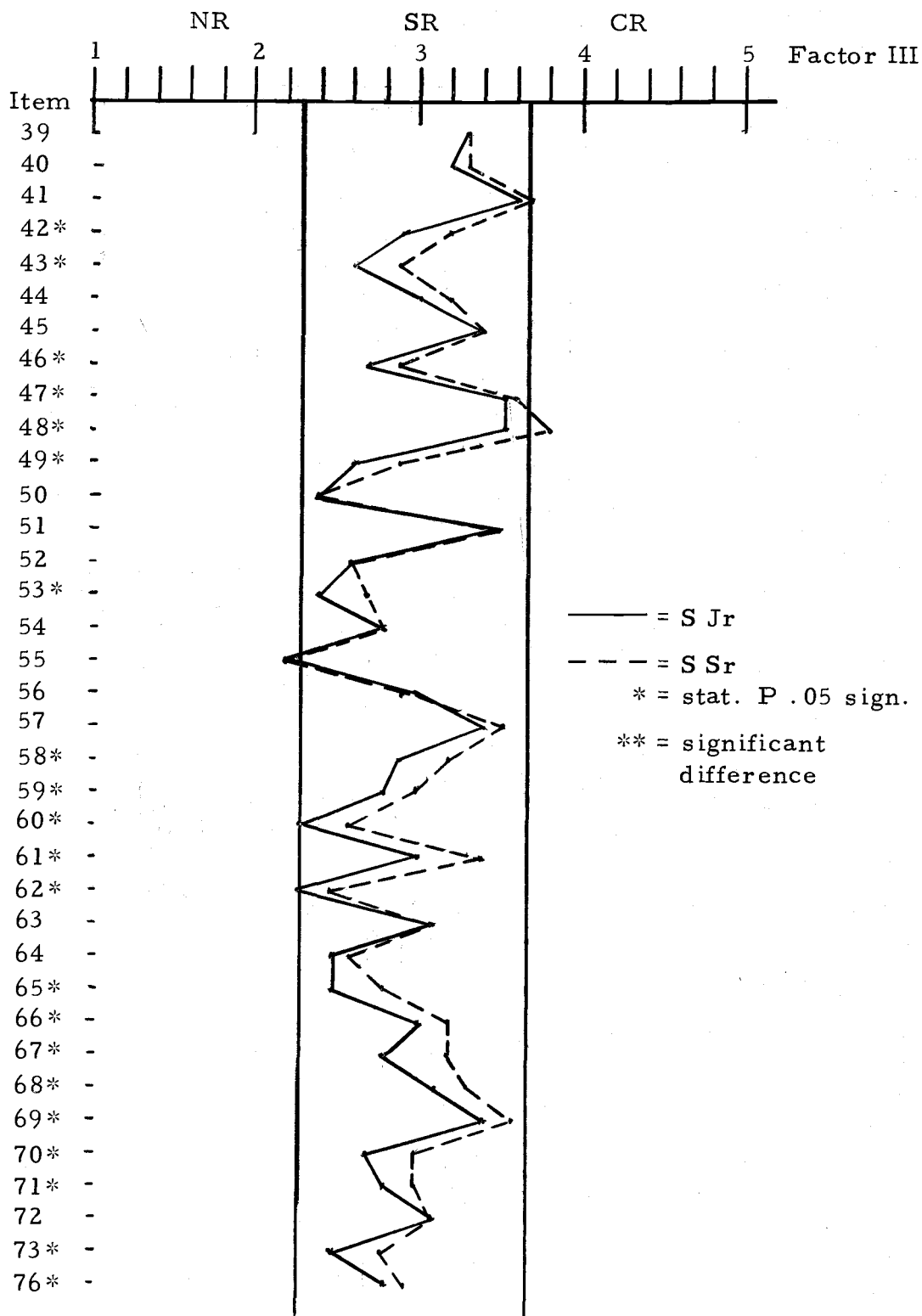
Level--Junior High Students and Senior High Students
(Graph III-4)

What effect does the "level" variable have in student opinions? Between junior and senior high school students there are 20 statistically probable differences of opinion, none of which met the criteria for significant disagreement. Moving from junior to senior high level, it is again observable that senior high students favor slightly increased authority and responsibility for student councils. These differences occur in statements regarding topics such as evaluation of curriculum and instruction, discipline policies, free speech forums, locker inspection policies and attendance regulations, items 43, 48, 53, 65, 66, 70, 73.

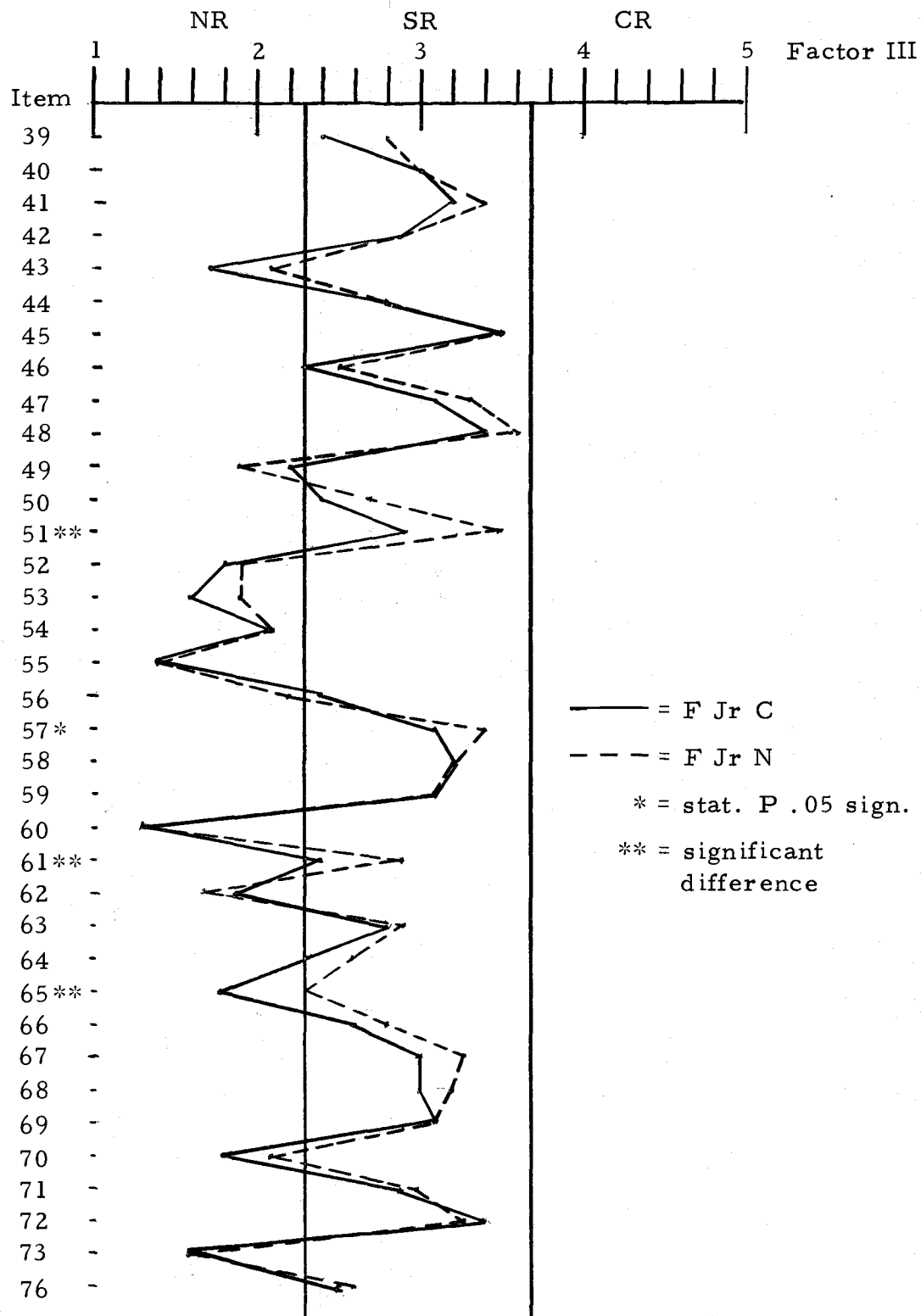
Summary of Level Variable. Summarizing the impact of the level variable, moving to the senior high level has the effect of moving faculty and student opinion in the direction of greater responsibility and authority and increased relevant involvement in student councils. The level variable accounted for a significant difference of opinion on 8.5% of the items at the junior high level and 0% at the senior high level.

