

A STUDY OF STUDENT GOVERNMENT IN THE HIGH SCHOOLS

OF THE THIRD CLASS CITIES OF KANSAS

by

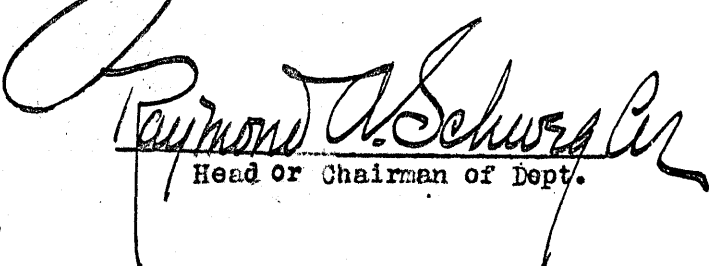
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CHAPTER I  
GENERAL PROBLEM

Introduction:

American schools to-day are attempting to provide a training that will fit boys and girls to perform more efficiently the duties and to solve more wisely the problems entailed under a democratic form of government. Citizenship training is not a new task. We have evidence that from the early formative years under our national constitution our American forefathers realized the need of citizenship training for the youth of the land. Even before 1860, courses dealing with our history and with the machinery of government, particularly with the constitution, were established parts of the school curriculum. There was, even then, faith that if children read the facts of history and civics, they would be trained to take their proper places as citizens in a democracy.

To-day education is no longer conceived of as a process of memorizing facts: it is a process of giving children experiences that shall be of value or use to them in life. The central theory is that each individual engages in activities of many varieties. Students of education are investigating what these detailed activities are and how they may be made a part of the school's program. Already it is evident that there are many things that one has to do in life in addition to the experiences represented in the traditional programs of subject matter in school.

It is in recognition of these broader objectives that the writer is attempting to ascertain the strength and effectiveness of student government in the high schools of the third class cities in Kansas.

#### Definition of Problem

What does student government really mean? That is a question of much importance in the field of American education to-day. Perhaps no so called reform-movement of modern education has been so completely misunderstood and so bitterly assailed because of ignorance of its true meaning than has the student government movement. This is particularly true of its opponents in the field of educational administration, who should be its friends and are rapidly becoming enthusiastic adherents of the movement when they get a complete understanding of its aims.

What then is student government? One of the conceptions of student government is that of C. H. C. Osborne of Bedcomb College, which we find in the Journal of Education, December 1923 where he says, "Self-government in the schools of to-day may be defined as the entrusting to a group of children a degree of power to determine either the whole or a part of their school life." R. R. Smith in Education 13, pages 230 defines it thus, "Pupil's self-government is the government of pupils by pupils under the invisible direction of the teachers. Student government does not imply turning the entire government of the institution over to the

students. They want and need the help of the faculty, but they want also for themselves the satisfaction of the activity."

This subject is justified since we observe many well enough trained man and women who do not make a success of life because their training has been such that they can never put their training into practice. What is the matter with these people? Simply this, they were never given an opportunity in their youth to choose, decide, and evaluate intelligently. There is springing up in this country a new movement which has for its purpose the aiding of the youth to choose and decide wisely according to their best interest in life. This movement is called student government, and it must never be forgotten that it is a movement that will influence not only education but also the quality of citizenship. A. O. Bowden in *School and Society*, July 27, 1918, Page 97 says, "There is no better place to begin to make the world safe for democracy and democracy safe for the world than in the American high school. Here is an excellent opportunity to impress permanently upon the character of adolescent students that life is a give-and-take proposition. There is no better time to begin to teach students some elementary but fundamental principles of society than in the high school. When teachers are police, students are passive in the matter of individual and collective responsibility." Paul Hanus says, "No school is a good school until it governs itself." Henry Lincoln Clapp in *Education*, Volume 38, Page 593 makes the following statement, "Pupil self-government to a large extent should be practiced systematically, under guidance of course, in all

elementary, high, normal, and secondary schools, because the character of our citizenship and the nature of our government requires it." Olivia Pound, Adviser of Girls, Lincoln High School, Lincoln, Nebraska says in *School and Society*, December 3, 1923, "The student organizations that are the most democratic and most nearly give the students some training for citizenship are those that allow some degree of participation in school government. Just as education realizes that a pupil can keep his health better by taking regular exercises than by reading books on hygiene, or can learn printing by doing the printing of the school better than by hearing lectures upon the subject, so too, the pupil can gain more civic training by being given civic responsibilities in the microcosm of the school than by studying about civil government in text books. There is no reason why a student should not receive part of his civic training by "doing" just as he receives part of his health training in this way". Swift says, "Pupil government is no longer an experiment. It has secured results which the school-master has failed to obtain by the traditional method."

Thus we see that pupil self-government is an important matter in our American high schools and thus justified for further study and investigation.

## CHAPTER II

### RELATED LITERATURE

The government of students is as old as schools and teachers. What we know as "student government" has come into education within about twenty-five years. To be sure, there were monitors and student governors under strict teacher supervision in Jesuit education in the sixteenth century and again under the Lancastrian system of the eighteenth and nineteenth century. In neither of these was there any idea of real initiative, authority, executive or legislative responsibility.

