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The Structure and Function of Student Councils in the Elementary Schools of Vancouver, Washington

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THE STRUCTURE AND FUNCTION OF STUDENT COUNCILS
IN THE ELEMENTARY SCHOOLS OF
VANCOUVER, WASHINGTON



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Claude Richard Bowen
August 1966

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Our society has organized and supported school systems in order to educate its youth for life in this democracy.

Earl C. Kelley (18:31), Professor of Education at Wayne State University, stated in his address to the National Association of Student Councils Conference,

There is no scientific evidence that young people are born either good or bad. They are born, it seems, with potential for either one. Their character development is determined primarily by the quality of living provided them.

The earlier a child can begin practicing democratic principles, the easier it will be for him to develop civic competency. Student participation in the government of the school is one activity which gives pupils an opportunity to assume and carry through responsibilities of democratic living.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to compile data concerning the structure and function of student councils in the elementary schools of Vancouver, Washington. This compilation of information will be available to aid educators who are assigned the duties and responsibilities of advising student councils at the

elementary level. It will also give the administrators of Vancouver, Washington, who have endorsed elementary councils, an opportunity to ascertain their councils' current structure and function.

Importance of the study. How likely children are to become good citizens may be judged by how well they are equipped to meet the demands of the world in which they must live. The seeds of citizenship are sown in the home, but it is necessary for the schools, beginning at the elementary level, to augment this development throughout the child's education. What the child learns during his early educational program will help guide him during his entire life. The student council in the elementary school can be a contributing factor in promoting democratic concepts to the children. Leadership can be developed and citizenship improved if students in their early years are given an opportunity to express themselves freely and to take part in the management of their own affairs. It is important, therefore, that a survey be made to ascertain what is being done to promote citizenship training through a student council at the elementary level. Thereby educators will know what is currently being done in the area of elementary student councils, and be able to formulate methods for the improvement of current practices.

Scope and limitations of the study. This study included the fifteen elementary schools in Vancouver, Washington, District Thirty-Seven. All of the schools responded to the study and returned their questionnaires. The enrollment of the schools ranged from 320 to 715 students. The questionnaire was the data gathering device utilized for this descriptive survey. It was, of necessity, limited in scope and the study was restricted to the responses of the questions asked.

II. DEFINITIONS OF TERMS USED

Elementary School. In the Vancouver school district the elementary school includes kindergarten through sixth-grade level.

Student Council. This is "an organization of students, elected by students, to serve them as their official representatives in all matters of concern to the entire school" (24:214).

III. ORGANIZATION OF REMAINDER OF THE THESIS

The following chapter contains a review of literature in the field relating to student government. Chapter III pertains to the questionnaire and includes a summary of the data obtained from it. The final chapter contains a summary of the study and the conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of the review of literature was three-fold. The first aim was to obtain a brief history of student councils from their beginning at the time of Plato to their activity in our schools at the present time. The second purpose was to ascertain specific reasons for student councils in order to validate them in our educational system. The last aim was to investigate and obtain information relative to student councils in elementary schools today.

I. HISTORY OF STUDENT COUNCIL DEVELOPMENT

The idea of student participation in school government is not a new or modern concept. As far back as 386 B.C. Plato organized the "Academy" in which the students and teachers operated the school jointly. Every ten days student leaders were elected by secret ballot. This school set a precedent, and many other Academies established by Plato's disciples followed its pattern. Aristotle organized an institution which he called the "Lyceum." In his school the idea of student participation was further developed by the students electing a master of sacrifices and an overseer of good order each month. The reason for the

development of student participation in the Academy and the Lyceum was for educational goals rather than for economy of administration (17:1-2).

For a long period of time following these early beginnings, the involvement of student councils in the educational programs apparently did not exist. In 1428, however, Vittorino da Feltre had a form of student participation in his court school. He developed a program of physical activities and competitive sports which required student leaders and organizers. This student participation later spread to other areas of student life. Fretwell (7:89) states:

Part of the reason for the pupils' growth, well-being, and happiness in Vittorino da Feltre's "Pleasant House," La Casa Giocosa, could be found in a kind of mixture of democracy and paternalism, that enabled the pupils to participate in governing themselves.

A school was organized in Germany in 1531 by Valentino Trotzendorf which had a senate of twelve elected representatives, a large council, and administrative and recording officers. In England in the 1700's, Thomas Hill organized a school in which students could take part in its administration. Student participation also existed during this time at Eaton and Rugby in England (17:3-4).

Rousseau, Froebel, and Petalozzi added stimulus to the idea of student council organization. McKown (17:4) briefly discusses each one's educational ideas:

In Book IV of "Emile," Rousseau discusses the proper education of the boy from fifteen to twenty . . . [This education] is organized to train him through actual social settings and relationships for a life with others. In this setting the boy learns to follow, to lead, and to cooperate. In his new institution, the kindergarten, Froebel stressed the importance of social relationships and responsibilities by building his classroom into a miniature democracy, while Petalozzi introduced a system of participation into his Institute at Bergdorf.

In 1797 Reverend Andrew Bell organized a school in which he incorporated the monitorial or mutual instruction plan. An older pupil or monitor was assigned to work with a group of ten or twelve younger students. It was also the monitor's responsibility to handle most of the detailed work of the school. This student participation plan was adopted by Joseph Lancaster in his school because he could not afford to hire extra help. This system spread throughout England and Europe and finally to America (17:4).

Joseph Lancaster came to the United States in 1818 and spent the remaining years of his life promoting and organizing schools. McKown (17:6) has this to say about the Lancasterian system in the United States:

The first Lancasterian school was opened in New York City in 1805, and the system was incorporated into the New York High School in 1825. Within a very few years the system had spread all through New England, as far south as Georgia, and as far west as Cincinnati, Louisville, and Detroit. Maryland instituted a state system of monitorial schools as did also Mexico for the state of Texas. This rapid development not only paved the way for the organization of a public education system but, more important for our purpose here, it paved the way for the development of student participation by

demonstrating that, when properly selected, trained, and supervised, students can actually handle many of the school's affairs. Although the monitorial system (1) was designed in order to provide an inexpensive schooling, and (2) was obsolete by 1840 as a result of an awakened sense of the state's responsibility for its schools, it did have considerable influence on the development of the student-participation idea.

As the years passed many examples of student participation were initiated in schools and colleges in America. In 1893 Dr. Bernard Cronson introduced self-government into the New York school system which he called a "school city." Wilson L. Gill organized the Patriotic League of America into the New York system in 1891. This was a plan to teach citizenship. In 1779 William and Mary College had a form of student participation. Oberlin College, in 1833, provided for student cooperation in its management. This institution admitted students of all races (17:9).