Experience--Junior High Level (Graphs III-5, 6)

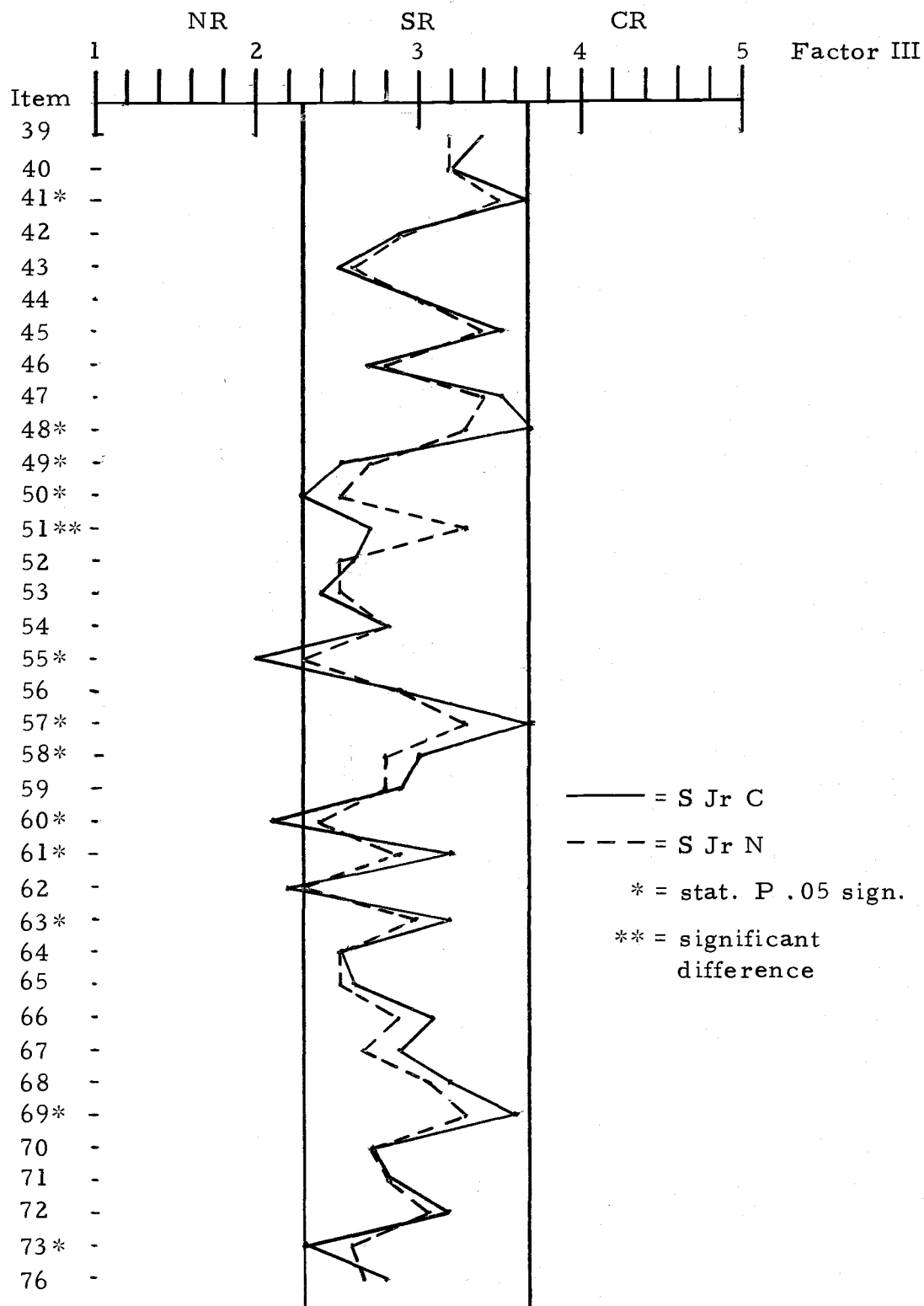
It appears that experience had an impact on both faculty and student opinions, but it has a greater overall impact on student



Graph III-4. Student Jr. Hi. vs. student Sr. Hi..



Graph III-5. Faculty Jr. Hi. council vs. faculty Jr. Hi. non-council.



Graph III-6. Student Jr. Hi. council vs. student Jr. Hi. non-council.

opinions than on faculty opinions.

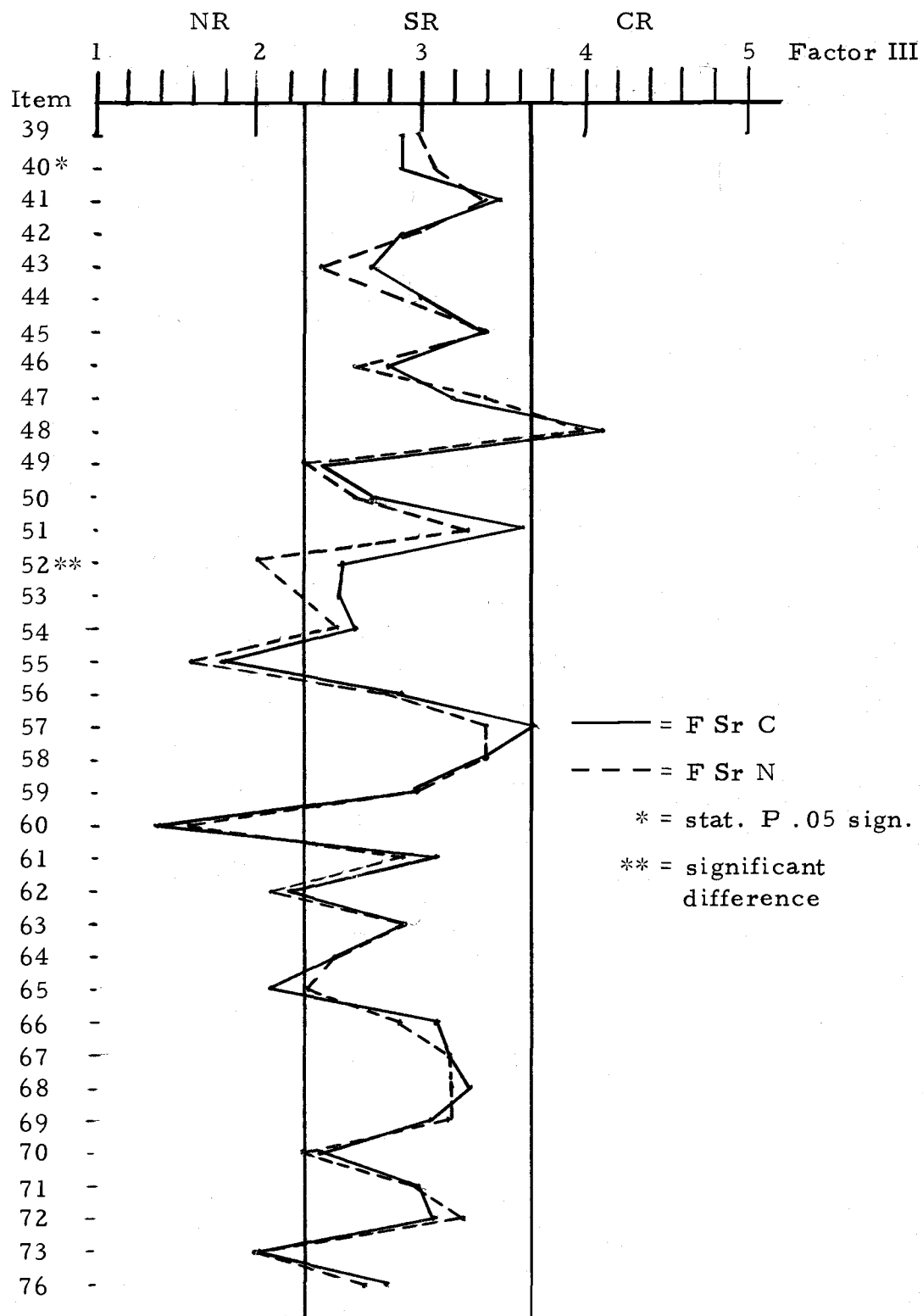
The experience variable created a significant disagreement in only three instances between experienced and nonexperienced junior high faculty members. Experienced junior high faculty believed that the student store should be a shared responsibility. Although inexperienced faculty also believed in sharing with students the responsibility in this area, they leaned strongly toward complete responsibility, (item 51). On item 61, a .5 scale difference between means occurred; however, both groups' response fell in the shared category concerning establishing grievance committees. Experienced faculty more strongly tended to reject a shared responsibility in this area. Both junior high faculty groups believed that the council should have no responsibility in the area of policy-making for disciplinary action, but inexperienced faculty opinion was on the line of the shared column. Council experience tended to move faculty opinion toward less council responsibility, see index item 76, Graph III-5. Junior high students with council experience tend to lean slightly more toward the complete responsibility side of the scale than their inexperienced classmates, see index item 76, Graph III-6. There were 13 items in which a statistically probable difference occurred between experienced and inexperienced junior high students. However, on only one item covering operation of the student store was there a significant disagreement of .5 of a point difference of opinion on the

scale. The above opinion differences fell within the shared responsibility category. Council experience caused a significant difference of opinion within the faculty on 8.5% of the items at the junior high level and 2.8% between students at that level.

