

A STUDY OF THE PHILOSOPHY AND PRESENT PRACTICES  
OF STUDENT PARTICIPATION IN SCHOOL AFFAIRS

by

ARCH THOMPSON

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## INTRODUCTION

A few educators of the past and many in the present generation contend that education is a process of mental growth brought about by self-activity. This self-activity, while directed by an outside influence, needs to come through the initiative of the individual being educated. Out of this philosophy of education many devices have been evolved and used to permit student participation. They have been called by a variety of names of which "student council" is the most common.

For these various devices many claims have been made. There have been many failures and a few outstanding successes.

## PURPOSE

This study was motivated by a desire to know four things:

1. Is student participation doing in practice what is claimed for it in modern philosophy and theory?
2. What are the present practices in this section of the country?
3. Is student participation a fad that would be dropped in a period of retrenchment?

4. Is it a preparation for or a participation in democratic living?

#### METHOD OF PROCEDURE

The material used in this study was obtained from two sources. Published material from educators and school administrators, past and present, was used. The other source was the returns from questionnaires sent to the senior high school principals in 95 first and second class cities of Kansas and Oklahoma.

The questionnaire was composed of the following questions:

1. Has your school a student council?
2. What is your school enrollment?
3. How many years has your student council been in existence?
4. How many members has your council?
5. What is the basis of council membership? (from class, home room, at large)
6. How are members selected? (elected, appointed by principal, or otherwise)
7. How often does your council meet? (weekly, bi-weekly, monthly)
8. When does your council meet? (during school hours,

after school hours)

9. How many advisors or sponsors are used?

10. How are sponsors or advisors chosen? (elected, appointed by principal, or otherwise)

11. Has the principal veto power? (yes, no, or in some cases)

12. Does the constitution provide for such veto power?

13. Does the council have authority in discipline?

If so, to what extent?

14. What is the attitude of the student body toward the council? (favorable, unfavorable, indifferent)

15. What is the chief difficulty your council has met? (Rate in order of importance in your opinion.) (a) Lack of student cooperation; (b) faculty indifference; (c) poor choice of members; (d) getting students to assume responsibility; (e) lack of enthusiasm; (f) lack of time; (g) finding definite things to do.

16. In your opinion do student councils tend to stimulate and develop these values? (Rate in order of importance.) (a) Responsibility, (b) character, (c) scholarship, (d) instruction, (e) morale, (f) cooperation, (g) citizenship, (h) leadership, (i) altruism, (j) loyalty, (k) civic pride.

17. What qualifications do you require of council

members? (scholarship, leadership, etc.)

18. What are the chief functions of your council?  
(Rate in order of importance.) (a) Care of school and personal property; (b) service; (c) social training; (d) conduct campaigns; (e) financial control of extra-curricular activities; (f) general oversight of extra-curricular activities.

19. Does your school have a junior police?

20. If so, is it under the jurisdiction of the student council?

21. Is it sponsored by the school or by an out of school organization?

22. Which of the following names most nearly fits your council as to type? (a) Informal type; (b) specific type; (c) simple council; (d) complex council; (e) school city type.

23. Does a student preside over your general assembly?

24. If so, how is he selected? (elected, or appointed by the principal)

25. In the space provided give details of your plan, your philosophy, or whatever you care to suggest.

26. List in the space provided essential elements necessary for the success of a plan of student participation in school citizenship.

### HISTORICAL BACKGROUND

The idea of students participating in the government of a school is not new. In fact it has been traced back to the days of Plato. It was experimented with in Europe, especially Germany and England, at a time when the idea itself was contrary to the principles of government under which the participants lived. Very likely at that time it came as a result of being saddled on to the students by teachers whose philosophy of government was in advance of the society in which they lived. The initiative for this movement, like their form of government, came from without instead of within.

The same urge that brought the early settlers to America destined to establish a new form of government, no doubt caused the educator to experiment with and install this device as an aid to education in a democracy.

As was mentioned earlier, student participation in some form can be traced back many years. Froebel (1910), an educator far in advance of his age, wrote:

\*The knowledge of that eternal law, (law of divine unity) the insight into its origin, into its essence, into the totality, the connection, the intensity of its effects, the knowledge of life in its totality, constitute science, the science of life;



and refined by the self-conscious, thinking, intelligent being to representation and practice through and in himself, this becomes the science of education.

".... The self-active application of this knowledge in the direct development and cultivation of rational beings toward the attainment of their destiny, is the practice of education."

The earlier attempts were only beginnings, mostly individual efforts. No attempts toward organization were perfected in any degree until comparatively recent years. Even yet in the opinion of many school administrators the practice is in the experimental stage. Rugg (1926) stated:

"Citizenship training is not a new task. .... Even before 1860 courses dealing with our history and with the machinery of government, particularly with the constitution, were established parts of the curriculum. .... Pupils should learn to know their duties as citizens. They should acquire skill in behaving in their community--whether it be the school, the city, or the nation--as citizens should behave."

The schools of today, in general, and the high school in particular, are receiving criticism on every hand. This criticism is not only coming from the outside but much from the leading educators. The schools have failed to keep step with a rapidly changing society. If the school is not an apprenticeship for living, what excuse is there for its existence. Dewey (1909) wrote:

"The school cannot be a preparation for social living excepting as it reproduces, within itself, the

typical conditions of social life. The school at present is engaged largely upon the futile task of Sisyphus. It is endeavoring to form practically an intellectual habit in children for use in a social life which is, it would almost seem, carefully and purposely kept away from any vital contact with the child who is thus undergoing training. The only way to prepare for social life is to engage in social life. To form habits of social usefulness and serviceableness apart from any direct social need and motive, and apart from any existing social situation, is, to the letter, teaching the child to swim by going through motions outside the water! The most indispensable condition is left out of account, and the results are correspondingly futile."

Dewey, as is characteristic of him, was thinking in advance of his time. A quarter of a century after that statement was uttered, education, in general, is groping in the dark. It is being criticised because it is still "teaching the child to swim by going through the motions outside the water".

Irons (1931) said, "The best training for citizenship in a democracy is citizenship in a democracy."

According to Cubberley (1923):

"The home has undergone great changes in nature, spirit, and purpose, while both life and education have become specialised. In consequence, the home today leaves the school a large amount of training which once formed no part of the function or purpose of a school.

".... To remedy some of these defects of our modern city life, to give pupils some useful education through doing, to create for them good standards and habits, to awaken the spirit of fair play,

goodsportsmanship, and high ideals of honor and righteousness in the social and civic life, are new obligations of the modern school. ....

"The cultivation of a strong and healthy and loyal school spirit, by some such means as are indicated above, helps greatly not only in control, but, even more important, in preparation for civic usefulness and social participation."