In the earlier stages of its development, the student council was quite commonly conceived as being "student government." Johnston and Faunce (14:30-31) state:

It should be emphasized that these programs, and others developed from them during the first quarter of the present century, were based on the "student government" concept. The ideal which they exemplified was the actual conduct of certain aspects of the school program by students themselves, without control or even much participation by adults. This ideal was derived from the educational concepts of Rousseau and others who held that the human organism was best educated by nature, through an uncontrolled environment, and with little adult dictation or supervision.

Student councils flourished in the American high school in the 1920's and 1930's. According to Kelly (14:31):

Between 1925 and 1940 the student council idea captured the American high school. In the latter year, two separate national surveys of student participation revealed that 81 per cent to 92 per cent of American high schools had some organized form of student participation.

During these years the phrase "student participation in school government" generally replaced the older phrase "student government." The newer concept suggests a cooperative approach in which the students and faculty work together in solving the real problems of the school (14:31). The latter designation describes rather accurately the present-day conception of the student council function in school management.

In recent years many articles have been written about student council projects. One of the best sources in regard to student council activities is the Handbook of the National Association of Student Councils, which is published by the National Association of Secondary-School Principals (4:31).

Student councils today, more than ever before, are taking part in international projects. These activities are aimed at promoting better international relations and understanding. European tours are sponsored by the National Association of Student Councils where American student council members and advisers meet with student groups in foreign countries. Many councils throughout the United States

sponsor foreign students in their schools. These students are brought to our country through the auspices of the American Field Service. Student councils also promote drives for foreign charities and observe special weeks or days during the year which are sponsored for the purpose of improving international relations. They also sponsor International Relations Days or Weeks in which they welcome recent immigrants to our country. Information in regards to international relations programs is contained in Youth and the World, a publication of the Youth Activities Committee of the People-To-People Program (4:34-35).

II. PURPOSE OF THE STUDENT COUNCIL

Most writers in the field of student councils are in agreement that student participation in school government through a student council is an essential characteristic of the public schools and an effective way to promote citizenship. Willard Bear (1:7) states:

At one time it was believed that good citizenship would necessarily result from the acquisition of knowledge and certain understandings about government and the privileges and responsibilities of the citizen. It is now known that in addition to knowing and understanding, good citizenship involves action. The organization and activities of a good student council provide the means whereby students may practice in situations meaningful to them the things that good citizens do. Unless a student council contributes toward the development of good citizenship, its existence can hardly be justified.

In 1960 the Honorable Bert T. Combs (3:153), Governor of the State of Kentucky, made this statement in regard to student councils:

Good citizenship is a necessary requirement. Student councils provide the proving ground for young American knowledge, understanding, and experience, and a sounding board for his thoughts, words, and actions. Not only will our student councils of today strengthen our democracy of tomorrow, but they will guarantee its success.

Good citizenship is composed of many facets. Basic components necessary for effective citizenship as stated by McKown (17:34-44) in The Student Council are a knowledge of the theory of democracy, sentiments of law and order, intelligent respect for authority, increasing self-direction, leadership and followership, cooperation, and morale. Through the learning experiences that are provided from student council activities, these attributes can be developed in our students. Chamberlain and Kindred (2:293) say:

From an educational point of view, pupil participation in school government . . . makes an outstanding contribution to morale within the school, respect for others, an appreciation of responsibility, and a school community that functions democratically.

A student council can help boys and girls learn to make intelligent decisions regarding their social welfare and help them gain a working knowledge of the problems and processes involved in a representative democracy.

The purpose of student councils is not limited to citizenship development alone, however. Other values can

also be obtained from student government programs. Oneta Cummings (4:13) summarizes the basic objectives of a student council as follows:

1. To develop attitudes of, and give practice in, good citizenship.
 - a. Understanding how a democracy works.
 - b. Fostering correct sentiments of law and order.
 - c. Teaching respect for authority.
 - d. Gaining practice in self-discipline.
 - e. Training for leadership and followership.
 - f. Accepting responsibility.
2. To assist in school management
3. To provide a training ground for developing leadership.
4. To provide a forum for student expression.
5. To promote the general welfare of the school.
 - a. Improving student-student, student-faculty, and school-community relationships.
 - b. Developing and maintaining good school spirit.
 - c. Promoting scholarship.
 - d. Helping to solve school problems.
 - e. Orienting students.
 - f. Developing high ideals of personal conduct.

Basic to the organization of a student council is a realization of the desired objectives in order to give the project purpose. In addition, guiding principles must be agreed on in order for the council to operate effectively.

Arthur C. Hearn (10:182) states these four factors:

1. There must be a clear understanding on the part of the student body, of the fact that any and all powers it may possess are powers which are delegated to it by the administrative head of the school.
2. The selection of the faculty advisor to the student council is a matter of crucial importance and should be made with the utmost care.
3. Students should receive adequate guidance directed toward assisting them in learning to select their

most capable fellows as candidates for student body offices.

4. Provision should be made for the training of student body officers after they have been selected.

III. STUDENT COUNCILS AT THE ELEMENTARY LEVEL

Most of the literature available relative to student participation in school government is directed toward student councils at the secondary level. The idea of student councils at the elementary level, however, has gained popularity in recent years. The following is stated in an article in School Activities (23:255):

Just a few years ago, teachers and administrators were still opposing the student council plan in the elementary school because "while it may be all right for high school students, elementary pupils, especially those in the lower grades, are too young to understand and accept responsibility." However, attitudes have changed and at the present time there are many such councils in the elementary school and, due to their success, the number is continually increasing.

Elementary student councils afford pupils an opportunity to begin learning the basic concepts of participation in a democratic form of government. Garry (8:148) wrote that the faculty at Roxbury Elementary in Stamford, Connecticut, felt student participation in school government should:

1. Develop a knowledge of the meaning of democracy in regard to the interests and activities of the elementary school.
2. Develop ideas of why we should obey.
3. Develop an intelligent respect for authority.

4. Increase self direction. E.g.: Potential abilities for organizing, executing, and evaluating should be developed by providing settings in which these activities could be used such as: drawing up a set of rules for the school; making an inventory or evaluation chart, (etc.).
5. Develop good leaders and intelligent followers because:
 - a. It is necessary to choose leaders who know what their real job is and who show ability to carry out such a job.
 - b. Intelligent followers should recognize these qualities in persons when making their choice of leaders.
 - c. Develop cooperation. E.g.: Student to student planning, student to school personnel planning--that is: the custodians, cafeteria workers, nurses, teachers, and principal--because all work for the common good.
6. Develop morale--the feeling of "We-ness" which can promote real happiness in school endeavors.

The student council can play an important part in the elementary school and should be an integral part of the total school program. In Duties of a School Principal, the authors (12:315;324) state:

The council has often been regarded as a high school activity, but this is a misconception. The council is just as valuable in the elementary as in the secondary school . . . If participation is begun in the primary grades and practiced at all succeeding levels, successful training for citizenship will be assured.