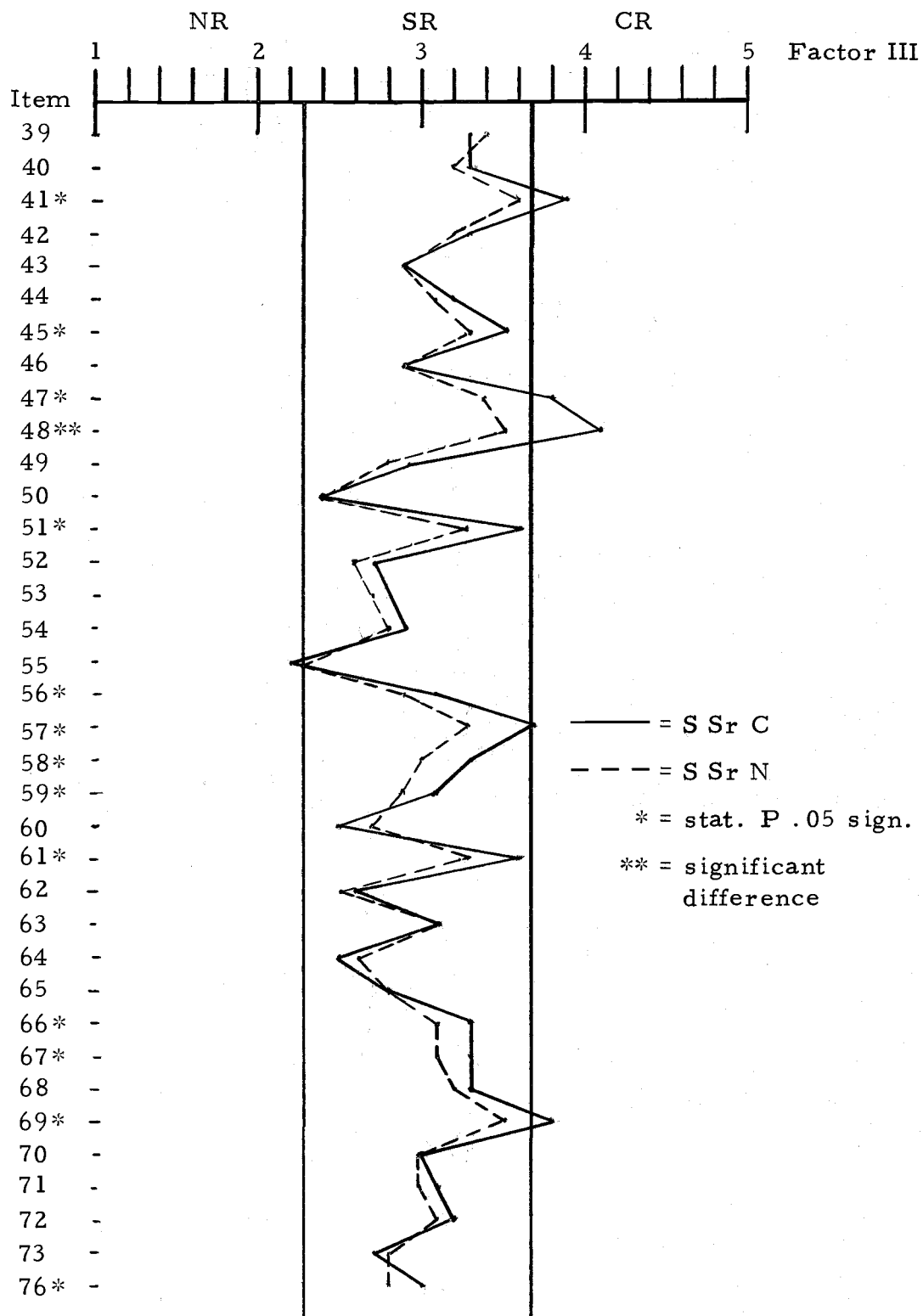
Experience--Senior High Level (Graphs III-7, 8)

A statistically probable difference between faculty members occurred on only 2 of 35 items and only one of which was a significant difference. Therefore the experience variable produced very little difference on attitudes with senior high faculty members, Graph III-7.

Senior high student attitudes appear to be somewhat more influenced by the experience variable, Graph III-8. There were 14 statistically probable differences, one of which represented a significant disagreement item. Experienced senior high students believed that the council should have complete responsibility for elections of student body officers, item 48. Inexperienced students want to share election responsibility with the faculty. A .5 scale difference separated their opinions on this item. On item 57 concerning organizing new clubs, experienced students wanted complete council responsibility, but inexperienced opinions fell in the shared responsibility zone. Nearly a .5 difference separated their opinions. It would appear that students with council experience have more opinion disagreements with faculty regardless of their experience than do nonexperienced



Graph III-7. Faculty Sr. Hi. council vs. faculty Sr. Hi. non-council.



Graph III-8. Student Sr. Hi. council vs. student Sr. Hi. non-council.

students. Experience caused a 2.8% significant disagreement within faculty and student groups.

In summarizing the effect of the experience variable, junior and senior high students who have council experience have more opinion-aire disagreements with faculty than do students who do not have council experience. Experienced students tend to shift more in favor of increased council authority and involvement. This shift is slight but it is perceptible. Experience tended to move junior high faculty opinion slightly in the direction of less council responsibility in Factor III, but had the opposite effect on senior high faculty attitudes.

Summary--Factor III

From the above detailed discussion of Factor III, "responsibility," the following summary is made to help the reader focus on the salient features of the data.

Between faculty and students at the junior high level, there were 34.2% of the items on which a significant mean opinion difference occurs. Between faculty and students at the senior high level, significant opinion differences amounted to 25.7%. Therefore, it is clear that there is a significant difference between faculty and students at both junior and senior high levels on Factor III items. The reader is reminded that an opinion difference results when there is a

statistically probable difference which also registers a half point gap on the quantitative scale.

Between faculty members at the junior and senior high level there appears to be very little difference in opinion regarding the responsibility factor. Comparing junior and senior high faculty, there were only three items, or 8.5%, on which the significant difference criteria was met. Between junior and senior high students there were no items which met the difference criteria. In other words, junior and senior high faculty opinions were very much alike and junior and senior high student opinions were also very much alike. Thus, little change of opinion occurred when comparing faculty groups with each other across levels or when comparing student groups with each other across levels.

When students had experience in council programs, it tended to move their opinions closer to the opinions of senior high faculty who also had experience, than to faculty who did not have such experience. Experience had a slight reverse effect on junior high faculty opinion. On three out of four data graphs which displayed the responses of both experienced and inexperienced faculty and students at both levels, students with council experience had a higher level of disagreement with faculty than did students who lacked council experience.

Council experience in terms of student attitudes tended to make them more favorable toward accepting increased responsibility,

authority and involvement in student councils. In other words, their recorded responses fall further toward the complete responsibility side of the scale. However, experience seems to have little conclusive effect on the opinions of faculty members.

The data in Factor III indicates that the level of significant difference between faculty and student opinions is sufficiently high to support the rejection of Hypothesis III.

V. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Results of the study indicate that there is a high degree of agreement between faculty members and students at the junior high and senior high level concerning the statements of purpose of the student council. With few exceptions survey respondents tended to agree with the same questions, to be neutral or undecided about the same questions and to disagree with the same items. Item 8 represented the strongest, most polarized response in which faculty and students at both levels indicated disagreement with the statement that "there is no need for the student council."

The level variable produced little effect on the attitudes of junior and senior high faculty or students concerning the purposes of the student council. Students at both levels tended to register nearly identical mean scores and, likewise, staff members at both levels registered nearly identical response averages.

The experience variable did not have widespread effect on opinions concerning the purposes of the student council. However, experience seems to have made an impact in promoting the personal development of concepts about the purpose of student councils. In other words it has aided the respondents in developing a clearer idea for themselves of the purpose of the student council.

If the assumption is made that the purposes of the student council are defined by the content of items 1-11 of this study, it appears that faculty members and students have a high degree of opinion agreement concerning the purposes of student council. Therefore there is not sufficient evidence to reject Hypothesis I.

The pattern of responses in Factor II concerning the function of student councils reveals that although there were areas of agreement between faculty and students a greater degree of divergence of opinions occurred in Factor II than in Factor I. Both faculty and students tended to agree that the council should serve as a forum for opening up avenues of communication and should review issues that arise between faculty and students. There was agreement that the council should not be replaced by some other type of organization.

The proportion of items in which a significant opinion disagreement occurred between faculty and students increased noticeably in Factor II. Students appeared to want to expand areas of council involvement to include more activities which faculty and administration have previously considered as their domain. The responses indicate that students are no longer content to limit the council's activity to what they believe to be trivial and mundane social functions and fund raising campaigns. They want the council to be involved in areas they perceive to be significant such as curriculum development, instructional evaluation, and policy formation on

grading, attendance, school calendar, etc. It appeared that the faculty was reluctant to open up these areas to student influence.

The level variable did not seem to cause any marked changes in the above pattern. The senior high faculty and student opinions were very similar to the junior high faculty and students.

Students with council experience were even more convinced than their inexperienced fellow classmates that the council should expand its areas of involvement.

Having experience with council programs had only a slight but an observably positive influence on faculty opinions. However, the experience variable had in general, little effect on faculty opinions toward opening up traditionally closed areas to student involvement. The data supports rejection of Hypothesis II.

In the 35 items composing Factor III, "responsibility," it is significant that in only one single item did student average responses fall in the no responsibility category. In other words in all of the cases student opinions indicated they should share with faculty at least some responsibility for the activities mentioned in the items of Factor III.

It appears that disagreement between faculty and students arises on issues concerning the decision-making process, policy formation and evaluation. This conclusion is supported by a similar observation in Factor II.

The response patterns of junior and senior high faculty and students were very similar, with the senior high students and faculty leaning slightly farther in the direction toward increased student council responsibility than the junior high students and staff. The senior high faculty seems slightly more inclined than the junior high faculty to give the council additional responsibility and authority, and to increase its relevant involvement. Regardless of the slight impact on senior high attitudes, the level variable had little effect on their pattern of opinion response in Factor III, "responsibility," as students tended to agree with each other and faculty tended to agree with each other.

The experience variable in Factor III had slight effect on faculty opinions. However junior and senior high students who have had student council experience exhibited more opinion disagreements with faculty members than students without council experience. Experienced students also tended to be more favorable toward accepting increased responsibility, authority, and involvement in student council.

The data supports the rejection of Hypothesis III.

Implications of This Study

If the assumptions and limitations of this study are accepted it appears that the data has many implications for the teachers and

administrators who create the learning environment for our youth.

1. The data in Factor I indicates that teachers and students are united in their perceptions of the purpose and goals of the student council. This mutual agreement implies that we can move with confidence toward implementing changes that fulfill these ideals. What is needed now is a commitment from the staff to implement these ideas more fully in all areas where decisions are made that affect students.
2. It is the writer's opinion that commitment to democratic traditions comes from having found success in utilizing democratic processes to solve problems. In these times of widespread disenchantment with politics and government at higher levels, it is imperative that our own model at the instructional level is placed in order. If we are to restore faith in student government and reduce student and faculty apathy toward participation in governance, then it would follow that the faculty and administration must make accommodations in their operational procedures as the findings of this study and those in related literature indicate. The failure or success of student participatory government depends upon the actions of the staff. If changes are to be made, the teachers and administrators must make the necessary adjustments within their respective realms of authority.