Student government is one expression of the whole democratic movement. It is a part of the same movement which has caused faculties to seek by committees, representatives, and general vote a share in the government of the institution which they serve instead of leaving all responsibility and initiative to the president. The pulse of the world, everywhere inside and outside, is toward democracy, toward a share in all that life means of rights and duties, responsibilities and privileges, in the desire to love and be and have and do. It is fortunate that the preliminary work in this field of our high schools has already been done. The trail has been blazed and many high schools have made excellent progress in this important work.

An excellent short summary of the plan of student government was made by A. M. Carden in *Education*, Vol. 39, Pages 14-17. In that high school a committee representing the various classes formed a constitution which was submitted to members of the faculty

for suggestions that might improve the constitution.

The suggestions for improvement were not compulsory unless the thing recommended to be changed seemed to be detrimental to all concerned. After the constitution was improved as much as possible it was submitted to the student body for approval. This constitution has been in force for over six years and has worked satisfactorily for that period.

The main features of this system are the following:

All the officers, with the exception of the treasurer, are student elected annually. The routine work of the student body is carried on by a board of representatives, two of whom represent the faculty, two are elected by the students at large, and three are elected by each class. The students have the initiative and referendum on all measures of this board of representatives. The faculty usually acts in an advisory capacity. All measures for the assessment of the students and the expenditure of money must originate in the upper house and must be approved by a three-fourths vote of all the members of the lower house. The various class rooms are organized into voting precincts, Here measures may originate, which must be considered by the upper house and submitted to the lower house for approval. At least once a month a meeting of all students is held where anything for the welfare of the students may be brought to their attention.

Arrangements for athletic or literary contests are made by managers of the particular activity. This manager, however is



subject to the restrictions of the board of representatives. All expenditure of money for any purpose must be considered by the board of representatives at least one week before the expenditure is to be made. No bills whatsoever may be incurred in the name of the student body. A semi-annual assessment is levied upon the students. The maximum assessment that may be levied is seventy-five cents per student. Upon the payment of this assessment the student is granted a season ticket to all games, debates, etc., that are held in some territory.

In addition to the athletic and literary entertainments the students run a second-hand book-store where they may dispose of their old books and where those who so desire may obtain books at less than the cost of new ones. A cafeteria also is run where a good lunch may be obtained from ten to twenty cent. The purpose of this is to provide for the convenience of the students and is not a profit making institution.

In the six years in which this system has been in operation no graft has occurred, the secret societies have largely disappeared from the school, the playing of underhand politics has ceased, while the students have gained an invaluable insight into the work of governing bodies.

Frank W. Stahl of Bowen High School, Chicago, Illinois relates an experiment in pupil self-government. He considers the experiment a failure.

1. "The soil was not properly prepared, either with the pupils or with the faculty."

2. "The pupils in the elementary schools as a rule are given no opportunity to carry on the affairs of their own room. They are directed by the teacher all the time."

Henry Lincoln Clapp in Education, Volume 38, Page 593 relates the following concerning the George Putman School at Boston, where they have had self-government for twenty years: "I judge this question most important because of my experience with pupil self-government during twenty years without interruption, and on account of its indescribable benefit to delight in learning, certainty, altruistic relations, excellent discipline, good manners, good motives and good citizenship in the making." Charles B. Scott, Supervisor of Nature Study, in St. Paul Public Schools and Professor of Science in the Oswego Normal School evaluates student government in the Putman School there: "More than in any other school I ever visited I was impressed by the marked originality, individuality, and self-reliance of the pupils of the Putman School."

E. A. Sheldon, Principal of the Oswego Normal, St. Paul in Education Volume 38, Page 594 has the following to say about the Putman School: "The best single school I visited was at Eleston Square, Boston. For plans of work, for neatness and skill in execution, and especially in lines of expression work, I have never seen this school surpassed. The entire atmosphere of the school was delightful."

In the School Review of December 1922, Page 133 J. Kenneth Satchell of Radner High School, Wayne, Pennsylvania reports a limited survey of the high schools of the state of Pennsylvania. Two hundred high schools were selected. All of the city high schools listed in the state school directory were included and one or more high schools in every county of the state. Exactly 150 replies were received. Forty-two answered in the affirmative, indicating that they had some form of organized student participation, one hundred said that they had no such organization. Of the hundred and eight schools without organized student activity in administration, nine schools replied that they had abandoned the plan after a trial. Twelve schools replied, while they had no such organization, they were very favorable to the idea and were definitely planning to give it a trial. Eighty-seven schools merely replied "no" and did not state whether they had tried the plan, were intending to experiment with it, or were unfavorably disposed to the whole idea. Questions about earlier experiences and about future intentions were not asked, since the purpose of the questionnaire was to discover the extent to which it was used in the state.

The following description of a new example of the school city is quoted from the Educational News Bulletin of the state of Wisconsin: "Some years ago the 'School republic' plan of government attained a wide popularity and achieved remarkable results, but never was the country so in need of real leaders to lead our good citizens in everything that is for the public good, and to educate the other citizens to be good".