A century ago a citizen of the United States was a member of a social order based upon individual economy. Today our social order has changed. Industrial revolution has caused social evolution. Social evolution should be directed by education to prevent chaos. To furnish this guidance educators must see to it that there is a common culture in school and out. Ask one hundred teachers what is the purpose of education. Ninety will say "to develop citizenship" and most of the remaining ten will say to "prepare for life", subject matter--no; method--secondarily; information--to be sure.

One of the foremost authorities in the field of education, Kilpatrick (1925), made the following statement:

"They can grow only as they practice. That is the law of exercise. .... We seem to have three aims: immediate conduct, resulting character, and resulting remoter conduct. .... My aim as I work with children is to have them live more richly and successfully right now in the belief that this will mean most to them and to others both now and hereafter."

Student participation in the government of a school is simply an application of the old worn out saying "Learn to do by doing". Authorities in the field of education are practically all agreed that the chief aim of education is to prepare the youth for life in the society of which he is a member. The eight cardinal principles outlined by the National Education Association all point toward such an end. Educators are not so well agreed as to the methods to use to accomplish the task in the most efficient way. There is difference in opinion as to how much should be assigned to the class room and how much can be expected of extra-curricular activities. Traditionally, student participation in the conduct of the class room has been almost a minus quantity. Subject matter requirements and method have to a great extent eliminated what little part in control the student might have been allowed theoretically. As a result, in the school of today most of the practice the student gets in social participation comes as a result of various forms of extra-curricular activities. In fact the writer feels that the word "extra" will eventually be eliminated since education requires all the present day activities to develop a well rounded program.

McKown (1927), an outstanding authority on extra-curricular activities, wrote:

"Training the student for living in a democracy can be best accomplished by having him live in an organization which most nearly represents a democracy. It will never be accomplished by living in an autocracy or a bureaucracy."

Progress in social endeavor, especially politics and government, has not kept up with industrial development. Industrial revolution was brought about by the inventions of a comparatively few individuals. Social evolution will have to come about through the education of the masses. Society in general must be brought to the level of a machine age. It can be done by education or it can be forced upon us by a dictator. Our philosophy of government is opposed to dictatorships. Education must meet the challenge by turning out a citizenship orientated in the social order of which it is a part.

In the words of Terry (1930):

"Many centuries ago the wise Aristotle declared that man is a political animal, and that politics is the noblest employment of free men. Government, Cooley says, is the most definite and authoritative, the most universal expression of human will. .... In a democracy the quality of government is determined by the civic ability and idealism of the common man, for on his shoulders falls the weight of the burden of management. Despite its power for good or bad, progress in politics has not kept pace with progress in other fields of human endeavor. Modern civilization cannot be maintained unless similar progress is made in the arts of social control. It was this that Wells had in mind when he described the situation as a race between education and catastrophe."

Wagner (1951) made the following statement:

"What does life in a democracy require? Four things: (1) the citizen must be prepared to carry his own weight; (2) he must have the fullest freedom in everything that does not interfere with the freedom of others; (3) he must be interested in the creation and enforcement of law; (4) he must respond to his personal obligation to contribute through voluntary cooperation for the common good, the best of which he is capable.

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

A leader in progressive education, Kilpatrick (1927), wrote:

"Modern educational theory tells that we do not learn what we do not practice. If we would learn democracy we must practice it. Possibly one reason for the disappointments of democracy is that we have never really tried it. Clearly if the world is to be democratic, our people must learn it, and education of some sort must teach it, somewhere, somehow. One way is for the school to teach it and this means that the school must practice it."

In commenting upon Kilpatrick's book above mentioned Lewis (1927) made the following statement:

"Dr. Kilpatrick bases his discussion upon the changes that have come to civilization as a result of tested thought. In 1590 Galileo simultaneously dropped a one pound and a five pound ball from the top of the leaning tower of Pisa. Their coincident impact upon the ground produced a mental and spiritual earthquake still reverberating in the revolt of modern youth against unreasoned, although not always unreasonable authority."

Galileo disproved the belief that mind was superior to matter thereby making way for the introduction of the laboratory method into the fields of science and education.

In referring to student participation Lewis continued:

"What is perhaps of greatest importance is that student participation furnishes a genuine social situation with constantly changing problems. It provides a medium for social action, for group activity, for the training of leaders and followers."

Up until recent years the term "student self-government" was the common name for this plan of participation.

Fretwell (1931) wrote:

"Self government was in the air. What ever the facts may be, the experiment, whether in the school or in a George Junior Republic, were called experiments in self-government. The use of the present phase pupil participation represents a change in thinking as well as a change in the direction of more exact expression."

McAndrew (1930), former superintendent of schools of Chicago, writing an introduction to Tomorrow's Americans said:

"We cannot teach democracy unless we direct the practice of it,--doing it, not now and then, but as a main occupation."

The writer has, in citing numerous authorities, not only on this phase of education but authorities in education in general, attempted to show what the present day need in the field of education really is. What the world in general

is demanding and what the leading educators are striving for is a school system that will prepare boys and girls for a richer life. The "straight jacket" seat of the conventional school is not conducive to such a life. If such a boy or girl is to be produced it may be necessary to sacrifice some of the militaristic disciplinary tactics of the past and in many cases even the present. The goose-step methods will have to be discarded and in its place self-activity and self-initiative installed. Education is a growth and no growth ever came from without. It must spring from within. Of course cultivation and nurturing will speed up the growth. There is the teacher's part, to eliminate the weeds and spread sunshine.

Growth must come as a result of activity. It is a peculiar fact of the human anatomy, both physical and mental, that no part of the body will grow unless it is exercised. Even after being developed the organs of the human body will deteriorate if allowed to remain inactive for even a short period of time.

It is a task of the school to provide the activity that will cause this growth within the individual student. The class room has in a great measure failed to provide for such activity. Other devices are being called upon. The home room has done much and made possible fuller



realization of hopes in other modes of student activity.

Student participation in school affairs should not be attempted as an aid to the principal to run his school.

Fretwell (1930) set forth these seven principles:

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

1. Pupil participation in government provides a favorable opportunity for the pupil to have a definite purpose of his own.
2. Pupil participation in government tends to create a friendly feeling between teacher and pupils.
3. Pupil participation in government can be psychologically remedial.
4. The development of a plan of pupil participation in government is concerned with the development of attitudes in the pupils, in teachers, and in administrators.
5. Pupil participation in government tends to provide emotional satisfaction.
6. Participation in government can make for intelligent obedience to authority.
7. Participation in government is a means of education.

"There is a need for good government in schools but the reason for developing pupil participation in government is not just as a means to get things done. Rather it is a means of enabling pupils, intelligently guided, to practice the qualities of good citizenship here and now with results satisfying to themselves."