3. The data in Factor II and Factor III indicates that students desire to expand the areas of council involvement into areas frequently considered by the staff as off-limits to them. This implies that many of our students are more mature and are reaching out for more meaningful participation in the activities which affect their lives. With maturity comes a natural desire to gain greater independence and control over one's life. As theoretical practitioners, we must guide and facilitate this maturation process to nurture those democratic ideals we value so highly in our individually oriented society. The data indicates that students believe they should more fully participate in the decision-making process, the formation of policy and the evaluation of instruction. It is up to the staff to legitimize and facilitate this involvement.
4. In Factor III, "responsibility," students overwhelmingly indicated that they should at least share responsibility with the staff in almost all areas mentioned. Their responses represent a tremendous motivational force for learning and productive activity which can be tapped by individual teachers and by the faculty and administration. It is important that school personnel view the student attitudes in this study as a plea for participation rather than a demand for control.

5. The school staff must bear the major responsibility for providing the experiences requisite to the development of democratic citizenship. No other common institution or group of people has the formal obligation, capacity, and potential for the task of nurturing and instilling within our youth democratic ideals and a commitment to democratic processes. These ideals can best be taught to students by working with enlightened teachers on mature problems in the controlled atmosphere of a democratically oriented school. The student council, or similar type organization offers unique learning opportunities for practicing participatory government, for opening up communications with students, and for enrichment of the learning environment.
6. The success of the council, student governing board, senate or whatever organizational form that is adapted by a student body, is dependent largely upon the degree of openness and trust that a staff and administration is willing to develop with the student representative group. This representative governing group can only have the amount of authority that the staff and administration delegates to them. The potency of the student council, and its effectiveness as a learning vehicle, is totally dependent upon the support the staff and administration gives in terms of its place in the curriculum

and in the total operation of the school. We get the kind of council we cultivate.

7. If our democratic ideals and institutions are to be perpetuated, each new generation must believe that the problems facing them can be solved through democratic means. If the school administration and the classroom environment in which the students spend much of their formative years reflects an autocratic pattern of operation it follows that youngsters in these schools may possibly be learning to perpetuate concepts that run contrary to democratic traditions.

The findings of this study indicate the direction that change must take to improve student council programs. The choice to implement change lies with the school staff.

Recommendations

1. To the faculty and administrators of school districts in the central and southern Willamette Valley it is recommended that this study be viewed as generally descriptive of attitudinal differences toward student council programs which may exist in this geographical region. It is not intended to inform any specific district of specific beliefs or attitudes on the part of its own students and faculty, since the results of this

study were obtained by pooling the responses of all participating districts. Rather, the information obtained in this study is to be viewed as one input source to aid a faculty and administration in planning an assessment of the need for meaningful changes and redirection of student council programs in their respective districts. If information is needed to identify specific issues between students and faculty related to student council programs this study may be used as a model of one approach to information gathering activities. It is not suggested that the procedures or the survey instrument be used intact but rather adapted to meet the particular information needs of a given district.

2. As a result of the analysis of the data of this study, and a review of related research, it becomes apparent that one of the major factors inhibiting the development of dynamic student council programs is the reluctance of faculty and administration to relinquish appropriate responsibility and authority to the student council. Regardless of the form that may evolve for facilitating student participation in school government, students must be more fully brought into the circles of decision-making and policy formation in all areas of the school which affect them. This involvement is necessary if the school is to develop within students an

understanding of, a belief in, and a commitment to democratic ideals, values and institutions. Since it appears that there remains widespread reluctance on the part of many school districts to permit or encourage meaningful democratic involvement in policy-making and decision-making activities, it is recommended that further study be undertaken to: 1) identify the causes of the reluctance of staff and administration to delegate authority to councils, and 2) to identify approaches which will achieve an increased commitment of faculty and administration to effectively involve students in the solution of real and relevant school problems through the exercise of democratic procedures and processes.

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APPENDICES

APPENDIX A

Questionnaire

ATTITUDES TOWARD STUDENT COUNCIL AFFAIRS

The questionnaire you are about to complete represents part of a study being undertaken in several schools in Oregon concerning the attitudes students and teachers hold toward student council affairs. The questionnaire has been prepared to enable you to circle the letter to the left of each item which most accurately describes your opinion concerning the question. Your choices are as follows: SA - strongly agree, A - agree, N - neutral or undecided, D - disagree, SD - strongly disagree. Please circle one of these choices for each item in the questionnaire.

The term "student council" can mean the members of student council or any of its officially appointed committees. Before you begin please circle the answer to these questions:

1. Please circle whether you are a junior high or a senior high faculty member.

Junior High Senior High

2. Are you now or have you ever been a student council advisor?

Yes No

3. The size of this district is a:

1st class 2nd class or smaller

- | | Strongly
Agree

SA | Agree

A | Neutral

N | Disagree

D | Strongly
Disagree

SD | |
|----|----------------------------------|---------------------|-----------------------|------------------------|-------------------------------------|---|
| 1. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | A major purpose of the student council is to promote, through its activities the maximum learning for the maximum number of students. |
| 2. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | The student council should promote activities which encourage students to become involved in solving the real problems of the school. |
| 3. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | A purpose of the student council is to provide experiences which lead to the development of competent democratic citizens. |

	Strongly Agree ----- SA	Agree ----- A	Neutral ----- N	Disagree ----- D	Strongly Disagree ----- SD	
4.						One of the major purposes of student council is to provide a place where students can freely express their opinions on any of the affairs of the school.
5.						A major purpose of the council is to make possible a two-way communication between the staff and students concerning all areas of the school.
6.						A purpose of student council is to encourage learning by capturing the interests and challenging the needs of young people.
7.						A major purpose of the student council should be to promote better student-faculty relations.
8.						There is no need for a student council.
9.						Parents, teachers, students and principals should work together to discuss and clarify the purposes of the student council.
10.						The purpose of the student council is very clear to me.
11.						I have been in meetings or classes where the purpose of student council has been discussed since I have been in secondary school.
12.						Student councils should represent the students in determining all policies and regulations which affect the student body.
13.						The student council should appoint fact-finding committees to gather information and advise the council, students, and the staff on problems or issues which affect students.

	Strongly Agree ----- SA	Agree ----- A	Neutral ----- N	Disagree ----- D	Strongly Disagree ----- SD	
14.						Student councils should provide opportunities for students to speak freely and express themselves openly on controversial issues or any matters that concern them.
15.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should provide constructive criticism to the faculty and administration on all phases of school life.
16.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should provide an acceptable way for students to review administrative decisions which they feel are unfair or unjust.
17.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should provide a way to hear student complaints and make recommendations concerning them.
18.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student council discussions and activities should frequently be made a part of the classroom discussions.
19.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should be involved with faculty in making decisions concerning course offerings.
20.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should establish committees to work with teachers for developing evaluation forms for the evaluation of classroom instruction.
21.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should be involved with the faculty and administration in formulating rules and regulations governing student conduct and student discipline.

	Strongly Agree ----- SA	Agree ----- A	Neutral ----- N	Disagree ----- D	Strongly Disagree ----- SD	
22.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Enforcing discipline should be one of the primary functions of the student council.
23.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The council should seek to protect the right of students.
24.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Schools can function as democratically without student councils as with them.
25.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council is not an effective organization.
26.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils deal with role playing rather than real situations.
27.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should confine their activities strictly to the social and financial affairs of the student body.
28.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should have the authority to represent student opinion, to accept responsibilities for the student body and to organize and administer the duties that result from that acceptance.
29.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should send representatives to teacher meetings to establish two-way communication.
30.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	Student councils should send representatives to school board meetings.
31.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should represent the school in community activities.
32.	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	The student council should encourage students to become involved in community activities.

- | | Strongly
Disagree

SA | Agree

A | Neutral

N | Disagree

D | Strongly
Disagree

SD | |
|-----|-------------------------------------|---------------------|-----------------------|------------------------|-------------------------------------|---|
| 33. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | The student council has an important function in this school. |
| 34. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | The student council does not have any real power. |
| 35. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | Student councils should be abolished in favor of other forms of student participation in decision making. |
| 36. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | Student councils are dominated by the faculty. |
| 37. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | Student councils are dominated by the administration. |
| 38. | <u>SA</u> | <u>A</u> | <u>N</u> | <u>D</u> | <u>SD</u> | The student council is just a game students play. |

The following questions are concerned with the responsibilities of student council. If you believe the student council should have no responsibility in the area mentioned, circle NR. If you believe this item should be a shared responsibility with the staff, circle SR. If you believe the student council should have complete responsibility, circle CR.

	No Responsibility ----- NR	Shared Responsibility ----- SR	Complete Responsibility ----- CR	
1.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Selection of student council advisor.
2.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Assemblies.
3.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Social activities such as dances.
4.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Development and revision of Codes of Conduct.
5.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Evaluation of curriculum.
6.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Development of rules and regulations governing students.
7.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Evaluation of student council activities.
8.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Local school requirements for participation in activities including athletics.
9.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Establishing fund raising policy for various projects and activities.
10.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Elections such as student body and cheerleader elections.
11.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Determining school calendar.
12.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Maintenance of school and school property.
13.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Operation and management of student store.