It should be plain after even so brief an investigation that the student government is no small thing and that it is destined to make a place for itself in the school of tomorrow. It is also interesting to note the interest with which the responsibility in student government is received by the students themselves as Corden and Satchell point out.

CHAPTER III

SPECIFIC PROBLEM

This investigation endeavors to answer the following questions:

1. To what extent is student government prevalent in the high schools of 300 third class cities of Kansas.
2. To what degree do the students of these high schools desire student government.
3. To what extent has the high school program and needs brought about the student government plan.
4. The investigation is to throw some light, if possible, upon the problem of student government in relation to the extra-curricular activities, the curriculum, and school discipline.

Source of Data and Method of Procedure.

The method to be used in this investigation is the questionnaire method. Every effort was made to mature the questionnaire before sending it out, in order that the principals of the various high schools of Kansas might answer the questions without requiring much time and study. No questionnaire can be perfect or cover the field in its entirety, but a careful comparison of the appended questionnaire will show that the questions cover all the phases of student government mentioned. The questionnaire was sent to 516 high schools of third class cities in Kansas. Replies were received from 300 of these schools. The following 300 schools replied. Those marked with a star(\*) have some form of student government.

Abbyville*	Glasco*	Mulvans*
Ada	Glandale	Munden
Adams	Glen Elder	Nashville
Agenda	Goddard*	Ness City
Agra	Gove	Natoma
Allen	Grainfield	Onaga
Allen	Greely	Otis
Allen*	Greenleaf	Oskaloosa
Alma	Grinnell	Oxford
Almena*	Cypsum*	Paradise
Alton	Heddam	Parderville
Altona	Halstead*	Parker
Americus*	Hamilton*	Partridge*
Andover*	Hamlin	Pawnee Rock
Arlington*	Hanover	Paxico
Arma	Hanston	Peabody
Assaria*	Hardtner	Phillipsburg
Aubrun*	Hallen	Planerville*
Axel	Hartford	Plevna
Bancroft	Haven*	Preston
Barclay*	Haviland*	Pretty Prairie*
Barnard	Hazelton	Princeton
Barnes*	Herndon	Protection*
Baschor	Highland	Quinter
Bettie	Highland Park	Roxbury*
Belvidere	Hill City	Russell
Belvue	Hillsboro*	St. John
	Holcomb	St. Marys

Bendena*	Holyrood*	Sedan
Benedict*	Hope	Selden
Bennington	Hoxie	Sedgwick*
Bently*	Hoyt	Smith Center
Benton	Hudson	Solomon
Beverley*	Hunter*	South Haven
Bird City	Ingals	Stafford*
Blaine*	Inman*	Stanley
Blue Rapids*	Iona	Sylvan Grove*
Brewster	Irving	Syracuse
Bronson	Jamastown*	Sylvia*
Bucklin	Jarbalo	SunCity
Brownell	Jennings	Trousdale
Bucyrus	Jewell City*	Turner
Buffalo	Kanorado	Troy
Buhler*	Keats	Turon
Burdick*	Kensington	Ulysses
Burr Oak*	Kirwin	Valley Center*
Burrton*	La Crosse*	Valley Falls
Canton*	Lake City	Vermillion
Carbondale	Lamont	Vernon
Carneiro*	Lebanon	Vesper*
Cassoday	Lebo	Vilas
Cedar	Lecompton	Viola
Chapman*	Lehigh*	Virgil
Chase*	Lenexa	Wakeeney

Chautauqua*	Leon	Wakefield
Cheney	Leoville	Waldo*
Cherokee	Le Roy	Walnut
Claflin*	Levant	Walton
Clearwater*	Lewis	Wamega*
Cleburne	Lincoln*	Washburn
Clifton	Lincolnville	Washington
Climax	Linn	Waterville
Clyde	Linwood	Wathena
Colby*	Little River*	Waverly
Coldwater*	Logan	Wayside*
Collyer	Longford	Wea
Conway Springs*	Long Island	Welda
Cottonwood Falls*	Lorraine*	Welburn
Coutland	Lost Springs	Wellsville*
Covert*	Louisburg	West Mineral
Cunningham*	Lovewell	Westmoreland
Deefird	Luray	Westmore
Deliz	Lyndon	Wheaton
Dexter	McCracken	White City*
Doniphan	McLouth	White cloud
Dorrance	Madison	Whitewater*
Doublas	Mahaska	Whiting
Dover	Maize	Wilburton
Downs	Mankato	Williamsburg
Durham	Marquette	Willis
Dwight	Mayetta	Wilmore
Easton	Mayfield	Wilsey



Edmond	Medicine Lodge	Wilson*
Edna	Menle	Winchester
Edson	Meridan*	Windom*
Elgin*	Michigan Valley	Winona*
Ellinwood	Midian*	Woodbine
Ellis	Miller	Zenda
Ellsworth	Milan	Zenith
Elmdale*	Mildred	
Elwood	Milford	
Emmett	Miltonvale*	
Englewood	Mincola*	
Enterprise*	Montezuma	
Erie	Moran	
Eskridge*	Morehead	
Eudoria	Morganville*	
Everest	Morrowville	
Falun	Moundridge*	
Farmington	Mound Valley	
Fontana*		
Formoso*		
Frankfort		
Franklin		
Friend		
Galesbury		
Galva*		
Gardner		
Garfield*		
Gaylord		
Gem		
Geuda Springs		

CHAPTER IV

PRESENTATION OF DATA

Table I. Frequencies of answers in percentage to each question on the Inquiry Blank.