The organization of an elementary student council is generally not complex and all of the activities fall within the realm of student capacities. Douglas E. Giles (6:53), principal of San Altos Elementary School in Lemon Grove, California, states that their recently formed council "provides every pupil, fourth through sixth grade, an

opportunity to express himself regarding issues considered within the range of elementary council responsibility."

Kirkendall and Zeran (15:41-43) add to this thought by saying that the council should be relatively simple at first but become more complex as the children progress in school. Eileen Greco (9:8), who reported that student councils had been in effect at LaGrange Park, Illinois, at the elementary level since the 1930's, stated:

A student council provides a logical setting for growth in self-esteem and for growth in awareness of responsibilities . . . Here are true to life situations, opportunities for leaders and followers, problems solved and unsolved, yet tailored to the age group, with "consultant" service from the faculty sponsors.

Most of the activities in elementary councils are carried on by committees. These activities are numerous and varied. Six principals (6:53-54) in a symposium on the "Elementary-School Student Councils" in the National Education Association wrote positive comments about the student council activities and projects in their buildings. One principal wrote that their recently formed council served as an advisory group to the principal, planned student activities, and promoted certain school-wide projects. Topics discussed at their meetings ranged from dressing appropriately to playground behavior and specific rules for games. Another school published a newspaper as a means of reporting information to the students.

Over eighty per cent of American high schools or about 19,397 have some form of organized student participation in administration and control (21:110). Very few statistics are available for the elementary level; however, in a study of 524 elementary schools in 1929-1930, Borgeson found that only one-third of the total number had established councils (12:324). Cleon W. McConnell (16:24) in a research project on the student government organizations in the elementary schools of the state of Washington in 1953 stated that seventy-eight per cent of the 117 schools surveyed had some type of student government activity.

Student councils operating under sound democratic principles should certainly be an integral part of the total school program at all levels. As John Dewey (5:443) has said, "If there is one conclusion to which human experience unmistakably points it is that democratic ends demand democratic methods for realization." It seems logical that this realization should begin at an early age.

CHAPTER III

DATA GATHERING INSTRUMENT AND FINDINGS OF QUESTIONNAIRE

I. METHOD OF RESEARCH

The method of research utilized in the study was the descriptive-survey which is oriented toward finding out what is occurring (13:54). This method attempts to describe a condition or learn the status of something, and to draw valid conclusions from the facts obtained (11:175).

The questionnaire was the data-gathering instrument used for this research project. Most of the questions were poll type where the response is limited to stated alternatives. This type of question has the advantage of being simple to answer and easy to analyze. The remaining questions, for the most part, required only brief answers. The questions asked were based on the data obtained from a review of the available literature and dealt with the various aspects of student councils.

Permission was obtained from the Director of Elementary Instruction in Vancouver, Washington, to obtain information concerning the student councils of the elementary schools in Vancouver, Washington. Questionnaires were sent to the principals of the fifteen elementary schools to give to their student council advisers for completion. Accompanying each questionnaire were two letters, one to the principal

and the other to the student council adviser, each explaining the purpose of the questionnaire and asking for their cooperation in this study. A copy of the questionnaire and the letters that were sent to the principal and the adviser are included in the appendix. There was also a self-addressed envelope in which the questionnaire could be returned, and a post card that the adviser could utilize to inform the researcher that he had returned the questionnaire if he wished his school to remain anonymous.

II. EXISTENCE OF ELEMENTARY STUDENT COUNCILS

Questionnaires were sent in January of 1966 to the fifteen elementary schools in Vancouver, Washington, relative to the structure and function of their student councils. All questionnaires were returned making it a 100 per cent response. These questionnaires served as a basis for the study. Only one school of the fifteen surveyed reported that they currently did not have a student council, but the principal stated they were in the process of organizing one. The other fourteen schools reported they had a student council organization; therefore, 93 per cent of the elementary schools in Vancouver, Washington, had a student council at the time of the survey, which indicates a wide acceptance of student council organization in the elementary schools of Vancouver.

One principal who served as student council adviser in his building said he felt every child should be involved in participating in the government of the school; therefore, every two weeks new representatives were chosen. No officers were elected as the principal was in charge of the organization. Consequently, not all of the questions were answered by this school, which limited the responses to some of the questions to thirteen schools.

Table I shows the number of years student councils have been in existence in the various elementary schools in Vancouver, Washington. The length of time ranged from that of one school which had been involved with student council activity for twenty-three years to a school which had organized a council in September of 1965.

TABLE I

NUMBER OF YEARS STUDENT COUNCILS HAVE BEEN IN EXISTENCE

Years	Number of Schools	Per Cent of Schools
0 - 4	2	14.5
5 - 9	8	57
10 - 14	1	7
15 - 19	2	14.5
20 - 24	1	7
Total schools reporting	14	

Table II shows the number of members comprising the student councils in the different schools. The actual number varied with each school, but it was found that six of the schools surveyed, or 43 per cent, had from 20 to 24 members in their student councils.

TABLE II
NUMBER OF MEMBERS IN THE STUDENT COUNCILS

Members	Number of Schools	Per Cent of Schools
10 - 14	2	14.5
15 - 19	2	14.5
20 - 24	6	43
25 - 29	2	14.5
30 - 34	1	7
35 - 39	1	7
Total schools reporting	14	

III. STUDENT COUNCIL MEMBERSHIP AND ELECTIONS

Table III, Table IV, and Table V show the breakdown as to the number of advisers, representatives, and officers each school felt it necessary to have to successfully carry on the work of their council. Table III on page 20 indicates the number of advisers each school selected to work with their student council. Ten schools, or 71 per cent, stated

that one adviser was assigned to student council activity. Three schools or 21.5 per cent said that they had two student council advisers, and one school indicated that ten advisers were assigned the responsibility of working with their council.

TABLE III
NUMBER OF ADVISERS TO THE STUDENT COUNCILS

Number of Advisers	Number of Schools	Per Cent of Schools
1	10	71
2	3	21.5
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	-	-
10	1	7
Total schools reporting	14	

Table IV on page 21 deals with the number of representatives in each school's student council. Seven schools or 50 per cent had from 15 to 19 representatives.

TABLE IV
NUMBER OF REPRESENTATIVES IN THE STUDENT COUNCILS

Representatives	Number of Schools	Per Cent of Schools
5 - 9	3	21.5
10 - 14	3	21.5
15 - 19	7	50
20 - 24	-	-
25 - 30	1	7
Total schools reporting	14	

Table V on page 22 shows that seven of the schools, or 54 per cent, had four officers which were the president, vice president, secretary, and treasurer. Two schools considered the heads of their various committees as student council officers in addition to their president, vice president, and secretary. This gave one school 12 officers and the other 15 officers. Two schools, or 15 per cent, had only three officers: president, vice president, and secretary. Two schools, or 15 per cent, had five officers. In addition to the president, vice president, secretary, and treasurer, they also had a sergeant at arms.