	No Responsibility -----	Shared Responsibility -----	Complete Responsibility -----	
14.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Homework policy.
15.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Evaluation of instruction.
16.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Determining course offerings.
17.	<u>NR</u>	<u>SR</u>	<u>CR</u>	School fees.
18.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Student body fees.
19.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Organizing new clubs.
20.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Leadership training workshops for student participation in government.
21.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Community relations.
22.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Determining length of school day.
23.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Establishing grievance committees.
24.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Development of grading system.
25.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Promotion of staff-student relationships.
26.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Supervision of athletic events.
27.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Policy for disciplinary action.
28.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Sponsoring of free speech forums.
29.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Orientation of underclassmen.
30.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Developing student handbook.
31.	<u>NR</u>	<u>SR</u>	<u>CR</u>	The student press (publications).
32.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Policy on locker inspection.
33.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Public relations.
34.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Clean-up programs.
35.	<u>NR</u>	<u>SR</u>	<u>CR</u>	Attendance regulations.

Comments: _____

APPENDIX B

Tables

Table 1. Jr. Hi. faculty vs. Jr. Hi. students.

Item	t Value	<u>Jr. Hi. Faculty</u>		<u>Jr. Hi. Students</u>	
		Mean	S.D.	Mean	S.D.
1.	0.030	2.758	1.071	2.755	0.897
2.	-2.114	1.629	0.776	1.788	0.856
3.	-16.997	1.591	0.617	2.681	0.902
4.	2.732	1.985	0.954	1.741	0.908
5.	-0.137	2.030	0.929	2.042	0.885
6.	-0.189	2.530	1.037	2.549	0.948
7.	-1.717	2.187	0.959	2.343	0.973
8.	1.188	4.418	0.739	4.331	0.929
9.	-5.049	2.203	0.911	2.652	1.048
10.	1.067	2.779	1.010	2.675	1.065
11.	-0.143	3.122	1.271	3.139	1.110
12.	8.142	2.918	1.189	2.028	0.959
13.	1.865	2.200	0.845	2.050	0.902
14.	4.084	2.233	1.058	1.735	0.865
16.	2.745	2.241	0.914	2.003	0.871
17.	2.657	1.940	0.649	1.767	0.825
18.	-1.066	2.150	0.830	2.237	0.954
19.	7.688	3.053	0.991	2.319	1.029
20.	6.030	3.477	1.036	2.883	0.960
21.	-1.201	2.195	0.933	2.306	1.090
22.	6.187	3.880	0.962	3.300	1.098
23.	8.491	2.737	1.036	1.916	0.920
24.	-2.472	3.548	0.944	3.771	0.999
25.	-4.609	3.373	1.009	3.821	1.100
26.	-2.004	3.361	1.003	3.554	1.065
27.	3.734	3.788	0.742	3.502	1.057
28.	1.749	2.358	0.871	2.214	0.869
29.	12.027	3.276	1.086	2.068	0.924
30.	7.547	3.038	1.047	2.284	1.072
31.	0.033	2.466	0.822	2.464	0.982
32.	-5.610	2.000	0.623	2.367	0.961
33.	5.262	2.742	0.978	2.242	1.055
34.	-5.152	2.871	0.984	3.373	1.158
35.	0.348	3.682	0.680	3.656	1.059
36.	4.981	3.470	0.856	3.042	1.095
37.	1.648	3.152	0.984	2.994	1.069
38.	-6.294	3.435	0.962	4.040	1.167
39.	-5.218	2.746	0.999	3.265	1.199
40.	-4.247	2.962	0.400	3.191	1.052
41.	-2.609	3.374	0.768	3.591	1.251

Table 1. Continued.

Item	t Value	<u>Jr. Hi. Faculty</u>		<u>Jr. Hi. Students</u>	
		Mean	S.D.	Mean	S.D.
42.	-0.630	2.863	0.565	2.904	1.116
43.	-5.443	2.031	0.992	2.572	1.194
44.	-2.247	2.817	0.630	2.972	1.071
45.	0.680	3.492	0.883	3.429	1.294
46.	-3.017	2.438	0.965	2.733	1.244
47.	-2.467	3.260	0.750	3.455	1.137
48.	1.368	3.603	1.035	3.458	1.395
49.	-6.277	1.977	1.057	2.643	1.299
50.	2.927	2.659	0.897	2.386	1.261
51.	-0.803	3.388	0.955	3.467	1.329
52.	-6.613	1.883	0.993	2.574	1.422
53.	-5.951	1.852	0.989	2.439	1.145
54.	-6.699	2.112	0.986	2.785	1.202
55.	-7.891	1.442	0.865	2.177	1.350
56.	-5.471	2.236	1.211	2.902	1.427
57.	-0.938	3.364	0.790	3.443	1.192
58.	4.208	3.225	0.763	2.884	1.120
59.	3.139	3.071	0.622	2.847	1.124
60.	-11.571	1.310	0.748	2.320	1.432
61.	-2.519	2.781	0.904	3.023	1.307
62.	-5.363	1.756	0.965	2.296	1.318
63.	-2.292	2.900	0.582	3.052	1.048
64.	0.585	2.574	0.891	2.519	1.253
65.	-2.558	2.273	1.002	2.536	1.284
66.	-2.122	2.748	1.029	2.971	1.217
67.	5.146	3.240	0.827	2.778	1.292
68.	0.534	3.171	0.840	3.123	1.268
69.	-2.744	3.109	0.889	3.369	1.307
70.	-5.595	2.054	1.120	2.701	1.501
71.	2.864	2.945	0.537	2.757	1.132
72.	2.648	3.336	0.745	3.118	1.237
73.	-8.762	1.636	0.992	2.531	1.325
74.	-3.543	2.432	0.421	2.573	0.431
75.	7.591	2.850	0.368	2.576	0.447
76.	-3.248	2.603	0.434	2.753	0.678

Table 2. Sr. Hi. faculty vs. Sr. Hi. students.

Item	t Value	Sr. Hi. Students		Sr. Hi. Faculty	
		Mean	S.D.	Mean	S.D.
1.	-1.517	2.821	1.041	2.684	1.211
2.	-1.349	1.686	0.775	1.609	0.750
3.	-14.719	2.450	0.966	1.576	0.707
4.	2.724	1.742	0.894	1.939	0.960
5.	1.466	1.948	0.881	2.022	0.940
6.	0.632	2.517	0.949	2.566	1.041
7.	1.875	2.107	0.923	2.245	0.979
8.	-0.643	4.232	0.960	4.183	0.992
9.	-4.821	2.440	1.054	2.058	1.029
10.	-0.118	2.868	1.079	2.858	1.125
11.	-1.319	2.983	1.156	2.858	1.238
12.	8.135	1.904	0.968	2.634	1.235
13.	0.346	1.905	0.841	1.926	0.760
14.	3.594	1.708	0.824	1.964	0.940
15.	5.010	1.938	0.870	2.333	1.062
16.	5.685	1.799	0.786	2.227	1.022
17.	0.568	1.784	0.741	1.814	0.686
18.	4.075	2.202	0.972	2.532	1.062
19.	6.613	2.112	0.947	2.670	1.126
20.	4.443	2.546	0.968	2.918	1.107
21.	-0.366	1.965	0.953	1.941	0.812
22.	4.127	3.415	1.154	3.764	1.083
23.	8.590	1.809	0.809	2.403	0.929
24.	-2.976	3.766	1.019	3.522	1.092
25.	-3.353	3.526	1.145	3.231	1.142
26.	-0.893	3.345	1.109	3.271	1.057
27.	2.670	3.651	1.043	3.837	0.860
28.	2.004	2.125	0.891	2.261	0.874
29.	10.311	1.959	0.827	2.789	1.118
30.	7.412	1.874	0.811	2.419	1.003
31.	-2.520	2.471	0.925	2.300	0.871
32.	-6.815	2.348	0.911	1.965	0.664
33.	3.054	2.459	1.070	2.700	0.990
34.	-1.194	3.070	1.172	2.967	1.065
35.	-0.992	3.641	1.004	3.572	0.845
36.	8.441	3.102	1.170	3.742	0.891
37.	5.011	2.844	1.215	3.275	1.059
38.	-2.367	3.568	1.221	3.364	1.055
39.	-4.347	3.328	1.097	2.978	1.028
40.	-3.664	3.251	1.009	3.062	0.512

Table 2. Continued.

Item	t Value	<u>Sr. Hi. Students</u>		<u>Sr. Hi. Faculty</u>	
		Mean	S.D.	Mean	S.D.
41.	-2.963	3.700	1.191	3.471	0.931
42.	-5.004	3.232	0.912	2.969	0.587
43.	-5.645	2.881	0.978	2.484	0.885
44.	-3.920	3.161	0.919	2.947	0.623
45.	0.132	3.389	1.178	3.399	0.874
46.	-3.580	2.898	1.076	2.625	0.953
47.	-3.579	3.605	1.141	3.336	0.915
48.	3.184	3.760	1.355	4.036	1.032
49.	-6.754	2.853	1.085	2.314	1.021
50.	3.228	2.398	1.109	2.627	0.847
51.	-1.798	3.472	1.290	3.305	1.173
52.	-6.513	2.643	1.338	2.063	1.064
53.	-4.839	2.744	1.102	2.356	1.000
54.	-4.476	2.835	0.951	2.525	0.866
55.	-6.728	2.230	1.261	1.662	1.015
56.	-2.246	3.017	1.356	2.805	1.156
57.	-0.872	3.521	1.184	3.453	0.938
58.	3.282	3.183	1.053	3.430	0.925
59.	0.221	3.006	0.979	3.018	0.539
60.	-12.571	2.578	1.287	1.580	0.910
61.	-6.985	3.436	1.178	2.912	0.855
62.	-5.389	2.505	1.134	2.068	0.995
63.	-3.631	3.079	0.775	2.923	0.446
64.	-0.967	2.557	1.166	2.484	0.895
65.	-5.678	2.768	1.094	2.318	0.983
66.	-3.292	3.211	1.118	2.963	0.887
67.	-0.017	3.209	1.235	3.207	0.976
68.	-1.466	3.276	1.054	3.179	0.756
69.	-5.398	3.628	1.322	3.161	0.859
70.	-7.932	2.971	1.361	2.274	1.032
71.	-0.756	3.005	0.934	2.968	0.450
72.	1.212	3.146	1.104	3.234	0.856
73.	-9.300	2.752	1.251	1.973	0.997
74.	-1.652	2.498	0.437	2.369	0.463
75.	10.978	2.450	0.478	2.661	0.449
76.	-6.362	2.903	0.732	2.732	0.483

Table 3. Jr. Hi. faculty vs. Sr. Hi. faculty.