	Yes	No	No Ans.
1. a. Have you a student council in your school?	17-2/3	80-2/3	1-2/3
b. Student Government?	6-2/3	93-1/3	---
c. Organized student participation in school government?	9	91	
2. How long has the present organization been operative?			
1 year or less -----			32
2 years or less -----			28
3 years or less -----			20
4 years or less -----			8
5 years or less -----			3
6 years or less -----			6
7 years or less -----			3
3. With how much favor does the organization meet among the students?			
	None - 6	Moderate - 48	Much - 46
a. Among the faculty? " - 2	" - 48	" - 50	
4. In which of the following did the idea of student government originate?			
1. Faculty -----			8
2. Students -----			12
3. Principal -----			24
4. Superintendent -----			52
5. Board of Education -----			2
6. School Patrons -----			1
5. How was the constitution formed?			
1. Students -----			0

- 2. Faculty -----10
- 3. Co-operation of both -----90
- 4. Influential citizens ----- 0
- 5. Graduates ----- 0

b. How was the constitution approved?

- 1. Students -----12
- 2. Faculty ----- 8
- 3. By both in conference -----40
- 4. By students with faculty approval -40

6. Offices which your student organization has.

- 1. President -----88
- 2. Secretary -----84
- 3. Vice President -----64
- 4. Treasurer -----70
- 5. Reporter -----12
- 6. Faculty Sponsor -----56
- 7. Sergeant at arms ----- 6
- 8. Disciplinary Committee -----10
- 9. Athletic Committee -----32
- 10. publicity Committee -----16
- 11. Literary Committee -----20
- 12. Finance Committee -----16
- 13. Executive Committee -----12
- 14. Social Committee -----24

7. How are the officers nominated?

- 1. By students -----56
- 2. By faculty ----- 6

- 3. By both -----12
- 4. By social committee ----- 8
- 5. By nominations approved by faculty 18

How elected?

- 1. Ballot -----62
- 2. Acclamation -----38

8. Number of meetings of the students each year.

- 1. Daily ----- 0
- 2. Once a term ----- 6
- 3. Weekly -----20
- 4. Annually ----- 2
- 5. Bimonthly -----10
- 6. Irregular Call -----62

a. Purposes of such meetings?

- 1. Transact business -----78
- 2. Discuss Disciplinary problems -----34
- 3. Elect officers -----40
- 4. Amend the constitution -----30
- 5. Award medals and letters to students - 26
- 6. Punish offences -----14
- 7. Arrange programs -----52
- 8. Discuss school policies -----54
- 9. Create school spirit -----64
- 10. Arouse athletic and forensic enthusiasm - 70

9. How are local arrangements for athletics or literary contests made?

- 1. By students ----- 6
- 2. Faculty -----48
- 3. Both -----44
- 4. Special students committee ----- 0
- 5. By specialjoint committee ----- 2
- 6. By school and town advisors ----- 0

10. (a) Do students in your school take care of disciplinary problems Yes - No  
20 80

(b) If "yes", is students' action final?----- 20 80

(c) If your answer to 10 is "yes" they draw circle around the number opposite the phrase expressing the method of procedure.

- 1. By executive committee ----- 2
- 2. By disciplinary committee-----2
- 3. By calling a meeting of student body ----- 4
- 4. By referring the case to the principal -----10

11. (a) Do students take care of the study hall in your school? Yes -- No  
20 80

(b) Please draw circle around the number opposite the word which shows what the results have been.

- 1. Excellent ----- 6
- 2. Good ----- 1
- 3. Fair ----- 9
- 4. Poor ----- 4
- 5. Failure ----- 0

12. Which of the following has student government affected in your school?

- 1. Curriculum ----- 6
- 2. Extra curricular activities -----46
- 3. School discipline -----42

- 4. School spirit -----70
- 5. Student honor -----50
- 6. Students' Citizenship -----36

(b) If it has affected any of the above mentioned draw a circle around the word indicating the effect.