Thirteen schools, or 93 per cent, reported that the representatives were selected from the homerooms. One school, or 7 per cent, selected their representatives from the grade level.

TABLE V

NUMBER OF OFFICERS IN THE STUDENT COUNCILS

Officers	Number of Schools	Per Cent of Schools
1	-	-
2	-	-
3	2	15
4	7	54
5	2	15
6	-	-
7	-	-
8	-	-
9	-	-
10	-	-
11	-	-
12	1	8
13	-	-
14	-	-
15	1	8
Total schools reporting	13	

Eight schools, or 61 per cent, reported that one representative was selected from each area, such as the homeroom or the grade level. Five schools, or 39 per cent, reported that two representatives were selected from each area.

Fourteen schools stated that the representatives for the upper grade levels, grades four, five, and six, were selected by student election. Twelve schools, or 86 per cent, reported that their representatives for the primary level were also chosen by student election; however, two schools, or 14.5 per cent, stated that the teacher chose the representatives in the primary grades. It is interesting to note that in every school some form of student election was held to select representatives for student councils at the upper grade levels.

Table VI on page 24 shows from which grade levels representatives were selected for student council membership. Eight schools, or 57 per cent, reported that they included representatives from grades one through six in their student council. Three schools, or 21.5 per cent, stated that grades two through six were represented in their student council; and three schools, or 21.5 per cent, involved only grades three through six. Representation of grades one through six was the most common as 57 per cent of the elementary schools in Vancouver having a student council included these grades.

TABLE VI
GRADE LEVELS REPRESENTED IN THE STUDENT COUNCILS

Grades Represented	Number of Schools	Per Cent of Schools
1 - 6	8	57
2 - 6	3	21.5
3 - 6	3	21.5
Total schools reporting	14	

Table VII relates the length of time that students serve as student council representatives.

TABLE VII
LENGTH OF TERM OF STUDENT COUNCIL REPRESENTATIVES

Time	Number of Schools	Per Cent of Schools
2 weeks	1	7
1 quarter	7	50
2 quarters	3	21.5
4 quarters	3	21.5
Total schools reporting	14	

Seven schools, or 50 per cent, reported that their representatives served for one quarter, which is one-fourth of a school year. Three schools, or 21.5 per cent, indicated that their council representatives served one semester.

Three schools, or 21.5 per cent, continued with the same student council representatives for a full year. One school reported that they selected representatives every two weeks.

Table VIII on page 26 shows the grade levels from which candidates for student council offices were chosen. Thirteen of the schools having student council officers reported that their presidents were chosen from the sixth grade level. The most popular grade level from which the vice presidents were chosen was the fifth, as 9 schools, or 69 per cent, selected vice presidents from that level. Ten schools, or 77 per cent, chose their candidates for secretary from the fifth or sixth level. Eleven of the 13 schools, or 85 per cent, said that they selected a treasurer for their student councils. Four of these schools, or 31 per cent, chose the candidates from grades five or six; 6 schools, or 46 per cent, selected their treasurers from grade four; and 1 school, or 8 per cent, indicated that their treasurer was selected from grade five. Two respondents, or 15 per cent, reported that they had a sergeant at arms for their councils and these persons were chosen from the fourth level. One of the 14 schools did not have any officers in their student council.

Nine schools, or 69 per cent, stated that the candidates for the various offices were selected from the home-room. Three schools, or 23 per cent, reported that the

TABLE VIII

GRADE LEVELS FROM WHICH STUDENT COUNCIL
OFFICERS ARE SELECTED

Office	Grade	Number of Schools	Per Cent of Schools
President	6	13	100
Vice President	6	3	23
	5	9	69
	4	1	8
Secretary	6	2	15
	5 or 6	10	77
	5	1	8
Treasurer	5 or 6	4	31
	5	1	8
	4	6	46
Sergeant at Arms	4	2	15
Total Schools Reporting		13	

candidates were chosen from the various grade levels. One school, or 8 per cent, said that the student wishing to run for an office needed to have a petition signed by his teacher and twenty other students.

Eleven schools, or 85 per cent, reported that the students were oriented to specific qualifications needed for the various positions. Table IX lists the qualifications for student council membership mentioned most frequently by the school advisers. Nine schools, or 69 per cent, stated that good citizenship was a requirement for membership in their student councils. Eight schools, or 61 per cent, included scholarship as a qualification for a position on their councils. Leadership and responsibility were also listed by some schools as being necessary attributes for student council officers or representatives.

TABLE IX
QUALIFICATIONS REQUIRED FOR MEMBERS OF THE
STUDENT COUNCILS

Qualifications	Number of Schools	Per Cent of Schools
Citizenship	9	69
Scholarship	8	61
Leadership	5	39
Responsibility	4	31
Total schools reporting	13	

Twelve schools, or 92 per cent, reported that the candidates had a specific time for campaigning. Table X shows the most popular campaign procedures that were carried out. Twelve schools, or 92 per cent, stated that they had campaign assemblies. Eight schools, or 61 per cent, had posters, and three schools, or 23 per cent, had badges.

TABLE X
CAMPAIGN PROCEDURES FOR STUDENT COUNCIL ELECTIONS

Procedures	Number of Schools	Per Cent of Schools
Assembly	12	92
Posters	8	61
Campaign Manager	4	31
Campaign Badges	3	23
One Week Campaign	12	92
Two Week Campaign	1	8
Primary Election	3	23
Total schools reporting	13	

Twelve schools, or 92 per cent, answered "No" to the question, "Does your entire student body, kindergarten through sixth level, vote for your student council officers?" One school, or 8 per cent, stated that they did allow their

entire student body, kindergarten through sixth level, to vote for student council officers. Of the twelve schools answering "No," five or 39 per cent stated that grades three through six were permitted to vote in the student council elections. In two schools, or 15 per cent, grades four through six elected student council officers and in two other schools, or 15 per cent, grades one through six were allowed to vote for the officers of their student councils. Three schools, or 23 per cent, indicated that grades two through six voted for first semester officers, and grades one through six elected the officers for the second semester.

Twelve of the thirteen schools, or 92 per cent, reported that the students were required to register prior to voting and that ballots were utilized for the elections. Some schools also reported that they used booths and voting machines.

After election all officers served for either a semester, which is half a school year, or for a full school year. Nine schools, or 69 per cent, stated that their student council officers served for one semester. Four schools, or 31 per cent, reported that their officers held office for the entire school year. One adviser stated that he had tried both methods and decided that having his officers serve for a complete school year was more

satisfactory. He felt that one semester was not time enough for a child to learn the aims and responsibilities of the student council and become a capable leader.

In response to the question, "Is an all-school assembly held for installation of officers?", five schools, or 39 per cent, said they did hold all-school assemblies for the purpose of installing officers. Eight schools, or 61 per cent, stated they did not have assemblies for installation purposes. Of the five schools reporting they had installation assemblies, three stated that the principals performed the ceremonies and two indicated that the past presidents installed the new officers.