Item	t Value	Jr. Hi. Faculty		Sr. Hi. Faculty	
		Mean	S.D.	Mean	S.D.
1.	0.593	2.758	1.071	2.684	1.211
2.	0.240	1.629	0.776	1.609	0.750
3.	0.204	1.591	0.617	1.576	0.707
4.	0.449	1.985	0.954	1.939	0.960
5.	0.078	2.030	0.929	2.022	0.940
6.	-0.312	2.530	1.037	2.566	1.041
7.	-0.552	2.187	0.959	2.245	0.979
8.	2.563	4.418	0.739	4.183	0.992
9.	1.392	2.203	0.911	2.058	1.029
10.	-0.684	2.779	1.010	2.858	1.125
11.	1.900	3.122	1.271	2.858	1.238
12.	2.158	2.918	1.189	2.634	1.235
13.	3.104	2.200	0.845	1.926	0.760
14.	2.416	2.233	1.058	1.964	0.940
15.	2.244	2.586	1.009	2.333	1.062
16.	0.127	2.241	0.914	2.227	1.022
17.	1.724	1.940	0.649	1.814	0.686
18.	-3.758	2.150	0.830	2.532	1.062
19.	3.340	3.053	0.991	2.670	1.126
20.	4.751	3.477	1.036	2.918	1.107
21.	2.607	2.195	0.933	1.941	0.812
22.	1.045	3.880	0.962	3.764	1.083
23.	3.064	2.737	1.036	2.403	0.929
24.	0.241	3.548	0.944	3.522	1.092
25.	1.227	3.373	1.009	3.231	1.142
26.	0.802	3.361	1.003	3.271	1.057
27.	-0.570	3.788	0.742	3.837	0.860
28.	1.016	2.358	0.871	2.261	0.874
29.	4.072	3.276	1.086	2.789	1.118
30.	5.498	3.038	1.047	2.419	1.003
31.	1.816	2.466	0.822	2.300	0.871
32.	0.508	2.000	0.623	1.965	0.664
33.	0.387	2.742	0.978	2.700	0.990
34.	-0.857	2.871	0.984	2.967	1.065
35.	1.328	3.682	0.680	3.572	0.845
36.	-2.845	3.470	0.856	3.742	0.891
37.	-1.107	3.152	0.984	3.275	1.059
38.	0.644	3.435	0.962	3.364	1.055
39.	-2.083	2.746	0.999	2.978	1.028
40.	-2.049	2.962	0.400	3.062	0.512

Table 3. Continued.

Item	t Value	Jr. Hi. Faculty		Sr. Hi. Faculty	
		Mean	S.D.	Mean	S.D.
41.	-1.062	3.374	0.768	3.471	0.931
42.	-1.684	2.863	0.565	2.969	0.587
43.	-4.296	2.031	0.992	2.484	0.885
44.	-1.888	2.817	0.630	2.947	0.623
45.	0.961	3.492	0.883	3.399	0.874
46.	-1.762	2.438	0.965	2.625	0.953
47.	-0.858	3.260	0.750	3.336	0.915
48.	-3.803	3.603	1.035	4.036	1.032
49.	-2.929	1.977	1.057	2.314	1.021
50.	0.332	2.659	0.897	2.627	0.847
51.	0.719	3.388	0.955	3.305	1.173
52.	-1.594	1.883	0.993	2.063	1.064
53.	-4.577	1.852	0.989	2.356	1.000
54.	-3.907	2.112	0.986	2.525	0.866
55.	-2.156	1.442	0.865	1.662	1.015
56.	-4.280	2.236	1.211	2.805	1.156
57.	-0.945	3.364	0.790	3.453	0.938
58.	-2.240	3.225	0.763	3.430	0.925
59.	0.805	3.071	0.622	3.018	0.539
60.	-3.016	1.310	0.748	1.580	0.910
61.	-1.323	2.781	0.904	2.912	0.855
62.	-2.870	1.756	0.965	2.068	0.995
63.	-0.390	2.900	0.582	2.923	0.446
64.	0.905	2.574	0.891	2.484	0.895
65.	-0.405	2.273	1.002	2.318	0.983
66.	-1.936	2.748	1.029	2.963	0.887
67.	0.338	3.240	0.827	3.207	0.976
68.	-0.099	3.171	0.840	3.179	0.756
69.	-0.530	3.109	0.889	3.161	0.859
70.	-1.821	2.054	1.120	2.274	1.032
71.	-0.412	2.945	0.537	2.968	0.450
72.	1.164	3.336	0.745	3.234	0.856
73.	-3.059	1.636	0.992	1.973	0.997
74.	-1.317	2.432	0.421	2.369	0.463
75.	4.370	2.850	0.368	2.661	0.449
76.	2.603	2.603	0.434	2.732	0.483

Table 4. Jr. Hi. students vs. Sr. Hi. students.

Item	t Value	Jr. Hi. Students		Sr. Hi. Students	
		Mean	S.D.	Mean	S.D.
1.	-1.256	2.755	0.897	2.821	1.041
2.	2.295	1.788	0.856	1.686	0.775
3.	4.553	2.681	0.902	2.450	0.966
4.	-0.033	1.741	0.908	1.742	0.894
5.	2.588	2.042	0.885	1.918	0.881
6.	0.624	2.549	0.948	2.517	0.949
7.	4.585	2.343	0.973	2.107	0.923
8.	1.936	4.331	0.929	4.232	0.960
9.	3.705	2.652	1.048	2.440	1.054
10.	-3.321	2.675	1.065	2.868	1.079
11.	2.533	3.139	1.110	2.983	1.156
12.	2.388	2.028	0.959	1.904	0.968
13.	3.051	2.050	0.902	1.905	0.841
14.	0.570	1.735	0.865	1.708	0.824
15.	7.990	2.373	1.074	1.938	0.870
16.	4.422	2.003	0.871	1.799	0.786
17.	-0.380	1.767	0.825	1.784	0.741
18.	0.658	2.237	0.954	2.202	0.972
19.	3.750	2.319	1.029	2.112	0.947
20.	6.254	2.883	0.960	2.546	0.968
21.	5.980	2.306	1.090	1.965	0.953
22.	-1.881	3.300	1.098	3.415	1.154
23.	2.266	1.916	0.920	1.809	0.809
24.	0.081	3.771	0.999	3.766	1.019
25.	4.813	3.821	1.100	3.526	1.145
26.	3.525	3.554	1.065	3.345	1.109
27.	-2.599	3.502	1.057	3.651	1.043
28.	1.845	2.214	0.869	2.125	0.891
29.	2.279	2.068	0.924	1.959	0.827
30.	7.885	2.284	1.072	1.874	0.811
31.	-0.135	2.464	0.982	2.471	0.925
32.	0.362	2.367	0.961	2.348	0.911
33.	-3.653	2.242	1.055	2.459	1.070
34.	4.656	3.373	1.158	3.070	1.172
35.	0.262	3.656	1.059	3.641	1.004
36.	-0.951	3.042	1.095	3.102	1.170
37.	2.334	2.994	1.069	2.844	1.215
38.	7.087	4.040	1.167	3.568	1.221
39.	-1.004	3.265	1.199	3.328	1.097
40.	-1.053	3.191	1.052	3.251	1.009

Table 4. Continued.

Item	t Value	Jr. Hi. Students		Sr. Hi. Students	
		Mean	S.D.	Mean	S.D.
41.	-1.617	3.591	1.251	3.700	1.191
42.	-5.836	2.904	1.116	3.232	0.912
43.	-5.076	2.572	1.194	2.881	0.978
44.	-3.429	2.972	1.071	3.161	0.919
45.	0.585	3.429	1.294	3.389	1.178
46.	-2.553	2.733	1.244	2.898	1.076
47.	-2.391	3.455	1.137	3.605	1.141
48.	-3.984	3.458	1.395	3.760	1.355
49.	-3.180	2.643	1.299	2.853	1.085
50.	-0.180	2.386	1.261	2.398	1.109
51.	-0.073	3.467	1.329	3.472	1.290
52.	-0.889	2.574	1.422	2.643	1.338
53.	-4.786	2.439	1.145	2.744	1.102
54.	-0.826	2.785	1.202	2.835	0.951
55.	-0.721	2.177	1.350	2.230	1.261
56.	-1.465	2.902	1.427	3.017	1.356
57.	-1.165	3.443	1.192	3.521	1.184
58.	-4.846	2.884	1.120	3.183	1.053
59.	-2.671	2.847	1.124	3.006	0.979
60.	-3.360	2.320	1.432	2.578	1.287
61.	-5.783	3.023	1.307	3.436	1.178
62.	-3.008	2.296	1.318	2.505	1.134
63.	-0.528	3.052	1.048	3.079	0.775
64.	-0.560	2.519	1.253	2.557	1.166
65.	-3.442	2.536	1.284	2.768	1.094
66.	-3.614	2.971	1.217	3.211	1.118
67.	-5.975	2.778	1.292	3.209	1.235
68.	-2.322	3.123	1.268	3.276	1.054
69.	-3.482	3.369	1.307	3.628	1.322
70.	-3.324	2.701	1.501	2.971	1.361
71.	-4.204	2.757	1.132	3.005	0.934
72.	-0.436	3.118	1.237	3.146	1.104
73.	-3.019	2.531	1.325	2.752	1.251
74.	3.219	2.573	0.431	2.498	0.437
75.	5.054	2.576	0.447	2.450	0.478
76.	-3.902	2.753	0.678	2.903	0.732

Table 5. Student Jr. Hi. non-council vs. student Jr. Hi. council.