- 1. Improved -----76
- 2. Unaffected ----- 4
- 3. Disturbed ----- 2
- 4. No answers -----18

13. Do you consider student government a vital part in the life of the school?

Yes - 50                  No - 58                  No ans. - 12

14. Please draw circle around the number opposite the following phrases, indicating whether student government in your school has failed because

- 1. Lack of interest on the part of the faculty - 8
- 2. Lack of interest on the part of the students-14
- 3. Lack of interest in the grades ----- 8
- 4. Poor home conditions ----- 4
- 5. Wrong attitude of the community ----- 4
- 6. Students take no pride in responsibility -----10
- 7. Lack of coherence of student body ----- 4
- 8. Lack of tact on the part of advisors ----- 6

(b) Has it succeeded because of:

- 1. A wide awake and enthusiastic faculty -----32
- 2. Aggressiveness of the student group -----40
- 3. Right attitude of the community -----12
- 4. Efficient training in the grades ----- 2

15. Do you plan to institute student government in your school?

Yes 0 No  
16 30

16. Are you personally in favor of student government	Yes 64	No 22	
17. What in your opinion determines the success or failure of student government? (See table II)	Ans. 86	No Ans. 14	
18. To what extent in your opinion should students participate in the government of the school? (See Table III)	88	12	

TABLE II

Chief obstacles found in the Management of Student Participation in School Government according to 86 administrators.

	Frequency	Rank
1. Lack of mutual confidence and cooperation between students and faculty -----	20	1
2. Lack of interest and enthusiasm -----	9	2
3. Leadership -----	7	3
4. Not enough time and skill devoted to it by the head of the schools -----	6	4
5. High School Students too young -----	5	5
6. Nature of the objectives -----	4	6
7. Students mistake liberty for license -----	3	7.5
8. Favoritism shown on the part of student officers -----	3	7.5
9. Government is too day a question for youthful mind -----	2	9.5
10. Loading faculty discipline problems on the student -----	2	9.5
11. Head of the school -----	1	12
12. Students objecting to being disciplined by fellow students -----	1	12
13. Idea to run teachers -----	1	12
14. No limiting to those things which students are capable of handling -----	1	12



TABLE III

To what extent should students participate in the government of the school? (An analysis of 88 answers given to a question asked in the questionnaire.)

	Frequency	Rank
1. To the extent it develops co-operative spirit between faculty and students -----	22	2
2. In student activities -----	30	1
3. At all times under the supervision of the faculty -----	12	3
4. Enough to teach them responsibility ---	6	4
5. To the extent students are heartily in favor of the plan -----	7	5
6. To the extent they realize the problems confronting them in future leadership -----	5	6.5
7. Depends on age and home training -----	5	6.5
8. In a small school none -----	4	8.5
9. Acts of students should be subject to faculty review and approval -----	4	8.5
10. Government must be carried on by the executive -----	3	10

## CHAPTER V

### INTERPRETATION OF DATA

From the evidence collected from this questionnaire the following interpretations may be made:

1. The movement in the high schools of the third class cities in Kansas is in the experimental stage as is shown by noting that two-thirds of the 300 schools reporting have no type of student government, and that those who have been trying student participation have done so seven years or less.
2. The replies to questions concerning the practices of administration indicate that student participation is a co-operative enterprise which needs sympathetic support by both students and faculty.
3. There are several methods for administering student participation. Most schools utilize a student council as the chief agency of administration. Nearly all of the schools assert that they have a written constitution in which is given the framework of the machinery designed to afford pupils an opportunity to participate in the management of the school. A preponderant part of the schools indicate that the constitution was an outgrowth of the needs of the experiment in school control. This fact in part shows that no foreordained plan can be imposed. The whole process is an evolutionary one; as needs arise that students can handle, rules for student control of these needs may be made.

4. It is evident that "the general problems of the school" constitute the chief type of activities with which the governing body of the schools concerns itself. The testimony of many principals that student participation is not a disciplinary device --- though in all likelihood the movement necessarily promotes good discipline --- is borne out in part by the fact that in fewer than 5% of the schools does the governing student body concern itself with discipline. It is evident that when discipline is made an activity of the student governing body it is almost invariably a co-operative one, the students acting jointly with the faculty.

5. As a part of the questionnaire, high school principals were asked the two following questions:

(1) what in your opinion determines the success or failure of student government? (2) To what extent in your opinion should students participate in the government of the schools?

In answering the first question they agreed rather markedly on the following to question 1: (1) Lack of co-operation on the part of the faculty and students, (2) the difficulty of securing efficient and successful student leaders, (3) students mistaking license for liberty, (4) lack of sufficient interest and responsibility of all students, (5) Favoritism shown on the part of student officers, (6) Lack of leadership, (7) Not enough time and skill devoted to it by the head of the school.

(6) High school students too young.

To question Two:

(1) To the extent it develops co-operative spirit between faculty and students.

(2) In student activities.

(3) At all times under supervision of the faculty.

(4) Enough to teach them responsibility.

(5) To the extent students are heartily in favor of the plan

(6) To the extent they realize the problems confronting them in the future leadership.

(7) Depends on age and home training.

(8) In a small school none.

CHAPTER VI

SUMMARY

1. Three hundred of the 516 high schools of the third class cities answered the questionnaire on which this study is based.
2. Student participation seems to aid in developing important qualities, such as responsibility, initiative, leadership and school pride.
3. A school wishing to introduce student participation will do well to introduce it gradually.
4. That student participation is necessarily a co-operative matter and therefore the plan must provide for means by which all students are given opportunities to participate in the government of the school.
5. There should be in these data information and suggestions for further study in a more complete form which was not possible in the scope of this problem.