## PRESENT PRACTICES - THE RETURNS OF A QUESTIONNAIRE

As was indicated in the method of procedure the writer will base the main body of the thesis on the discussion of the returns from a questionnaire. Ninety-five questionnaires were sent to high school principals in the first and second class cities of Kansas and Oklahoma. The United States postal rating was used to determine the first and second class cities. The purpose of the study is not to make a comparison of results from the two states nor, especially, to compare the results obtained from first and second class cities. However, several interesting things present themselves and will be mentioned from time to time as the occasion presents itself.

Approximately an equal number of questionnaires were sent to the two states. Thirty-seven replies were received from Oklahoma and 35 from Kansas. The questionnaires, as was mentioned earlier, dealt chiefly with student councils.

### Prevalence of Student Councils

Question 1 was "Has your school a student council?" Fifty-seven schools or 79.2 per cent answered affirmatively; 15 had no council. Of the 57 schools having councils 28 are in Kansas and 29 in Oklahoma. Of the 15 schools not

using the council as a device, 7 are in Kansas and 8 in Oklahoma. It is very evident that the use of the student council as a means of student participation is being used generally in this section of the country.

In a study made in 1925, Archer found that of the North Central Association high schools only 22.4 per cent had formal machinery set up for the operation of a plan of student government. In 1928 Ringdahl made a study in 179 schools in the United States and found that 68.7 per cent were using a more or less formal plan of student participation. In 1930 in a study made by Draper and Hynes of 153 schools 75.6 per cent were using a student council. It is impossible to know just how much significance to attach to these results, since they were given under widely varying conditions. However, it seems reasonable to conclude that the use of the student council is the most common device of student participation and that its use has been steadily gaining. It is also indicated that perhaps the gain is not so rapid now as it has been in the past. This could be attributed to 2 causes in the opinion of the writer. First, a certain group of school administrators are not keeping in touch with the newer methods and devices, and second, the necessity for reducing the number of teachers the past few

years has had a tendency to cause a slackening of such activities.

#### Enrollment of Schools

Question 2 of the questionnaire was "What is your school enrollment?" None of the schools involved had a high school enrollment of less than 271. The largest schools had 4400 enrolled, the average enrollment being 751.4 students. The size of the school seems to have little to do with whether this device is used or not as was indicated by the percentages given in first and second class cities.

#### Number of Years Used

Question 3 was "How many years has your student council been in existence?" One school has been using this device 22 years. Five schools have used the student council only 1 year. The average number of years is 7.1.

#### Number of Members

Question 4 was "How many members has your council?" A wide variation was found on this point. One school has as few as 6 members. Five schools reported less than 10 members. Nineteen schools have a membership of from 10 to

19. Nine schools have a membership between 20 and 29, 12 have between 30 and 39, and 5 have between 40 and 49. There was only 1 school which had a council membership above 50. This school has an enrollment of 4400 in the senior high school and a council membership of 117. The average number of members is 24.4.

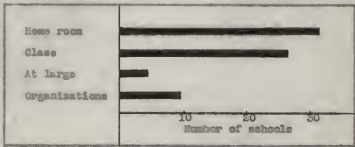
#### Basis of Membership

Question 5 was "What is the basis of council membership? (from class, home room, at large)" Table 1 indicates that the basis of membership in 43.2 per cent of the schools is the home room, 36.5 per cent from class, 6.8 per cent at large, and 13.5 per cent from other school organizations. It will be noted that the total number of schools involved in this table is 74. This is because some of the schools reporting used a combination of two sources of securing members. When a combination was used it more frequently was a combination of class representation and other organizations or from class and at large. The writer is of the opinion that the home room will eventually dominate even more than at present. The fact that the home room is a comparatively new device and not used in all schools and is still in the lead would lead to that belief.

Table 1. Basis of Membership of Council.

	Number of schools	Percentage
Home room	32	43.2
Class	27	36.5
At large	5	6.8
Organisations	10	13.5

Chart 1. Basis of Membership of Council.



### Selection of Members

In almost every case the members of the councils are elected by the group that they represent. One school indicates that the members are appointed. Several indicate that the membership is selected by the principal and sponsor from a list that is selected by nominations. The intimation is that the administration thinks it necessary to have a check on this important phase of the work. In another part of the questionnaire poor choice of members was rated as fourth among the difficulties confronted. Eleven principals made definite reference to a careful selection of members as an element necessary for success. One principal said that definite restrictions should be made so as to exclude undesirables. Another principal suggested the selection of a select group of members from which officers must be chosen. One wonders if such methods are not contrary to the democratic idea involved in the entire plan. However, the success of the thing must be assured if it is to be used.

Archer (1923) wrote, "Self government properly administered certainly will reap the best rewards. Likewise, self government improperly controlled will furnish a good training ground for lawlessness and anarchy."

### Frequency of Meetings

In the majority of schools the councils have regularly weekly meetings during school hours. This is not always true. Table 2 indicates that 46.4 per cent of the councils meet each week, 25 per cent meet bi-weekly, 14.3 per cent monthly, and 14.3 per cent when called. The frequency of meeting seems to have no definite relationship to the success of the organization. One might think that to keep up interest it would be necessary to meet as often as once each week. Some schools having the most success meet only once per month.

### Time of Meeting

The practice of meeting during school hours is even more universal. Table 3 shows that 80 per cent of the 55 schools reporting use school time for council meetings. Of the remainder, 14.6 per cent meet after school, 3.7 per cent meet during the noon hour. One school has its meetings once per month and at night. They eat dinner in the high school cafeteria and have the meeting following. In the opinion of the writer this particular school has the most active student council organization of any in this entire study. A more complete detail of this plan will be



Table 2. Frequency of Meeting.

	Number of schools	Percentage
Weekly	26	46.4
Bi-weekly	14	25
Monthly	8	14.5
When called	8	14.5

Chart 2. Frequency of Meeting.

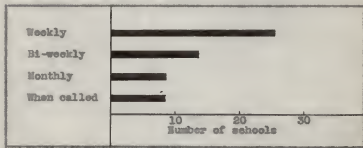
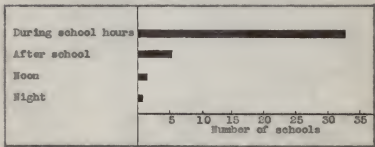


Table 3. Time of Meeting.

	Number of schools	Percentage
During school hours	44	80.0
After school	8	14.6
Noon	2	3.7
Night	1	1.7

Chart 3. Time of Meeting.



given in a later section of this paper.

#### Number of Sponsors

Question 9 deals with the matter of sponsors. School administrators in general are placing much emphasis on this phase of the work. The writer is of the opinion that the sponsor is the most important factor in the whole plan. Of the 54 schools reporting, 55.5 per cent are using 1 sponsor, 25.9 per cent are using 2 sponsors, 7.4 per cent are using 3, 3.7 per cent are using 4, 5.5 per cent are using 5 sponsors. One school uses 9 sponsors, as is indicated in Table 4.