IV. CONSTITUTION

Twelve of the fourteen schools, or 86 per cent, indicated that they had a written constitution which defined the powers of the student council and the associated student body. A request was made to each adviser to enclose a copy of the constitution if his student council had one. Nine advisers sent copies of their student body constitution. Permission was obtained from the principal of one of the schools to include the student body constitution of his school in the appendix of this research project.

V. ORIENTATION

Most schools did have an orientation for the student council officers regarding parliamentary procedures and for the representatives regarding their duties and responsibilities. Ten schools, or 77 per cent, stated that time was taken to introduce their officers to parliamentary procedures and the duties required of them. Three schools, or 23 per cent, said that no time was spent in advance regarding procedures and duties. Thirteen schools, or 93 per cent, indicated that they did orient their representatives to the duties and responsibilities of the student council organization. One school, or 7 per cent, said that no time was spent with their representatives in introducing them to their responsibilities.

VI. MEETINGS

An analysis of the response to the question, "Where does your student council meet?," gave the following information: four schools, or 28 per cent, held their meetings in the schools' library, three schools, or 21.5 per cent, met in classrooms, and three schools held their meetings in the schools' cafeteria. The four remaining schools indicated that their councils met in various places throughout their buildings. One school conducted meetings in the music room,

another school had its council meetings in a conference room, and a third school utilized the gym for its meeting place. Twelve schools, or 86 per cent, indicated that their meeting places were readily available when needed; and two schools, or 14.5 per cent, stated that the rooms designated for their student council meetings were not always available.

In answer to the question, "How often does your student council meet?," respondents gave two answers. Six schools, or 43 per cent stated that their student councils met once a week. The other eight schools, or 57 per cent, indicated that their student councils met twice a month.

Responses to the question, "When does your student council meet?," revealed that the student councils in ten schools, or 71 per cent, met during classroom hours. The other four responses were diversified. One student council met before school, another met at recess, one met at noon, and another stated that they met at various times.

Table XI on page 33 shows the response to the question, "Approximately how long does an average meeting last?" Four schools, or 28 per cent, reported they met for twenty minutes; five schools, or 36 per cent, met for thirty minutes; and five schools met for forty-five minutes.

Four of the schools, or 28 per cent, indicated that the president, adviser, and principal were directly responsible for the preparation of the agenda for the student council

TABLE XI
LENGTH OF THE STUDENT COUNCIL MEETINGS

Minutes	Number of Schools	Per Cent of Schools
20	4	28
30	5	36
40	5	36
Total Schools Reporting	14	

meetings. In three schools, or 21.5 per cent, the principal had the sole responsibility. Table XII on page 34 gives a clear picture of how all of the schools reported as to the persons responsible for student council agenda preparation.

All of the schools stated that their representatives did report back the business discussed at the student council meetings to their represented areas. They also stated that following the report by their representatives, time was allotted for discussion whereby the representatives could gain ideas and get reactions to take back to their next student council meetings.

In answer to the question "Do you have an all-school student council meeting?," ten of the thirteen schools, or 77 per cent, reported that they did not have any general student council meetings which involved the whole student

TABLE XII
 PERSONS RESPONSIBLE FOR STUDENT COUNCIL
 AGENDA PREPARATION

Responsibility	Number of Schools	Per Cent of Schools
President only	1	7
Principal only	3	21.5
Representatives	1	7
President, Adviser, Principal	4	28
President, Adviser	2	14.5
President, Principal	2	14.5
President, Adviser, Vice President, Secretary	1	7
Total Schools Reporting	14	

body. Three schools, or 23 per cent, said that they did have all-school meetings. One school stated they conducted six meetings a year, another had two meetings, and the other had one meeting.

VII. ACTIVITIES

Table XIII on page 35 gives a picture of the number and per cent of schools involved in each activity listed under question twenty-seven on the questionnaire, plus five additional activities which were added to the list by four

TABLE XIII
ACTIVITIES OF THE STUDENT COUNCILS

Activity	Number of Schools	Per Cent of Schools
Assemblies	14	100
Charity Drives	13	93
Clean-up Campaigns	13	93
Contests	13	93
Election Committee	11	79
Fund Raising Projects	11	79
Cafeteria Committee	10	71
Hall and/or Door Patrol	10	71
Care and Management of Athletic Equipment	8	57
Safety Committee	7	50
Bus Patrol	6	43
Playground Committee	6	43
Talent Show	6	43
Exhibits	5	36
Welcoming Committee	4	28
Courtesy Campaign	2	14.5
Student Council Bulletin Board	2	14.5
Student Court	2	14.5
Student Government Day	2	14.5
Fire Drill Committee	1	7
Newspaper	1	7
Library Committee	1	7
Lost and Found	1	7
Stage Manager	1	7
Total Schools Reporting	14	

respondents. All fourteen schools which had student councils replied that their council did have a committee which worked at organizing assemblies for the student body. Thirteen schools, or 93 per cent, stated that their councils involved themselves with charity drives, clean up campaigns, and contests within the building. One can see by looking at this table that most of the student councils in the elementary schools in Vancouver carried on rather extensive activity programs.

VIII. EVALUATION

Only one school surveyed, or 7 per cent, indicated that it did have a systematic evaluation of its student council and that it was evaluated by a committee composed of students and faculty. The remaining schools reported that they had no form of evaluation for their student councils.

IX. ANNUAL REPORT

The response to the question, "Does your council prepare an annual summary of the year's activities?," revealed that only four schools, or 28 per cent, prepared annual reports. The ten remaining schools, or 71 per cent, did not prepare reports at the end of the year.

X. ADULT LEADERSHIP

One adviser answered "Yes" and thirteen advisers answered "No" to the question, "Is this your first year as adviser to a student council?" Table XIV shows the length of time the respondents had served their student councils in advisory capacities. In one school the respondent stated he had had 15 years experience as an adviser to a student council.

TABLE XIV
YEARS OF EXPERIENCE OF THE STUDENT COUNCIL ADVISERS

Years	Number of Schools	Per Cent of Schools
15	1	7
10	2	14.5
9	-	-
8	1	7
7	1	7
6	-	-
5	3	21.5
4	2	14.5
3	1	7
2	1	7
1	1	7
0	1	7
Total Schools Reporting	14	

Six of the schools, or 43 per cent, stated that the principal was the person responsible for selecting the student council adviser. Three schools, or 21.5 per cent, indicated that the adviser volunteered for the position.

In the remaining five schools, or 36 per cent, it was indicated that the principal served as adviser to the student council. Only one respondent reported that he, the adviser, had any special preparation for the responsibility of adviser to a student council. His qualifications included six years of working with students at the elementary level, high school student body president, and representative on high school and college councils. Thirteen of the advisers, or 93 per cent, reported that they had had no special preparation for the responsibility of being student council adviser.