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\* Read by Author.



QUESTIONNAIRE

Question: -A STUDY OF STUDENT GOVERNMENT IN THE HIGH SCHOOLS OF THE THIRD CLASS CITIES OF KANSAS.

To the Principal:

Under the direction of the Department of Education of the University of Kansas I am making a study of student government in the schools of Kansas.

For the following items I must depend upon your co-operation since the facts are not otherwise available. Will you kindly answer the questions asked and return as soon as possible?

Very sincerely yours,

I. T. Dirks  
Superintendent of City  
Schools  
Moundridge, Kansas.

P.S. IF YOU HAVE NO FORM OF STUDENT GOVERNMENT WILL YOU KINDLY ANSWER QUESTIONS 1, 16, 17, 18, 19 AND RETURN THE QUESTIONNAIRE.

QUESTIONS

1. Name of school \_\_\_\_\_ City \_\_\_\_\_ County \_\_\_\_\_
2. Have you a student council in your school? Draw a circle around 1. Yes  
2. No
  - b. Student government? Draw a circle around 1. Yes 2. No.
  - c. Have you any other form of organized student participation in school government? 1. Yes 2. No.
  - d. If your answer to question "c" has been "yes", give name of organization. \_\_\_\_\_ (Enclose a copy of the constitution of your organization, if convenient).
3. How long has the present organization been operative? Give number of Yrs.  
\_\_\_\_\_ years.
4. With how much favor does the organization meet among the students?  
draw a circle around the word which indicates the amount. 1. None  
2. Moderate  
3. Much.
  - b. With how much favor does the organization meet among the faculty?  
Draw a circle around the appropriate word. 1. None. 2. Moderate 3. Much.
5. Draw a circle around the word which indicated in in which of the following the idea of the student government originated?
  1. Faculty
  2. Students
  3. Principal
  4. Superintendent
  5. Board of Education
  6. School Patrons
6. a. How was the constitution formed? Draw a circle around the word which indicates the group.
  1. Students
  2. Faculty
  3. Co-operation of both
  4. Influential citizen
  5. Graduates

- b. How was the constitution approved?
1. Students
  2. Faculty
  3. By both in conference
  4. By students with faculty approval
7. Draw a circle around the number opposite the offices which your student organization has;
1. President
  2. Secretary
  3. Vice President
  4. Treasurer.
  5. Reporter
  6. Faculty sponsor
  7. Sargeant at Arms
  8. Disciplinary Committee
  9. Athletic Committee
  10. Publicity Committee
  11. Literary Committee
  12. Finance Committee
  13. Executive Committee
  14. Social Committee
8. How are the officers nominated? Draw a circle around the appropriate word.
1. By students
  2. Faculty
  3. By both
  4. By special committees
  5. By nominations approved by the faculty.
- b. How elected? Draw a circle around the appropriate word.
1. Ballot
  2. Acclamation
9. a. Draw a circle around the word indicating the number of meetings of the students each year.
1. Daily
  2. Once a term
  3. Weekly
  4. Annually
  5. Bimonthly
  6. Irregular Call
- b. Which of the following purposes do such meetings have? Draw a circle around the numbers opposite the phrases expressing the purposes of your meetings.
1. Transact Business
  2. Discuss Disciplinary problems
  3. Elect officers
  4. Amend the constitution
  5. Award medals and letters to students
  6. Punish offenses
  7. Arrange programs
  8. Discuss school policies
  9. Create school spirit
  10. Arouse athletic and forensic enthusiasm
10. How are local arrangements for athletics or literary contests made? Draw a circle around the appropriate word.
1. By students
  2. Faculty
  3. Both
  4. Special Students Committee
  5. By special joint Committee
  6. By school and town advisers.
11. Do students in your school take care of disciplinary problems? Draw a circle around
1. Yes.
  2. No.
- b. If "yes", is student action final? 1. Yes 2. NO
- c. If your answer to all is "yes" then draw a circle around the number opposite the phrase expressing the method of procedure.

1. By executive committee
2. By disciplinary committee

3. By calling a meeting of student body
4. By referring case to principal

12. a. Do students take care of the study hall in your school? Draw a circle around 1. Yes 2. No
- b. Please draw circle around the word which shows what the results have been
1. Excellent
  2. Good
  3. Fair
  4. Poor
  5. Failure

13. Which of the following has student government affected in your school? Draw a circle around the words indicating which it has affected.
1. Curriculum
  2. Extra-Curricular activities
  3. School discipline
  4. School spirit
  5. Students honor
  6. Students' citizenship
  7. Attendance

- b. If it has affected any of the above mentioned draw a circle around the word indicating the effect
1. Improved
  2. Unaffected
  3. Disturbed

14. Do you consider student government a vital part in the life of the school? Draw circle around 1. Yes 2. No.

15. Please draw a circle around the numbers opposite the following phrases whether student government in your school has failed because:
1. Lack of interest on the part of the faculty
  2. Lack of interest on the part of the students
  3. Lack of training in the grades
  4. Poor home conditions
  5. Wrong attitude of community
  6. Students take no pride in responsibility.
  7. Lack of coherence of student body.
  8. Lack of tact on the part of advisors.

b. Has it succeeded because of:

1. A wide awake and enthusiastic faculty
2. Agressiveness of the student group
3. Right attitude of the community
4. Efficient training in the grades.