#### How Sponsors Are Chosen

Table 5 and Chart 5 indicates that the prevailing way to select the sponsor is by appointment. Table 5 shows that 88.4 per cent of the 52 schools reporting on this question appoint the sponsor. In fact, most of the principals either sponsor the organization themselves or are responsible for choosing the sponsor. In 11.6 per cent of the schools the students are permitted to elect the sponsor. This, no doubt, is the more democratic method, but the chance for a successful outcome would be lessened.

Table 4. Number Sponsors Used.

Number of sponsors	Number of schools	Percentage
1	30	55.5
2	14	25.9
3	4	7.4
4	2	3.7
5	3	5.5
9	1	2.0

Chart 4. Number of Sponsors Used.

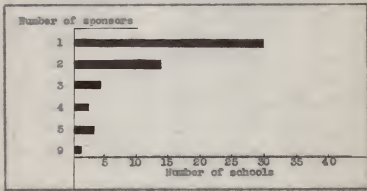
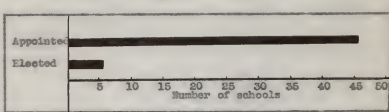


Table 5. How Sponsors Are Chosen.

	Number of schools	Percentage
Appointed	46	88.4
Elected	6	11.6

Chart 5. How Sponsors Are Chosen.



### Veto Power

Question 11 was "Has the principal veto power? (yes, no, or in some cases)" The answers are practically unanimous in the affirmative. Most of the answers, in fact, are very emphatic. The power is either written in the constitution or just "generally understood".

### Authority in Discipline

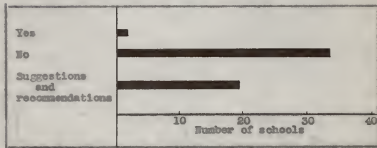
Table 6 and Chart 6 give a very conclusive answer as to the attitude toward giving the council authority in discipline. Only 2 schools reports the answer in the affirmative; 61.8 per cent definitely say "no", and 34.6 per cent of the 55 answerers say "suggestions and recommendations only". Most of the writers on the subject of the past few years are opposed to giving the council any power in discipline. The earlier attempts turned more such problems over to the council as is indicated by the terms very commonly used at that time, e.g. "self-government", and "student court", etc. The trend at the present time is indicated by the following suggestions from principals and sponsors:

1. The council is a sounding board for the principal; it is not and cannot be a disciplinary body.

Table 6. Authority in Discipline.

	Number of schools	Percentage
Yes	2	3.6
No	34	61.8
Suggestions and recommendations	19	34.6

Chart 6. Authority in Discipline.



2. Our council acts as a safety valve for the student body.

3. We do not stress the government point of view (discipline) as much as we do citizenship and service.

4. Keep students out of discipline matters.

5. Should be considered an advisory council; not a council with authority.

6. Our council has no arbitrary powers or duties.

There seems to be a tendency to name the council "advisory council" in the place of other names that have been used commonly.

#### Attitude of Student Body

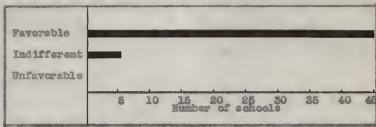
The attitude of the student body toward the organization as expressed in Table 7 and Chart 7 is the most encouraging part of the entire investigation. Table 7 shows that 89.8 per cent of the student bodies display a favorable attitude toward this plan of student participation. The fact that no school reports its student body unfavorable and only 10.2 per cent indifferent indicates that we have a device that should function as few others do. Several principals and sponsors indicated a very favorable attitude while others were emphatic in reporting favorable. In the opinion of the writer, if the truth were



Table 7. Attitude of Students Toward Council.

	Number of schools	Percentage
Favorable	44	89.8
Unfavorable	0	0
Indifferent	5	10.2

Chart 7. Attitude of Students Toward Council.



known, the plan will meet with student favor wherever it is properly introduced and enthusiastically sponsored.

#### Junior Police

Question 19 was "Does your school have a junior police?" Eleven schools were using a junior police under that name. Five schools called a similar group "proctors"; one used "assistants", and another called them "hall monitors". In several cases the junior police, used mainly for traffic regulations outside the school buildings, was sponsored by a civic organization. In most other cases they were under the supervision of the student council. The practice of connecting the junior police with a civic organization is one very worth while. It not only accomplishes the objective from the standpoint of the school--teaching safety through self-activity--but also does the thing that pupil participation intends to accomplish--puts the student into actual touch with civic life.

In one city, involved in this study, of 200,000 people and with a school enrollment of 45,000 where a civic club sponsored junior police was being used to aid in directing traffic about the schools, there was not one fatal accident near the school grounds during the three years 1931, 1932,

and 1933. The members of this organization are made to feel the importance of their job with the following pledge which is signed by each member:

"I do solemnly affirm that I will support obey and defend the Constitution of the United States and the Constitution of the State of Oklahoma, and will discharge the duties of my office with fidelity; that I will perform my duties as a junior police in such a way as to prevent accidents and promote safety and order in and about school; that I will cooperate with my superior officers and sponsors; that I will do my best to observe the laws of my city, state, and nation; that I will not take advantage of my commission or my star to gain admittance or receive special privileges to which I am not rightfully entitled; and I further affirm that I will endeavor to encourage others to observe the laws of safety and order in my school by myself setting a personal example worthy of a junior police."

The governing creed is as follows:

"We believe in protecting the lives of others as we would want them to protect our lives. To be a junior police in the true sense we believe we must be:

- (1) courteous, at all times:
- (2) courageous, to do our duty:
- (3) dependable, and faithful to our trust:
- (4) loyal, to duty at all times and under all circumstances:
- (5) obedient, to our superior officers and those in authority over us:
- (6) self-controlled, before attempting to control others:
- (7) unselfish, by considering others before self:

(8) leaders, that we may inspire others to follow our example."

The writer feels that such an organisation would be an asset to any school.

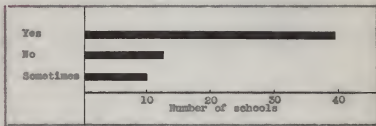
#### The Assembly

Table 8 indicates that 62.9 per cent of the schools use a student to preside over weekly general assembly; 16.2 per cent use a student part of the time; and 20.9 per cent do not use students in this way. Of the schools in which a student presides over the assembly, he is elected by the student body or student council in a large majority of the cases. About one-third of the principals using a student presiding officer think best to appoint him. It is the opinion of the writer that in most cases the school sacrifices the development of the student in order to make a good show. To get the greatest amount of student development the logical thing to do would be to use a different student on each occasion. In most cases where a student is used he is the president of the student council or of one of the classes; one who already has had more than his share of such activity. If the school administrator did not feel that it was necessary to make a smooth showing in many activities of the school, more democratic spirited leaders would be produced.