"What is the principal's role with the student council?" In five cases the principal acted as adviser to the council. Eight schools, or 57 per cent, reported that the principals had to approve any projects or activities before the councils could carry them out. One school, or 7 per cent, reported that the principal was involved with the student council, but his role was undefined.

XI. OBJECTIVES

Although the student council objectives varied somewhat in terminology from school to school, they generally fit under the five categories listed in Table XV on page 39. Thirteen schools, or 93 per cent, agreed that citizenship training was one of the main reasons for the existence of a

student council. Seven schools, or 50 per cent, thought developing and maintaining good school spirit was an important objective for their student councils. Leadership training, to have children assist in school management, and to promote the general welfare of the school, were also thought important by some schools as student council objectives.

TABLE XV
OBJECTIVES OF THE STUDENT COUNCILS

Objectives	Number of Schools	Per Cent of Schools
Promote Citizenship Training	13	93
Develop and Maintain Good School Spirit	7	50
Provide Leadership Training	3	21.5
Assist in School Management	2	14.5
Promote the General Welfare of the School	1	7
Total Schools Reporting	14	

One adviser commented that he felt student councils at the elementary level were very important in contributing to the education and lives of students. He stated that we should begin in the elementary schools to encourage our youth to develop good citizenship attitudes. An effective

student council at the elementary level is a good training ground for the development of these concepts. He also mentioned that student councils will become effective only when there is continuous planning and effort on the part of the students and teachers involved.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

One of the main purposes of education is to help students become successful members in our society. We call this membership in our democracy, citizenship. Being a good citizen does not occur spontaneously after one reaches the age of twenty-one. Training for effective citizenship takes time and thought, and the best way to learn democratic procedure is by practicing it. It is important that our youth realize that they have citizenship duties, privileges, and obligations, regardless of their age. An effective student council at the elementary level can help build a foundation for this realization.

The concept of student participation in school government is not new. A review of the literature has shown that the student council idea dates back to the era of Plato and Aristotle. The student council in its earlier stages was conceived as being "student government" or "student self-government." Pupils performed specific functions in the schools with very little adult supervision.

Between the years 1925 and 1940 the student council idea made its most rapid extension in American high schools.

During this time the phrase "student participation in school government" generally replaced the older term "student government." The newer concept of pupil participation suggests a cooperative planning approach in which students, faculty, and administration work jointly in identifying, attacking, and solving school problems.

In order to find out what was being done relative to student participation in school government at the elementary level in Vancouver, Washington, a questionnaire was sent to the fifteen elementary schools, and all fifteen questionnaires were returned. Fourteen of the fifteen schools reported that they had an active student council. The other school was in the process of organizing a student council.

II. CONCLUSIONS

The following conclusions are based on the findings of the survey of the student councils in the fifteen elementary schools in Vancouver, Washington.

1. Fourteen of the schools surveyed had a student council and one school was in the process of organizing a council. This indicates the wide acceptance of student councils at the elementary level in Vancouver, Washington.
2. The complement of the councils varied from school to school according to the number of representatives,

officers, and advisers in each student council and the enrollment of the school.

3. All student council officers were elected by student vote and in most cases were chosen from the fifth and sixth levels. The fourth and fifth grades actually became training grounds for potential officers. This is borne out by the fact that all presidents were chosen from the sixth grade.
4. The majority of schools conducted extensive voting and election procedures which included the use of voting machines, booths, and ballots. Student council elections provide an educational experience for all students in the school by teaching them one of the basic skills in representative democracy.
5. Twelve of the schools had a written constitution which contained the basic principles under which the council was organized and operated. This fact seems to indicate that a written document which leaves little doubt about the purposes, power and authority, organization and membership, qualifications for membership, officers, duties and responsibilities of officers and members, and election procedures is a vital and necessary part of a properly functioning council.
6. The requirements for membership and for holding an office were quite clearly stated and seem to agree

with those usually considered by adult social and political groups when they fill such positions.

7. In thirteen of the schools it was indicated that the council officers and representatives received some type of orientation to the specific qualifications needed for their positions. This finding contributes to the conclusion that any efforts made to orient officers and members to their duties and responsibilities would probably contribute significantly to the success of the council.
8. The student councils met at regularly scheduled times, primarily during classroom hours. This could indicate that the student council was not considered to be extracurricular or an adjunct to the curriculum, but an integral part of it.
9. The student councils dealt with a variety of activities including assemblies, charity drives, and contests, and had hall, playground, and safety committees. This fact might be interpreted to indicate that the activities are multiple, varied, wide-ranging, and fairly pertinent.
10. The representatives reported the business discussed at the student council meetings to their represented areas. Following their reports, time was allotted for discussion whereby the representatives could

gain ideas and suggestions from their classmates to take back to the student councils. This gave every student an opportunity to have a voice in his school government and it emphasized the importance of being truly delegative and representative, and further, directly answerable to the representatives' constituents.

11. Three schools had all-school student council meetings during the year. This is another means whereby each student can feel a part of the student council. Seemingly, it has been concluded by the organizers of these student councils that even the very young children have an important part to play and should be given the opportunity to be involved and to represent their classmates systematically in the councils.
12. One school stated that they had a systematic study or evaluation of their student council, and four schools reported that they prepared summaries of the year's activities. An evaluation and summary of the activities of the student council for the school year can assist the newly elected council in setting up activities and in improving activities established by the present council. The report can also be used to inform the administration, faculty, and student body of the council's work.

13. The schools did not require their council advisers to have any specialized training. The success of the council depends heavily upon the person chosen to work with the council as faculty adviser.
14. In five schools the principal served as adviser to the student council and in the remaining schools the adviser was either appointed by the principal or volunteered for the position. The major conclusion which can be drawn from this fact is as follows: Since the principal is generally responsible for everything that does and should happen in his building, it would seem that even if he (the principal) is not the student council's adviser himself, he nevertheless regards that position important, and, by delegation or appointment, indirectly involves himself.

III. RECOMMENDATIONS

The following recommendations seem to be warranted or appropriately based upon the findings and conclusions of this study.

1. Surveys should be conducted in other school districts to ascertain the status of student councils in their elementary schools. Such data would reveal how

- extensive councils are and if other student councils assume similar responsibilities and seek similar objectives to those surveyed in the present study.
2. In order for a council to be aware of its weaknesses as well as its strengths, a systematic study or evaluation of the student council should be made at the end of each school year. This evaluation should be filed for reference and used by future student council members.
 3. The student council adviser should be a person who will supply the necessary guidance and direction for effective student council operation. This person should have specific abilities, education, and interest in student council work.
 4. The student council should be well organized along democratic principles and representative of the whole student body.
 5. Undoubtedly there is a high, positive relationship between the amount and types of activity a council is involved in and its effectiveness; therefore, it is recommended that student councils be intimately, extensively, and consistently involved in the affairs of the school.
 6. All schools should have a written constitution for the purpose of defining the powers and duties of their student council.