Item	t Value	<u>Student Jr. Hi. N</u>		<u>Student Jr. Hi. C</u>	
		Mean	S.D.	Mean	S.D.
1.	0.412	2.766	0.847	2.734	0.981
2.	4.631	1.898	0.869	1.592	0.797
3.	4.806	2.802	0.936	2.471	0.800
4.	4.493	1.855	0.933	1.539	0.826
5.	3.988	2.143	0.888	1.865	0.852
6.	1.094	2.579	0.920	2.494	0.997
7.	2.321	2.409	0.961	2.226	0.984
8.	-5.880	4.184	0.979	4.588	0.772
9.	-0.962	2.621	1.022	2.704	1.092
10.	7.648	2.902	1.048	2.283	0.980
11.	4.596	3.293	1.054	2.875	1.158
12.	4.823	2.159	0.982	1.804	0.874
13.	3.971	2.154	0.871	1.865	0.926
14.	4.333	1.840	0.897	1.547	0.771
15.	1.551	2.423	1.045	2.283	1.121
16.	4.393	2.114	0.866	1.804	0.847
17.	3.779	1.853	0.871	1.612	0.712
18.	2.344	2.303	0.958	2.120	0.939
19.	0.274	2.327	1.010	2.303	1.065
20.	1.517	2.928	0.912	2.803	1.037
21.	3.321	2.411	1.091	2.117	1.067
22.	-0.267	3.292	1.079	3.316	1.134
23.	3.085	1.995	0.949	1.775	0.853
24.	-6.400	3.592	1.003	4.083	0.914
25.	-5.261	3.654	1.081	4.111	1.076
26.	-6.127	3.362	1.013	3.884	1.075
27.	-5.171	3.344	1.063	3.772	0.993
28.	4.709	2.330	0.884	2.012	0.805
29.	1.845	2.118	0.916	1.979	0.934
30.	-1.102	2.246	1.029	2.344	1.142
31.	0.276	2.471	0.948	2.449	1.041
32.	2.550	2.438	0.963	2.242	0.949
33.	5.618	2.416	1.043	1.939	1.009
34.	-4.178	3.229	1.148	3.626	1.135
35.	-5.411	3.488	1.057	3.951	1.001
36.	-2.102	2.970	1.036	3.168	1.184
37.	-1.977	2.926	0.996	3.111	1.182
38.	-6.895	3.823	1.242	4.421	0.909
39.	-1.745	3.207	1.233	3.372	1.128

Table 5. Continued.

Item	t Value	<u>Student Jr.Hi. N</u>		<u>Student Jr.Hi. C</u>	
		Mean	S.D.	Mean	S.D.
40.	-0.292	3.182	1.101	3.207	0.968
41.	-2.082	3.512	1.295	3.718	1.163
42.	-0.681	2.885	1.147	2.945	1.056
43.	1.641	2.631	1.224	2.472	1.141
44.	-0.194	2.963	1.133	2.979	0.953
45.	-1.577	3.372	1.322	3.536	1.236
46.	0.737	2.760	1.301	2.688	1.145
47.	-1.617	3.399	1.186	3.544	1.044
48.	-3.468	3.320	1.410	3.704	1.332
49.	2.028	2.722	1.296	2.508	1.297
50.	1.891	2.456	1.313	2.269	1.162
51.	-3.052	3.346	1.316	3.675	1.330
52.	-0.655	2.545	1.418	2.623	1.432
53.	0.896	2.471	1.079	2.381	1.257
54.	-0.220	2.774	1.258	2.795	1.095
55.	2.535	2.274	1.358	1.996	1.310
56.	-0.091	2.901	1.397	2.912	1.479
57.	-3.532	3.320	1.223	3.657	1.105
58.	-2.271	2.812	1.223	3.009	0.905
59.	-0.198	2.841	1.178	2.858	1.027
60.	2.414	2.422	1.462	2.140	1.366
61.	-3.119	2.897	1.334	3.233	1.229
62.	1.230	2.340	1.3337	2.207	1.275
63.	-2.411	2.980	1.125	3.177	0.887
64.	0.065	2.518	1.266	2.511	1.224
65.	-0.381	2.523	1.295	2.564	1.265
66.	-1.783	2.909	1.209	3.091	1.219
67.	-1.557	2.719	1.287	2.890	1.294
68.	-1.143	3.081	1.331	3.197	1.149
69.	-2.645	3.267	1.312	3.555	1.283
70.	-0.220	2.691	1.505	2.719	1.496
71.	-0.022	2.756	1.141	2.758	1.121
72.	-1.842	3.051	1.270	3.237	1.172
73.	2.947	2.647	1.321	2.323	1.313
74.	5.067	28.976	4.844	27.135	4.340
75.	-0.182	69.494	11.842	69.673	12.531
76.	-1.104	95.644	24.826	97.690	21.779

Table 6. Jr. Hi. faculty council vs. Jr. Hi. faculty non-council.

Item	t Value	Faculty Jr. Hi. C		Faculty Jr. Hi. N	
		Mean	S.D.	Mean	S.D.
1.	1.651	2.350	1.226	2.830	1.030
2.	-0.821	1.800	1.056	1.598	.716
3.	-0.073	1.600	.598	1.589	.623
4.	-1.150	2.200	.894	1.948	.963
5.	-0.831	2.200	1.005	2.000	.916
6.	.014	2.526	1.389	2.531	.973
7.	-0.540	2.300	1.031	2.167	.949
8.	-0.570	4.500	.688	4.404	.749
9.	-1.344	2.526	1.172	2.149	.854
10.	3.400	2.158	.834	2.884	1.002
11.	1.946	2.600	1.314	3.216	1.246
12.	-0.951	3.150	1.182	2.877	1.191
13.	0	2.200	1.105	2.200	.797
14.	-0.425	2.350	1.387	2.212	.995
15.	-1.109	2.850	1.182	2.540	.973
16.	-0.044	2.250	1.070	2.239	.889
17.	-0.066	1.950	.759	1.938	.631
18.	.526	2.050	.945	2.168	.821
19.	-0.216	3.100	1.071	3.045	.981
20.	-0.551	3.600	1.095	3.455	1.028
21.	-0.252	2.250	1.070	2.186	.912
22.	-2.053	4.211	.713	3.825	.989
23.	.246	2.684	1.003	2.746	1.046
24.	-0.556	3.650	.875	3.530	.958
25.	-2.080	3.750	.851	3.307	1.023
26.	-4.685	4.100	.718	3.230	.991
27.	-0.072	3.800	.834	3.786	.728
28.	-0.998	2.550	.945	2.325	.857
29.	-0.317	3.350	1.137	3.263	1.081
30.	-0.284	3.100	1.071	3.027	1.048
31.	4.062	2.000	.471	2.544	.843
32.	1.302	1.800	.768	2.035	.591
33.	1.464	2.474	.841	2.788	.995
34.	-0.912	3.050	.945	2.839	.991
35.	-0.133	3.700	.657	3.679	.687
36.	-1.603	3.700	.657	3.430	.882
37.	-1.416	3.400	.821	3.107	1.008
38.	-2.790	3.895	.737	3.357	.976
39.	1.567	2.368	1.165	2.811	.958

Table 6. Continued.

Item	t Value	Faculty Jr.Hi. C		Faculty Jr.Hi. N	
		Mean	S.D.	Mean	S.D.
40.	-0.286	3.000	.667	2.955	.339
41.	1.175	3.211	.631	3.402	.788
42.	-0.316	2.895	.459	2.857	.583
43.	1.402	1.737	.991	2.082	.987
44.	.204	2.789	.631	2.821	.633
45.	-0.178	3.526	.905	3.486	.883
46.	.496	2.333	.970	2.455	.967
47.	1.400	3.105	.459	3.286	.788
48.	.981	3.421	.838	3.634	1.065
49.	-0.834	2.158	1.015	1.945	1.065
50.	1.069	2.444	.922	2.694	.892
51.	2.683	2.889	.832	3.468	.952
52.	.190	1.842	1.015	1.890	.994
53.	1.453	1.556	.922	1.900	.995
54.	.004	2.111	1.023	2.112	.984
55.	.117	1.421	.838	1.445	.874
56.	-0.723	2.444	1.338	2.202	1.192
57.	2.310	3.105	.459	3.409	.827
58.	.018	3.222	.647	3.225	.783
59.	-0.325	3.105	.459	3.065	.648
60.	-0.036	1.316	.749	1.309	.751
61.	2.065	2.368	.955	2.853	.880
62.	-0.601	1.889	1.023	1.734	.959
63.	.837	2.789	.631	2.919	.574
64.	1.505	2.263	.991	2.627	.866
65.	2.017	1.842	1.015	2.349	.985
66.	.915	2.579	.838	2.779	1.061
67.	1.228	3.00	.943	3.282	.803
68.	1.151	3.00	.667	3.200	.865
69.	.024	3.105	.809	3.110	.906
70.	.836	1.842	1.214	2.091	1.105
71.	.504	2.895	.459	2.954	.551
72.	-0.489	3.421	.838	3.321	.731
73.	-0.411	1.737	1.195	1.618	.958
74.	.334	26.400	5.266	26.817	4.536
75.	-1.742	80.200	8.782	75.409	10.054
76.	1.187	87.737	13.101	91.705	15.516

Table 7. Sr. Hi. student council vs. Sr. Hi. student non-council.