Table 8. Does a Student Preside Over General Assembly.

	Number of schools	Percentage
Yes	39	62.9
No	13	20.9
Sometimes	10	16.2

Chart 8. Does a Student Preside Over General Assembly.



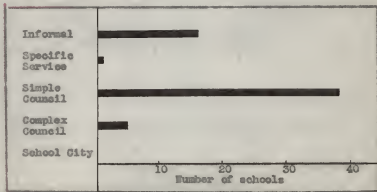
### Types of Student Councils

In using the name student council the writer means to include all those organizations whose purpose is mutual--that of encouraging self-activity. They are by no means all called student councils. Many are known as advisory councils, leaders clubs, home room federations, and many others. However, all of them can be classified in 5 types as illustrated in Table 9. In this study 26.7 per cent of the high school principals classified their council as the informal type, 1.7 per cent as specific service type, 63.3 per cent as simple council, and 8.3 per cent as complex council. The type that was more popular a decade ago, the school city type, was not used in a single case. The simple council type is composed of a single body as opposed to the complex council which is composed of two or more groups. In most cases where the complex council is used, the enrollment is large. It is also of interest to note that in many cases the organization was started for some specific service and later was expanded into a more elaborate form. This is making use of one of the fundamental principles underlying the success of the project--a gradual inauguration.

Table 9. Councils Classified as to Type.

	Number of schools	Percentage
Informal	16	26.7
Specific Service	1	1.7
Simple Council	38	63.3
Complex Council	5	8.3
School City	0	0

Chart 9. Councils Classified as to Type.



### Functions of the Council

In attempting to determine the chief functions of the organization the writer asked the answerers to rate them. By a simple process of weighting the writer has ranked these functions as rated by the group and illustrated in Table 10 and Chart 10. Service is ranked first by the group, being rated first by 27 principals. Care of school and personal property was ranked second; conduct campaigns, third; general oversight over extra-curricular activities, fourth; social training, fifth; and financial control of extra-curricular activities, sixth. The function ranking fourth received more first place votes than those ranking second and third.

The returns from this question is more evidence of the changing of objectives in student participation. The old idea of government, much less self-government, is absent in this list of functions; especially does the order of ranking indicate this. Service should be our ideal of citizenship. Care of school and personal property--is that government? The writer will attempt to draw some conclusions in a later part of this paper. Some other functions not listed in Table 10 in order of rank are:

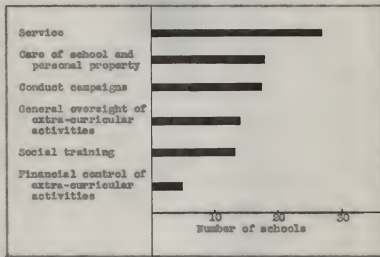
1. The council serves as a clearing house between



Table 10. Functions of Student Councils as Rated by Principals.

	First	Second	Third	Fourth	Fifth	Sixth	Rank
Service	27	13	6	4	2	0	1
Care of school and personal property	11	9	6	8	5	1	2
Conduct campaigns	8	12	9	7	4	0	3
General oversight of extra-curricular activities	13	6	2	6	3	2	4
Social training	7	3	8	9	6	2	5
Financial control of extra-curricular activities	1	2	5	2	2	5	6

Chart 10. Functions of Student Councils  
as Rated by Principals.



administration and students.

2. To appoint and supervise proctors.
3. To develop unity and cooperation.
4. Beautify grounds.
5. To improve conduct in general outside of class room.

#### Values Stimulated and Developed

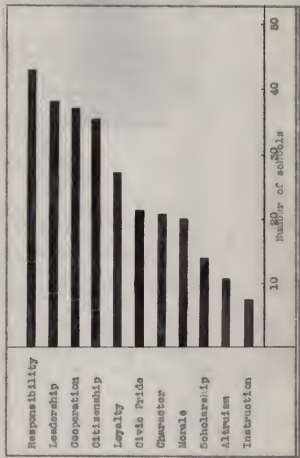
Question 16 was "In your opinion do student councils tend to stimulate and develop these values? (Rate in order of importance) (a) Responsibility, (b) character, (c) scholarship, (d) instruction, (e) morale, (f) cooperation, (g) citizenship, (h) leadership, (i) altruism, (j) loyalty, (k) civic pride." These were ranked more or less fully by the answerers, and a similar process of weighting was used by the writer to determine the final group opinion. The rank as indicated by Table 11 and the corresponding chart is responsibility, first; leadership, second; cooperation, third; citizenship, fourth; loyalty, fifth; civic pride, sixth; character, seventh; morale, eighth; scholarship, ninth; altruism, tenth, and instruction eleventh.

The writer feels that the rating, the group opinion, is at least very consistent. Those values rated among the

Table 11. Values Stimulated and Developed by Student Participation.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Final
Responsibility	20	6	5	6	4	2	2	1	0	0	0	1
Leadership	12	6	12	3	3	1	2	1	0	1	0	2
Cooperation	12	6	10	4	2	3	2	0	0	0	0	3
Citizenship	10	10	5	6	5	1	1	1	1	0	0	4
Loyalty	5	6	1	9	3	3	7	1	0	1	0	5
Civic Pride	7	1	2	3	3	4	3	2	3	1	3	6
Character	2	4	3	4	7	5	0	1	2	0	0	7
Morale	4	5	4	0	3	1	2	5	4	0	1	8
Scholarship	1	0	5	2	0	3	5	3	1	4	0	9
Altruism	2	1	1	2	0	3	3	3	1	3	3	10
Instruction	0	1	0	3	1	1	0	4	2	1	3	11

Chart 11. Values Stimulated and Developed  
by Student Participation.



first six are very closely associated in meaning. One person's conception of a word will vary from that of another person. It is interesting to note that scholarship is rated ninth, and instruction, eleventh. Administrators are very well agreed that as a device to stimulate better class room work the council is unimportant. The conventional idea that the all important excuse for the school is to impart subject matter would find little value for student participation. The writer is of the opinion that if a student is placed in an environment conducive to the development of "these values" that all else "will be added unto him". The boy or girl who has a sense of responsibility, leadership, and character will feel a need for subject matter. Information will be a necessary means to a desired end.

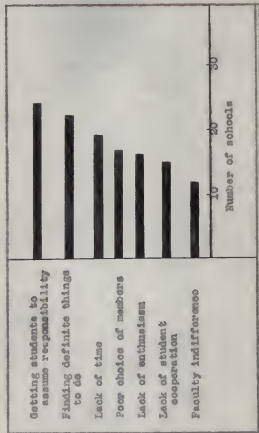
#### Difficulties

In rating the difficulties confronted by administrators and sponsors a plan similar to the previous methods was used. Getting students to assume responsibility was ranked first. Is it a coincidence that among the values stimulated and developed responsibility should be first? The greatest difficulty confronted is the greatest value stimulated by the device. If a trait of responsibility is needed most and

Table 12. Chief Difficulties as Rated by High School Principals.