16. a. If school has not had student government up to this time, why has it not?
- 
- 

b. Do you plan to institute it? Draw a circle around 1. Yes. 2. No.

17. Are you personally in favor of student government? Draw circle around 1. Yes. 2. No.

18. What in your opinion determines the success or failure of student government? \_\_\_\_\_

\_\_\_\_\_

19. To what extent in your opinion should students participate in the government of the school? \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sign \_\_\_\_\_  
Principal

STUDENT GOVERNMENT CONSTITUTION

(Glasco, Kansas High School)

Preamble:

In order to establish habits of responsibility, an understanding of civic duties, and to further the efficiency of the school, all of which will make for the development of the type of character so necessary in future citizens of this country, a Student Government Association is hereby created in \_\_\_\_\_ High School, which will be composed of the entire student body.

ARTICLE I

This association shall be governed under a constitution and bylaws formulated by its representatives and approved by its members.

ARTICLE II

Section 1. There shall be a representative body, known as the Student Council.

Section 2. Two groups shall form the Student Council. An Executive Committee composed of three seniors and two juniors shall be elected by the entire association. A Representative Group composed of eight members shall be formed by the election of two representatives from each class by the members of that class.

Section 3. Members of the Executive Committee shall be elected in the spring of each year, the third week before the close of school, to hold office for the following year. The two junior members shall

hold office during their senior year also; one new member shall be elected from the incoming senior class; and two new members from the incoming junior class. Any member of the association may name candidate by first obtaining at least twenty-five signers who will pledge to vote for this candidate; second, by submitting these names to the person desired as candidate and obtaining his consent to run as such; and third, by depositing the list of endorsers and the candidate's written consent with the Executive Committee at least a week before the election. The names of candidates shall be read before the association by a member of the Executive Committee exactly one week before the election.

Section 4. Members of the Representative group shall be elected by each class during the second week before the end of each semester, to serve the next semester. At each election one of the two representatives from each class shall be reelected to serve another semester and one new representative elected. A Committee from each class should meet at least two weeks before the class election to select not more than six candidates for class representatives and these shall be announced to the class exactly one week before the class election.

### ARTICLE III

Section 1. Immediately after election the Student Council shall organize by electing a president from the senior members of the Executive Committee. The president shall immediately

assign the other members of the Executive Committee as Director of the Department of Law and Order, Director of the Department of Public and Private Property, Director of Department of Sanitation, and Director of the Department of Publicity. The assignment shall be made as the president sees fit. Each director shall immediately in conference with the other directors, choose his committee consisting of one representative of each class taken from the Representative Group. Each class representative shall thus serve on two committees. This organization may be arranged for each semester, if so voted by the Student Council at the time the new members take office.

Section 2. Each member of the Student Council shall be entitled to vote on all questions coming before that body with the exception of the president who shall vote only in case of a tie.

Section 3. The Superintendent of Schools or the High School Principal shall act as an observer and advisor of the Student Council and shall be present at all meetings of the Council.

Section 4. The Student Council shall meet regularly every two weeks during the school year and may be called to a special meeting at any time by the president with the consent of the advisor.

Section 5. The Student Association shall meet as a body for elections, where the vote will be by ballot, and at the call of the president after consultation with the advisor.

Section 6. The president of the student Council shall preside at all meetings of the Council and of the Association and the Director of Publicity shall act as secretary for all such meetings.

ARTICLE IV.

Section 1. The director of each department shall be responsible for the organization and effective working of his department.

Section 2. The Department of Law and Order shall be responsible for working out all traffic problems, the general order in assembly hall, class rooms, halls, and fire drill; in short the general behavior of students in the school building. This department shall be governed in its work by the by-laws hereinafter provided. These by-laws may be amended or enlarged by the vote of the Student Council, followed by the vote of the Association as provided in Article VI. Section 1.

Section 3. The Department of Public and Private property shall be responsible for the proper use and return of school supplies and library property in the hands of students, and for lost and found articles, which are turned into the office.

Section 4. The Department of Sanitation shall be responsible for the sanitary condition of lunchrooms and lavatories, the ordliness of class rooms, and the general appearance of the building and grounds in so far as the students can be expected to take part in this work.

Section 5. The Department of Publicity shall serve the other departments by executing all plans and propaganda of the other departments and of the association in general through publicity in the school or town paper, by means of posters, or blackboard writing.



Section 6. All departments shall be governed in their actions as stated in Section 2 of this article.

#### ARTICLE V

Section 1. Only students who are doing satisfactory work in school shall be eligible for election to the Student Council.

Section 2. Vacancies in the Council may be filled for the unexpired term by a special election carried out under the provisions for the regular elections as described in Article 2 Sections 3 and 4, provided that a week be allowed after announcement of the vacance before the candidates are announced.