Item	t Value	Student Sr. Hi. C		Student Sr. Hi. N	
		Mean	S.D.	Mean	S.D.
1.	.619	2.794	1.141	2.844	.945
2.	5.462	1.519	.727	1.832	.786
3.	3.106	2.328	1.005	2.556	.920
4.	2.504	1.652	.867	1.821	.910
5.	2.287	1.836	.891	1.989	.868
6.	-0.411	2.533	1.021	2.503	.883
7.	.755	2.078	.973	2.131	.878
8.	-5.336	4.435	.870	4.056	1.000
9.	.414	2.422	1.131	2.456	.984
10.	7.881	2.536	1.034	3.155	1.036
11.	4.962	2.752	1.190	3.185	1.087
12.	4.519	1.729	.943	2.056	.965
13.	3.929	1.772	.868	2.022	.801
14.	4.324	1.561	.817	1.836	.809
15.	4.166	1.787	.883	2.067	.839
16.	4.450	1.654	.800	1.924	.753
17.	6.146	1.597	.707	1.943	.732
18.	3.674	2.052	1.002	2.331	.929
19.	4.786	1.924	.950	2.274	.916
20.	3.204	2.416	1.013	2.659	.914
21.	5.058	1.768	.899	2.136	.967
22.	-2.266	3.522	1.144	3.322	1.156
23.	3.649	1.690	.782	1.913	.819
24.	-4.263	3.944	1.074	3.612	.943
25.	-1.959	3.619	1.219	3.445	1.073
26.	-3.157	3.490	1.186	3.220	1.024
27.	-6.192	3.909	1.021	3.426	1.011
28.	4.710	1.956	.887	2.274	.869
29.	3.088	1.854	.819	2.049	.824
30.	3.136	1.771	.790	1.964	.820
31.	1.257	2.423	.950	2.512	.902
32.	4.563	2.180	.894	2.495	.901
33.	3.656	2.296	1.109	2.601	1.015
34.	-2.692	3.203	1.259	2.955	1.080
35.	-5.516	3.868	.976	3.444	.987
36.	-6.505	3.416	1.207	2.833	1.068
37.	-3.725	3.037	1.317	2.680	1.096
38.	-2.779	3.709	1.238	3.445	1.196
39.	1.034	3.282	1.039	3.369	1.147

Table 7. Continued.

Item	t Value	Student Sr. Hi. C		Student Sr. Hi. N	
		Mean	S. D.	Mean	S. D.
40.	-1.528	3.313	.926	3.196	1.075
41.	-3.433	3.865	1.147	3.553	1.212
42.	-0.664	3.257	.837	3.211	.975
43.	.578	2.858	.824	2.901	1.098
44.	-0.686	3.186	.796	3.138	1.017
45.	-2.982	3.531	1.166	3.262	1.175
46.	-0.950	2.939	1.006	2.860	1.134
47.	-4.267	3.801	1.129	3.429	1.125
48.	-6.048	4.085	1.266	3.470	1.368
49.	.149	2.846	.977	2.859	1.174
50.	-0.663	2.428	1.044	2.371	1.166
51.	-3.139	3.636	1.254	3.325	1.306
52.	-1.515	2.727	1.277	2.567	1.389
53.	-1.769	2.825	1.087	2.670	1.112
54.	-0.772	2.866	.873	2.808	1.017
55.	.548	2.202	1.280	2.257	1.245
56.	-2.278	3.145	1.373	2.900	1.332
57.	-4.376	3.733	1.130	3.327	1.201
58.	-3.618	3.340	.984	3.040	1.094
59.	-2.296	3.098	.918	2.920	1.027
60.	1.472	2.500	1.218	2.650	1.345
61.	-3.832	3.624	1.124	3.265	1.203
62.	-1.273	2.564	1.065	2.450	1.193
63.	-0.623	3.099	.654	3.061	.872
64.	1.270	2.497	1.120	2.614	1.207
65.	.167	2.761	1.012	2.775	1.165
66.	-2.025	3.304	1.089	3.123	1.139
67.	-2.474	3.334	1.191	3.092	1.264
68.	-1.609	3.345	.990	3.211	1.108
69.	-3.541	3.821	1.252	3.451	1.362
70.	-0.218	2.983	1.269	2.960	1.443
71.	-1.342	3.057	.873	2.957	.987
72.	-0.613	3.174	1.059	3.120	1.146
73.	.929	2.704	1.142	2.796	1.345
74.	4.661	26.577	5.049	28.264	4.453
75.	1.676	65.280	12.664	66.917	13.104
76.	-3.674	105.374	21.866	98.319	28.174

Table 8. Faculty Sr.Hi. council vs. faculty Sr.Hi. non-council.

Item	t Value	Faculty Sr.Hi. C		Faculty Sr.Hi. N	
		Mean	S.D.	Mean	S.D.
1.	.263	2.625	1.408	2.694	1.179
2.	.149	1.588	.892	1.612	.725
3.	.144	1.559	.786	1.579	.694
4.	.879	1.824	.797	1.959	.986
5.	1.873	1.794	.729	2.063	.969
6.	.654	2.411	1.236	2.588	1.005
7.	.922	2.118	.844	2.267	1.000
8.	-0.492	4.265	1.053	4.169	.983
9.	.522	1.971	1.058	2.073	1.026
10.	4.029	2.206	1.008	2.974	1.107
11.	4.582	2.067	.980	2.984	1.230
12.	-0.524	2.735	1.214	2.617	1.241
13.	1.310	1.765	.781	1.954	.755
14.	-0.040	1.970	.951	1.963	.941
15.	1.893	2.030	.984	2.386	1.069
16.	.080	2.212	1.219	2.230	.987
17.	.803	1.727	.674	1.830	.688
18.	.970	2.364	1.084	2.561	1.058
19.	.362	2.606	1.088	2.681	1.135
20.	.366	2.848	1.202	2.930	1.093
21.	.208	1.909	.980	1.947	.781
22.	-0.656	3.882	1.149	3.743	1.072
23.	-0.139	2.424	.969	2.399	.925
24.	.566	3.412	1.258	3.541	1.063
25.	-0.061	3.242	1.146	3.229	1.144
26.	-1.050	3.455	1.092	3.240	1.051
27.	-0.069	3.848	1.064	3.835	.823
28.	.117	2.242	1.032	2.265	.847
29.	1.150	2.588	1.104	2.825	1.120
30.	1.651	2.147	1.048	2.466	.990
31.	1.783	2.059	.851	2.342	.870
32.	.206	1.941	.736	1.969	.653
33.	2.946	2.242	.969	2.783	.973
34.	-2.114	3.355	1.112	2.902	1.046
35.	-0.393	3.636	1.055	3.560	.803
36.	-4.224	4.212	.650	3.658	.904
37.	-2.272	3.667	1.080	3.205	1.043
38.	-1.104	3.576	1.226	3.326	1.020
39.	.246	2.941	.919	2.984	1.049

Table 8. Continued.

Item	t Value	Faculty Sr. Hi. C		Faculty Sr. Hi. N	
		Mean	S.D.	Mean	S.D.
40.	2.017	2.941	.343	3.083	.534
41.	-0.455	3.545	1.034	3.458	.914
42.	1.111	2.879	.485	2.984	.602
43.	-1.748	2.698	.728	2.447	.906
44.	-0.491	3.000	.696	2.938	.611
45.	.240	3.364	.929	3.405	.866
46.	-1.816	2.818	.584	2.592	1.000
47.	.674	3.235	.955	3.354	.909
48.	-0.154	4.061	.998	4.031	1.041
49.	-0.655	2.412	.925	2.297	1.039
50.	-0.491	2.688	.738	2.617	.865
51.	-1.407	3.581	1.177	3.260	1.169
52.	-2.152	2.455	1.148	1.995	1.037
53.	-0.870	2.500	1.016	2.332	.998
54.	-0.379	2.576	.830	2.516	.874
55.	-1.020	1.824	.999	1.633	1.018
56.	-0.746	2.938	1.076	2.782	1.170
57.	-1.259	3.667	1.080	3.416	.909
58.	.101	3.412	1.184	3.433	.873
59.	.229	3.000	.492	3.021	.548
60.	1.150	1.424	.830	1.607	.922
61.	-0.969	3.065	.964	2.886	.836
62.	-0.516	2.152	1.004	2.054	.996
63.	.547	2.882	.478	2.930	.441
64.	-0.329	2.529	.861	2.476	.903
65.	1.159	2.118	1.122	2.355	.955
66.	-0.661	3.061	.933	2.945	.880
67.	.170	3.182	.917	3.212	.988
68.	-0.853	3.294	.871	3.159	.734
69.	.256	3.125	.871	3.168	.859
70.	-0.473	2.353	1.070	2.259	1.027
71.	-0.412	3.00	.492	2.963	.443
72.	.772	3.118	.977	3.255	.833
73.	.019	1.970	1.015	1.973	.997
74.	2.399	24.059	5.342	26.416	4.988
75.	-0.260	72.324	11.316	71.770	12.294
76.	-0.754	97.382	13.918	95.351	17.402