	1st	2nd	3rd	4th	5th	6th	7th	8th	Rank
Getting students to assume responsibility	20	4	1	5	5	1	0	0	1
Finding definite things to do	14	7	2	6	1	0	4	0	2
Lack of time	14	2	4	3	3	3	5	0	3
Poor choice of members	8	1	9	3	2	4	1	0	4
Lack of enthusiasm	7	4	4	4	3	4	2	0	5
Lack of student cooperation	7	4	3	4	4	1	2	2	6
Faculty indifference	3	6	3	1	1	6	3	0	7

Chart 18. Chief Difficulties as Rated by High School Principals.





participation will develop that trait, do we need any further defense of the plan? Finding definite things to do is rated second. The reason for that, no doubt, is the lack of capable sponsors who have time allotted for the necessary preparation. Lack of time is rated third. The only solution of this difficulty is a shift in the opinion of what is important--a rebuilding of the curriculum in accord with the modern philosophy of education. The fourth difficulty, poor choice of members, cannot be solved in a day. The student body will have to be educated, and, by the trial and error method, learn to meet the situation by wise choice.

If the students are given enough of the right things to do there will be no lack of enthusiasm. Lack of student cooperation is placed sixth among the difficulties. Throughout this study the fact that has been most evident is that the student body is not the cause if this device fails. We found that the students were favorable in almost every case. It is reasonable to believe that they will cooperate under the right guidance. Faculty indifference seems to be the least difficulty. Faculty enthusiasm should be possible through education and understanding.

### Essential Elements Necessary for Success

The answerers to the questionnaire were asked to list elements necessary for the success of a student council. There were 132 essential elements listed, of which many were exact duplications or nearly enough identical to be the same for purposes of tabulation. It will be noted that several of these are identical to the chief difficulties as listed in Table 12. The following is a list in order of importance:

1. Careful sponsorship.
2. A cooperative and interested faculty.
3. Carefully chosen (elected) members.
4. Cooperation of the student body.
5. Providing definite things to do.
6. Students must understand plan.
7. Must not have control over discipline.
8. Students must feel the need of a council.
9. Students must recognize needs of the school.
10. Students must accept responsibility.
11. Plan should be initiated slowly and gradually.
12. Cooperation of council members necessary.
13. Favorable publicity should be given when deserved.
14. There should be a definite meeting time.

15. Too much should not be attempted.
16. The principal must have a definite check.
17. Plenty of time to supervise needed.
18. The members must have leadership ability.
19. Advance plans for each meeting.
20. Service should be stressed rather than government.
21. Students must feel they are helping make decisions.
22. The plan must be made to fit the school not the school to fit the plan.

#### CONCLUSIONS

The writer has avoided the term "government" as much as possible in this discussion. With government too often goes the idea of offenses, fines, penalties, and punishment. The better side of government includes altruism, cooperation, neighborliness, service, and reward. These are the ideals of our civilization. For the most part we should practice those things that we aspire to do and to use. The writer feels that "student participation" more nearly expresses the part the present day high school principal wishes his students to have in the general operation of the school. Gleanings from published literature and the practices of school administrators have led the writer to the following conclusions.

First, sponsorship is the key to success or failure. By this is meant more than the necessity of having one teacher or principal responsible for the success of the organization. Sponsorship includes intelligent, sympathetic cooperation of all the faculty, the superintendent and parents' organizations.

Second, an understanding of the plan of organization, its objectives and underlying principles by both faculty and student body is essential. Too often an over zealous principal or sponsor tries to impose the theory he has gleaned from Fretwell or McKown upon his school, forgetting that the inspiration he has is lacking among his teachers and students.

Third, the organization is best that gives an outlet through activity for the energy of the greatest number of people. This does not mean that the student council shall be a large and unwieldy body. It means that the central organization should be practical in size, that its members should be representative of the entire school population.

Fourth, the home room is the most logical and desirable plan of group division for representation. The class is too large a unit; at large is too impersonal. In these groups no one feels definitely represented. The class room has the wrong atmosphere. The home room is of convenient

aise; contacts are more personal; its members feel more free to act; and its reason for existence is, in general, the same as the student council. In fact, the home room is the community in this democratic society. It should be the origin of participation.

Fifth, the fundamental and all important purpose lies in its program of stimulating, guiding, and limiting the normal social activities in a constructive way. Discipline is a matter of secondary importance. The council's part in discipline will be indirect. The necessity for discipline will be lessened to the extent the students feel they are represented.

Sixth, responsibilities should be made available progressively as students demonstrate ability to assume new responsibilities. By this means the device will be made to fit the student body and too ambitious a program will not be attempted. "Nothing succeeds like success", nor is anything more discouraging to the boy or girl than failure.

Seventh, an active society in a democracy judges the worth of its members by their disposition to render actual service. The school as a preparation for participation in this active society should provide the opportunity for practice for the largest possible number of its citizens to render actual service.

Eighth, the student council organization used should be the simplest form that will meet the actual needs of the school. In general, this will be determined by the size of the school. In order for all to be equally and adequately represented the complexity of the organization will be determined by the number of students involved. Unless the student body passes the 2,000 mark the writer is of the opinion that a single body or simple council is advisable. Complex councils call for better trained sponsors than the average school can provide.

Ninth, a plan of student participation will succeed just to the extent that its members and supervisors "will" it to succeed. A high degree of enthusiasm on the part of the principal is as essential as the unquestioned morale of the students and support of the faculty.

Tenth, any society and above all a democratic society must be made up of leadership and followership. To develop a followership is equally as important as to develop leadership. This followership will be stimulated and encouraged mainly in the home room group. The members will be good followers to the extent that they realize they are participating in plans and decisions. Time should be provided for a constructive discussion of all plans and decisions as presented by the home room representative. The greatest

danger to our social order is not the gangster and the criminal; the danger lies in the thoughtless non-participating, non-voting members of our society.

The purpose of this study has not been to try to present a workable plan. Such an attempt would be without value. Any plan to be workable must be an outgrowth of the group using it. The administrator who attempts to copy the plan of a successful school and tries to make his school fit the plan will probably be doomed to failure and disappointment. Every successful organization has developed from a small start and has grown as the student body, under intelligent and enthusiastic sponsorship, has felt the need for increased opportunity.

In the Appendix the writer is giving in some detail one of the more ambitious plans discovered in the process of this study.