Section 3. Any member of the Executive Committee man be impeached for unsatisfactory conduct in office and failure to uphold the constitution and by-laws of the Association by petition signed by three-fourths of the members of the Association. The cases shall be tried before the high school faculty as a jury with the superintendent presiding and members of the Student Council acting as prosecution and defense.

Section 4. Any representative may be impeached by a petition signed by three-fourths of his classmates, under the same conditions as described in Section 3 of this article.

#### ARTICLE VI.

Section 1. Amendments and by-laws may be proposed by members of the Student Council and if considered advisable by the Council that they should become part of the constitution, must be submitted to the vote of the Association, ninety percent of the membership being present to vote. A two-thirds majority shall be necessary for approval.

Section 2. An amendment to this constitution, or to the by-laws of the association may be suggested to a member of the Council by any student. The member of the Council shall then be obliged to bring this before the Council for consideration.

#### ARTICLE VII

This constitution and by-laws shall be in effect after their approval has been voted by a two-thirds majority of the student body.

#### ARTICLE VIII

Section 1. After the adoption of this constitution and by-laws, it shall be considered that they represent the will of the student body in regard to personal conduct in the school and that the Student Council is authorized by the student body as its representatives in enforcing the provisions herein given. Violation of such provisions by any member of the student body shall be considered as an offense against that body.

Section 2. The Student Government Association, composed of the entire student body, hereby authorizes any member of the Student Council to report to the council any offense against these laws.

Section 3. The method of procedure in dealing with offenders shall be as follows. At the first offense a warning will be given in the presence of the Student Council. At the second offense the offender's name and the nature of his offense will be brought to trial before the Student Council with the president presiding, the Director of Publicity acting as recorder, one of the other Directors appointed by the president to act as prosecutor in behalf of the

association, and the remainder of the Council, acting as a jury to decide upon the sentence. The offender shall be privileged to have a Council for his defense, to defend himself, or both. The faculty advisor shall have the right to approve, reject, or modify the sentence imposed by the jury.

Section 4. The members of the Student Council shall be prohibited from discussing with others outside the council any matters which might be detrimental to the reputation of a student until after the case has been settled in regard to the guilt or innocence of the accused.

STUDENT GOVERNMENT CONSTITUTION  
1923  
BY-LAWS  
Department Of Law and Order

I. There shall be no running, scuffling, or yelling in the halls before the beginning of classes in the morning and at noon. This should be carried on out of doors or in the gymnasium if it is supposed to be open to the students.

II. There shall be no loud talking, singing, or whistling on the part of students passing between classes.

III. No Swearing or otherwise disgraceful conduct shall be permitted in the building or on the grounds.

IV. The use of tobacco in any form while in the building or on the grounds will not be permitted.

V. The Study Hall shall be quiet and orderly from 8:30 to 9:00 A.M., and from 12:30 to 1:00 P.M., in order that students wishing to study may have a place in which to do so. The gym or the music room may be used for visiting.

VI. Any student found cheating in tests or examinations shall be placed on trial before the Student Council immediately, without the two preliminary warnings.

VII. Students desiring to play on the gym floor shall wear gym shoes. Any member of the Council shall have authority to enforce this rule.

VIII. Students will be expected to stay out of the gym when it is not supposed to be in use regardless of whether the door is locked or not.

IX. The equipment of the gym shall be kept in good order and used without abuse.

X. Rules governing passing in the halls to and from classes, passing out at noon and evening, and during fire drills, shall be the same that have been in effect before, namely:

In passing between classes and study hall all students should keep to the right half of the hallways.

In passing out at noon and evenings those whose lockers are in the upper hall should go from classes directly to lockers, place books there, and put on wraps as quickly as possible, then stand quietly in line until three bells sound. All will pass out of the south door in two lines until the main walk is reached. Students whose lockers are in the lower hall will do the same and pass out of the west door.

#### Department of Public and Private Property

I. All athletic and laboratory equipment checked out to any student shall be returned by him at the specified time in good condition or he shall be held responsible for its replacement.

II. Students shall follow all rules made by the library directors.

III. Any student guilty of marring or defacing public property in or about the school building shall be punished as the Student Council sees fit.

IV. Lost articles may be reported to any member of the committee.

V. Found articles will be turned in to the office but will be advertised through the committee.

### Department of Sanitation

I. Students using the lunchroom or any classroom for that purpose shall be responsible for the removal of the remains from their lunches. Each person should be responsible in turn for any cleaning that is necessary.

II. All desks and lockers should be kept in orderly condition and all desk tops cleared at dismissal.

III. Extreme care should be taken of all ink bottles.

IV. Wastepaper should not be thrown behind radiators or on the floor in halls or classrooms.

V. Chalk and erasers should be left where they belong in the trays.

VI. No rubbish should be thrown upon the school ground.

### Department of Publicity

I. The committee on Publicity shall be responsible for the publication of all new laws or amendments.

II. It shall be responsible for making public all plans and propaganda of the other committees as set forth in the constitution.

III. Notice of all lost and found articles shall be made public by this committee.

IV. Election dates and lists of candidates shall be made public by the committee and all other general announcements concerning the associations.