7. Every school should have at least one all-school student council meeting during a year. This would provide an opportunity for more extensive participation by all students.
8. Finally, on the basis of the research, the authoritative opinion, the data of the study, and the writer's personal reflections, it is recommended that all elementary schools be encouraged to establish and maintain student councils.

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APPENDIX A

1209 Pocatello Avenue
Vancouver, Washington
January 31, 1966

Principal
Elementary School
Vancouver, Washington

Dear Principal:

For part of my graduate study I am currently doing a research project pertaining to the structure and function of the student councils in the elementary schools of District Number Thirty-Seven. As you are well aware, the concept of student councils at the elementary level is relatively new and little information is available concerning this area.

I have received permission from Mr. Elmer Lindquist, Director of Elementary Instruction, to obtain this information. Would you please give the enclosed material to the advisor of your student council to complete. If you currently do not have a student council, would you answer the first two complete questions of the questionnaire and return it to me in the enclosed self-addressed envelope. In order to make this research project accurate, it is necessary for all schools in the district to respond. It is not necessary for you to sign your school's name if you do not wish; however, no school will be identified by name in the research report. If you desire your building to remain anonymous, would you kindly complete the enclosed post card and mail it to me after you have returned the questionnaire so that I will know that your school has participated. I would like this information returned to me by February 18, 1966.

Thank you for your assistance.

Respectfully yours,

C. Richard Bowen
Hough Elementary School

1209 Pocatello Avenue
Vancouver, Washington
January 31, 1966

Student Council Advisor
Vancouver, Washington

Dear Student Council Advisor:

The origin of student government dates back to 386 B.C. when Plato formulated his "Academy;" however, the incorporation of student council organization into our current educational system is relatively new, especially as it pertains to the elementary level. There is a vast amount of information which may be found in the literature relative to student self-government at the secondary level, but at the elementary level the material is limited. While many school systems consider the children in the lower grades too young to understand and accept this type of responsibility, such is not the case in our area. The school administration has endorsed elementary student councils in the Vancouver School District.

As part of my graduate study I am currently doing a research project relative to the structure and functions of the student councils in the elementary schools of Vancouver, Washington, and since you are an advisor, I need your assistance in this project. Would you kindly complete the enclosed questionnaire and return it to me by Friday, February 18, 1966. I know that your time is limited, but most of the questions can be answered by simply checking the correct response or with a few brief statements.

It is not necessary for you to sign your school's name if you do not wish; however, no school will be identified by name in the research project. If you desire your building to remain anonymous, would you kindly complete the enclosed post card and mail it to me after you have returned the questionnaire so that I will know that your school has participated in my project. In order to make this research valuable, it is necessary for all schools in the district to respond. I have received permission from Mr. Elmer Lindquist, Director of Elementary Instruction in Vancouver, Washington, to obtain this information.

Thank you for your assistance.

Respectfully yours,

C. Richard Bowen
Hough Elementary School

STUDENT COUNCILS IN THE ELEMENTARY PUBLIC SCHOOLS OF
VANCOUVER, WASHINGTON, DISTRICT NUMBER THIRTY-SEVEN

Questionnaire

Directions: Answer the following questions by placing either a check or brief information in the proper space. Return the questionnaire in the enclosed stamped, self-addressed envelope by February 18, 1966. Thank you.

Name of School _____

It is not necessary that you identify your school if you do not wish; however, no building will be identified by name in the research report.

1. How many students do you have enrolled in your school? _____
2. Does your elementary school currently have a student council organization? Yes ___ No ___. If the answer is No, complete the a and b or c section of this question and return the questionnaire in the enclosed self-addressed envelope.
 - a. Did your school ever have a student council?
Yes ___ No ___
 - b. If your answer is Yes, when and why was the student council discontinued? _____
 - c. If your answer is No, specify any reasons why you do not have a student council. _____
3. How long has the student council been in existence in your school? _____
4. How many persons comprise your student council? _____
 - a. Total number of advisors: _____
 - b. Total number of representatives: _____
 - c. Total number of officers _____
5. From what area are your representatives selected?
Homeroom ___; Grade level ___; Other (Indicate) _____
How many representatives from each homeroom, grade level or other are selected?
6. How are the representatives selected? Student election ___; Teacher selection ___; Other (Indicate) _____
7. From which grade levels are representatives selected for student council membership? _____

8. How long is the term of office for your student council representatives? _____
9. From which grades are the candidates for student council offices selected?
- | <u>Office</u> | <u>Grade or grades</u> |
|-------------------------------|------------------------|
| President | |
| Vice President | |
| Secretary | |
| Treasurer | |
| Other offices which you have: | |
10. Who selects the candidates for each office? _____
11. If the student council officers and representatives are selected by the students, are the students oriented to specific qualifications needed for these positions? Yes___ No___. If your answer is Yes, please state briefly what these are. _____
12. Do the candidates for student council offices have an allotted time for campaigning? Yes___ No___. If the answer is Yes, list briefly what is included in your campaign procedures. _____
13. Does your entire student body, kindergarten through sixth level, vote for your student council officers? Yes___ No___. If your answer is No, who is allowed to vote for your student council officers? _____
14. State briefly the voting procedures that you follow for election of your student council officers. _____

15. How long is each officer's term of office? _____
16. Is an all-school assembly held for installation of officers? Yes___ No___.
 a. If your answer is Yes, who performs the duty of installation? Past president___; Principal___; Advisor___; Other (indicate) _____
 b. If your answer is No, do you have any type of ceremony for the installation of student council officers? Yes___ No___. If your answer is Yes, state briefly what type of procedure is used.

17. Do you have a written constitution and by-laws?
 Yes ___ No ___
 a. If your answer is Yes, would you please enclose a copy.
 b. If your answer is No, what type of guide, if any, do you have?
18. Is there an orientation for the student council officers regarding parliamentary procedures and duties?
 Yes ___ No ___
19. Is there an orientation for the representatives regarding their duties and responsibilities? Yes ___ No ___
20. Where does your student council meet? Library ___;
 Auditorium ___; Classroom ___; Other (Indicate) _____
 Is this a suitable place to meet? Yes ___ No ___
 Is your meeting place always available when needed?
 Yes ___ No ___
21. How often does your student council meet? _____
22. When does your student council meet? Before school ___;
 Recess ___; Noon ___; After school ___; During classroom hours ___; Other (Indicate) _____
23. Approximately how long does an average meeting last?
24. Who are the persons responsible for preparation of the agenda for the student council meetings? President ___;
 Advisor ___; Principal ___; Vice President ___; Secretary ___;
 Other (Indicate) _____
25. Do the representatives report back the business discussed at the student council meetings to their represented areas? Yes ___ No ___
 If your answer is Yes, following the report by the representative is there time allotted for discussion whereby the representative can gain ideas and suggestions to take back to the student council? Yes ___ No ___
26. Do you have any all-school student council meetings?
 Yes ___ No ___
 If your answer is Yes, approximately how many all-school meetings do you have during an academic school year? _____