#### ACKNOWLEDGMENTS

The writer wishes to express his sincere gratitude and appreciation to his major instructor Dr. C. V. Williams for his untiring assistance during the process of this study. In addition the writer wishes to extend thanks to the other members of the department and to the secondary school principals of Kansas and Oklahoma for their splendid cooperation.

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## APPENDIX

The following is the philosophy and plan in some detail as submitted by the director of extra-curricular activities in a very modern and progressive high school. This school is one of the 72 returning questionnaires.

### Color Ritual Appeals to Students

"We have heard from Fretwell, McKown, and others that high school assemblies present opportunities for educative experiences. If students are to learn through experiences how to react toward various types of programs, how to respond to a program of a serious and dignified nature as well as to a program of fun and entertainment, an atmosphere must be created within the group itself conducive to such learning. To create such an atmosphere the stage must be set within the student body, as well as on the stage proper. In pedagogical terms, the student body must have the proper mind-set. In order to meet this need, every regular assembly (not the pep meetings or call assemblies) in Ponca City senior high school opens with the school color ritual.

"The faculty believes in students assuming responsibilities and in student participation. Each program is divided into two parts. Part I, is the color ritual, and Part II, is the special program of the day. The assembly committee from the student council arranges the part known as the special program. The Speakers' Bureau, a club composed of the most capable speakers of the school, selects the student chairman for the day and the students who take part in the color ritual.

"The color ritual has become traditional, and has a definite reaction upon the student body. Alumni returning to Ponca City high school would doubtless raise a protest should they find that the color ritual had been discontinued. It is evident that through a student's years in senior high school the real significance and meaning of the color ritual 'grow' on him, and he acquires desirable attitudes and ideals that he later connects with the color ritual of his high school days. Some of these desirable attitudes are a real respect for the flag, reverence for the spiritual, a desire to see fellow students become stronger and nobler, a consideration of the rights of others, and self control within a group. Perhaps you are wondering now what magic ceremony produces these results. Words alone cannot picture the spirit of the

ritual, nor the reaction it has upon those participating.

"The stage is set with six chairs 'on the apron' in front of the curtain, three at the right and three at the left. Flag sockets in the stage floor, one on either side, are ready for use. As soon as the student body is seated in the auditorium, three people come on the stage from each side at the same time and sit until a given signal. The three on the right are the student who has the devotional, the student who leads the student's creed, and the song leader. Those on the left are the principal, the student chairman, and the guest of honor for the day (usually the person responsible for the special program to be given). At a given signal, these six people stand, the house lights are turned off, "The Star Spangled Banner" is begun on the piano (below stage in center front of auditorium), and the color ritual begins. A student carrying the American flag precedes the student who leads the pledge of allegiance and the student carrying the school flag as they come single file down the aisle from the back of the auditorium. A spotlight from the right balcony is kept on the flags as they are carried down the aisle to the stage. The entire student body stands at attention as soon as the above mentioned signal is given and remains at attention until the flags are in their respective sockets. The American flag is placed on the right, with the student who carried it and the one to lead the pledge of allegiance standing by it. The school flag is placed at the left.

"As soon as the flags are in place, events occur in the following order:

1. The student body gives the pledge of allegiance to the flag, led by the student who walked between the flags.

2. The student body singe the first verse of "America," led by the song leader.

The students by the American flag then go off the stage at the right.

3. The student body repeats the student's creed, led by the student who came on the stage in the group at the right.

The Ponca City senior high school student's creed: 'I believe in Ponca City High School and in the things for which she stands--health in body, honest work, generous comradeship and reverence for the spiritual. I believe in achievement and I pray for forcefulness to accomplish what I set out to do. I believe in loyalty to our school and her traditions. I pledge upon my honor to help in all her undertakings; in all that will make her a stronger and nobler school, and I promise to do all that is within my power to become a student to match our building.'

4. The student body sings 'Ponca City, We Love You.' (This is a school song, but not one of the school pep songs.) The student who carried the school flag stands by it until this song is finished. He goes off stage at left. This student is always selected from the home room which has won the school flag in the School Spirit Contest the preceding semester. The student body is then seated.

5. Scripture reading and an original prayer (sometimes followed by the Lord's prayer) are given by the student selected for this purpose. This student is in the group on the stage at the right. At the conclusion of the prayer a selected group of students behind the curtain sings softly an Amen Chant. The student body sits or stands with bowed heads until the conclusion of this verse of song. (This concludes Part I of the program, approximately twelve minutes is used for Part I. Part II begins immediately.)

6. The student chairman for the day is introduced by the principal, and presides during the special program.

7. The chief honor guest (if there is one), who sits on the stage at the left, and visiting guests (patrons, parents, home room mothers, etc., who sit in the audience) are introduced and welcomed by the student chairman. The list of visitors is handed to him (just before he is introduced so that no one is omitted) by the chairman of the reception committee of the student council. Some guests are always present.

8. The special program of the day is explained by the chairman. This program follows. Those on the

stage for the color ritual at the right and left leave the stage as the curtain rises for the program.

9. At the close of the program, the two flags are carried to the center of the stage, and the student body stands at attention while "The Star Spangled Banner" is played on the piano. This concludes the assembly program and the students go to their classes.

"Whether it is evident from this description, this color ritual has a very desirable reaction upon the student body. If the special program of the day is of a serious nature, the students are in a frame of mind in harmony with the situation. If the program is purely entertainment, it is very easy to shift to a lighter mood.

"This general plan increases student participation, helps to unite the student body, gives the student council another responsibility, and solves the problem of assembly attitude and conduct.

"During the first two years the color ritual was used, the student body changed from a careless, thoughtless, irresponsible group of students into an orderly, reverent, respectful group; responsible for the dignity of the ritual and the success of the assembly programs."

#### Need a Student Council Worry Over "Power"?

"A student council that has ceased to worry over the desire for 'more power' is the student council in Ponca City. This organization has found so many avenues through which to render service and so many interests that the question 'Just what power do we have?' has apparently been forgotten.

"Within the last three years, eight projects have been discussed, planned, and are now undertaken annually by the student council in the senior high school. In addition to these eight specific projects, the regular committee work is done by ten standing committees. The eight projects which the council considers its major accomplishments are:

**I. SENIOR HIGH BOOK WEEK:** Six hundred twenty five volumes and ninety pamphlets, valued at \$800, were added to the school library during book week last year. Fiction, biography, history, and science were included in the books accepted. This project is sponsored by the student council, but involves no expense to the council, except the purchase of one thousand book plates to be placed in the books. Each plate gives the name of the donor, the date, and the home room from which the book comes. Points toward the School Spirit contest are awarded, according to appropriateness, value, and the condition of the book. A committee from the council, assisted by the school librarian, appraises the books. This project involves only one week of council and student body activity (aside from the time for planning), but the benefits derived from enlarging the library are lasting and numerous.

**II. STUDENT COUNCIL BOOK EXCHANGE:** The council opened a second hand book exchange last year where pencils, pens, fountain pens, notebooks, notebook paper, special workbooks, and similar student needs may be purchased. The average stock is worth from \$50 to \$60. All supplies except second hand books are purchased through local merchants who share in the profits and give generous discounts to the council. A profit of \$90 was made during last year. The profit of this year is averaging about \$12 a month. Thus the book store provides the finances necessary for certain of the council's projects and activities. The book store itself provides many opportunities for students to gain valuable experience. One council representative is the manager, and others have complete charge of the store at definite periods during the day. Each makes a written report of sales and cash on hand as the next student takes charge. The store also serves as the student council office and a lost and found department.

**III. STUDENT ACTIVITY TICKET SALES:** The student council sponsors the drive for the sale of student activity tickets which begins the second week of school. The tickets sell for \$3, and include seven football games, ten basketball games, five wrestling matches, four dramatic and two musical productions. Students may pay the whole amount and receive the season ticket, or they may pay 25 cents weekly and



receive tickets to individual events until \$3 is paid. The council awards home rooms 15 points in the School Spirit contest for each ticket paid in full, and one point for each 25 cent payment made during the three weeks of the ticket sales contest. The home room winning the student ticket contest this year accumulated 1019 points.

IV. SCHOOL TOURNAMENTS: The student council sponsored the annual wrestling tournament, which was held in Ponca City, February 23 and 24 of last year. Council members arranged for rooms where visiting wrestlers were guests, an information bureau was conducted, records were kept of each event, and matches were announced by council members. Similarly, the council promotes and cooperates with all tournaments and conventions sponsored by the school.

V. EXCHANGE PROGRAMS: A special night program, known as the League of Nations Assembly, was arranged last year by the student council to promote a friendly feeling between Ponca City and neighboring schools. Letters were written to ten schools inviting them to send student representatives to a Model League of Nations Assembly to be held in Ponca City on April 13. Six schools, Tonkawa, Newkirk, Medford, Pawhuska, Kaw City (all in Oklahoma), and Arkansas City, Kans., sent delegates. This group, assisted by students from Ponca City, presented a model assembly of the fourteenth session of the League of Nations. The speeches given by the delegates were extracts from speeches delivered at the regular meeting of the League of Nations Assembly in Geneva, Switzerland, in September, 1933, and the whole procedure conformed to that used at the Geneva Assembly.

Each year letters are also written to neighboring schools suggesting an exchange of assembly programs. As a result of this suggestion, assembly programs were exchanged last year with Tonkawa and Blackwell.

Experiences like these, the council believes, will improve inter-school relationships, give further opportunity to develop leadership, and bring about increased interest in assembly programs.

VI. HIGH SCHOOL RADIO HOUR: Every Thursday night from 7:00 to 7:30 a radio program is broadcast over

the local station, WBBZ, by some special high school group, under the auspices of the student council. A detailed record of these programs is kept by a council committee.

**VII. WELCOME TO MID-SEMESTER SOPHOMORES:** In order to bring about a better relationship between the senior and the junior high schools, the council sponsors a 'Junior High Lay' program. Early in the last week of the first semester, all mid-semester sophomores are invited to the senior high school for the afternoon. Each prospective new student is a Little Sister or Little Brother to a student council representative, or some student assisting the council members, and is introduced as such during the program. A program consisting of special numbers, welcome speeches from the sophomore president and the chief sophomore sponsor, necessary explanations of curricular and extra-curricular activities, and the introduction of new students is followed by an informal reception with light refreshments and a tour of the building. Only the Big Brothers and Big Sisters and their Little Brothers and Little Sisters attend the assembly and participate in the 'Junior High Lay' celebration.

**VIII. THE TOY CAMPAIGN:** The Girls' Christian Club gives an annual Christmas party for needy children under ten years of age. A Christmas tree, Santa Claus, treats, and games are provided by the members of the club. The student council sponsors a used toy drive throughout the school to procure toys for the children. Points toward the School Spirit contest are awarded to home rooms contributing toys, depending upon the condition, value, and appropriateness of the toy. Points are also awarded for sending the used toys. Approximately eighty children have been entertained annually for the last four years, and each has received one or more toys at each party.

"The student council in Ponca City meets at 6:30 p.m. on the first Monday in each month for a dinner which is served by the home economics department to members and guests who order plates. The business meeting in the high school library follows the dinner. Student problems, questions, suggested projects, and other matters of interest to the student body and council are brought before the council for discussion

and consideration. The representatives then report the discussion to their respective home rooms and the home room decides how the representative shall vote on the proposition. Standing committees make oral reports and hand written reports for the month to the council secretary.

"The standing committees and their duties - very briefly stated - are:

1. Assembly Program - Arranges and schedules the assembly programs for the semester.

2. Point System - Collects, records points, and distributes point system slips.

3. School Spirit - Acts as judge in School Spirit contest.

4. Citizenship - Checks eligibility of nominees for Best Citizen each month and counts the ballots after the election.

5. Council Meetings - Arranges for the monthly dinner, orders plates, pays bill, and makes arrangements for the business meeting in the library.

6. Project - O.K.'s and schedules projects requested by home rooms, in case the nature of the project might involve a conflict if undertaken by more than one group.

7. Publicity - Aids in giving timely publicity to all school activities.

8. Honor Awards - Assists in presenting arm bands to Honor Students after each grading period.

9. Reception - Welcomes and seats all assembly guests each week, and gives a list of the names of all guests to the student chairman, who also welcomes them while presiding.

10. Good Will - Writes letters of thanks to patrons and merchants who furnish cars, stage furnishings, etc. for school functions. Promotes good will along various avenues.

"In addition to the eight projects which are now annual affairs and the activities of the standing committees, the student council - within the last year - reports the following minor activities:

"Music and varied entertainment have been provided occasionally in the cafeteria at the lunch hours. The rule limiting social functions to one each semester for home rooms was discussed and abolished. Misconduct in assembly - not frequent, but resented by the

students themselves - was done away with through the efforts of a special council committee. A request for the observance of the study part of the class period was brought to the attention of the faculty. The council has one picnic, just for the council members, each year, financed by the council funds.

"At present the council is working on a code of ethics or a code of student conduct, to be known as 'Expressed Opinion on Student Conduct - What a Good Fellow Will Do' on certain occasions. Representatives are working in their home room groups, discovering and formulating student opinion concerning action on numerous occasions. The council is also investigating the cost of a book rack for the cafeteria and a revolving dictionary holder, some literature charts, and wall maps for the library.

"With the student council in Ponca City the question is not 'What power do we have?' but rather 'In what way can the student council be helpful in making Ponca City high school a finer and nobler school?' (Descriptive quotation is from the students' creed.)"