27. Check Yes or No as to whether your student council involves itself with the following activities

	<u>Yes</u>	<u>No</u>
Assemblies	_____	_____
Bus patrol	_____	_____
Cafeteria committee	_____	_____
Care and management of athletic equipment	_____	_____
Charity drives	_____	_____
Cleanup campaign	_____	_____
Contests	_____	_____
Election committee	_____	_____
Exhibits	_____	_____
Fire drill committee	_____	_____
Fund raising projects	_____	_____
Hall and/or door patrol	_____	_____
Newspaper	_____	_____
Playground patrol	_____	_____
Safety committee	_____	_____
Student Council bulletin board	_____	_____
Student court	_____	_____
Talent show	_____	_____
Welcoming committee	_____	_____

28. List any other activities with which your student council is or was involved. (If more space is needed, use the back side of this page.)

29. Do you have a systematic study or evaluation of your student council? Yes___ No___. If your answer is Yes, complete a and b.
- a. How is your council evaluated? Questionnaire___; Opinion polls___; Evaluation committee___; suggestion box___; Other (indicate)_____
- b. Who evaluates your council? Student Council officers___; Committee of students and faculty___; Council at regular meeting___; Other (indicate)_____
-
30. Does your council prepare an annual summary of the year's activities? Yes___ No___
31. Is this your first year as advisor to a student council? Yes___ No___
If your answer is No, how many previous years have you served as an advisor to a student council?_____
32. How did you obtain the responsibility of being an advisor to your current student council? Principal selection___; Teacher election___; Student election___; Volunteered___; Other (Indicate)_____
33. Have you had any special preparation for this responsibility? Yes___ No___. If your answer is Yes, what type of preparation was it?
34. What is the principal's role with the student council?

35. What do you consider to be the main aims or objectives of your student council?_____
36. Please list below any other information or comments relative to your student council that you feel would be pertinent. (If more space is needed, use the back side of this page.)

It is not necessary that you complete the following if you do not desire. No names will be identified in the research report and all information will remain anonymous.

Name _____

Position or grades taught _____

APPENDIX B

CONSTITUTION OF FRUIT VALLEY SCHOOL STUDENT BODY

Adopted January 1960

Article I (Name)

This organization shall be known as the "Fruit Valley School Student Body."

Article II (Objectives)

To establish a definite form of student government for Fruit Valley School.

To cooperate with the Faculty in promoting the general welfare of our school.

To create an agency whereby students will have full representation in affairs of the school.

To provide student participation in matters of student discipline.

To give students, through their representatives, an opportunity to state grievances and establish policies.

Article III (Membership)

All regularly enrolled students of Fruit Valley School shall be members of the Student Body, unless, by action of the Student Body or its duly elected representatives, students may be temporarily excluded. Such action, however, must be temporary and with the consent of the Principal.

Article IV (Elections)

Student Body Officers are to be elected at the beginning of the school year on the first Friday in October. All campaigning is to be done during the week preceding election day.

Since all candidates for Student Body offices are to be elected on their qualifications, no other factors should be considered. Candidates are not to engage in any activities

in an attempt to gain votes other than those listed in the Constitution or election regulations.

Campaign rules so set up by the Principal and Faculty will be followed. Said copy of campaign rules is kept on file in the school office.

Article V (Officers)

Officers of the Fruit Valley Student Body shall consist of President, Vice-President, Secretary, and Treasurer.

Article VI (Qualifications of Officers)

President:

1. Must be in the sixth grade at time of election.
2. Class work must be average or above according to the judgment of his or her teacher.
3. Must be acceptable by the Faculty and the Principal as being a good citizen of Fruit Valley School.
4. Must have been a student of Fruit Valley School for at least one semester.
5. Must maintain a good attendance record.
6. Cannot hold office of Patrol Captain.

Vice-President:

1. Must be in the fifth grade at time of election.
2. All other qualifications are the same as the President's.

Secretary:

1. Must be in the fifth or sixth grade at the time of election.
2. All other qualifications are the same as the President's.

Treasurer:

1. Must be in the fourth grade at the time of election.
2. All other qualifications are the same as the President's.

Article III (Duties of Officers)

President:

1. Shall preside over all Student Council Meetings which are to be held twice a month.

2. Shall be ex-officio member of all committees he appoints.
3. Shall call special meetings when necessary and upon approval of the Principal.
4. Shall act as Student Body representative at any official function at which the Student Body should be represented unless another delegate has been authorized.

Vice-President:

1. Shall succeed to the office of President in case the office becomes vacant.
2. Shall collaborate with and assist the President in carrying on the functions of the Student Body.
3. Shall assume the duties of the President in case of his absence from school.

Secretary:

1. Shall keep a written record of all Student Council Meetings.
2. Shall give notices of special meetings.
3. Shall attend to all correspondence for the Student Body.
4. Shall post written notices at the suggestion of the faculty.
5. Shall give copy of new amendments to school secretary to be put on daily bulletin.
6. Shall make available copy of minutes to all teachers.

Treasurer:

1. Shall tabulate Student Store money each Friday morning.
2. Shall keep accurate financial records of all Student Fund drives.
3. Shall report at each Council Meeting the total student funds on hand. This information to be obtained through the office prior to the meeting.

**Article VIII
(Departments)**

The government of the Student Body shall consist of three departments; the executive, the legislative, and the judicial. The executive department composed of the President and his standing and special committees will enforce the regulations of the student body. The legislative branch shall consist of the Student Council where student regulations are passed. The judicial branch is composed of the faculty and principal who are empowered to nullify any regulations passed as being contrary to the welfare of the school.

Article IX
(Student Council)

Membership of the Student Council shall consist as follows:

1. All regularly elected officers of the Student Body.
2. One representative to be chosen from each classroom except Kindergarten.
3. Captain of the Safety Patrol.
4. Heads of Special Committees.

The Student Council shall meet regularly twice a month at a time established by the members of the Council and the Faculty Advisor. The council in regular session shall discuss and pass on matters pertaining to the welfare of the Student Body at regular intervals.

Article X
(Room Representatives)

Each classroom will elect a Room Representative to represent the boys and girls of that classroom at all Student Council Meetings.

Article XI
(Duties of Room Representatives)

The Room Representatives shall have the following duties to perform:

1. Must attend all Student Council Meetings.
2. Should report on all disciplinary actions which he or she feels should be acted upon.
3. Should bring before the Council for discussion matters on which his or her class would like to see action taken.
4. Should report Student Council proceedings to his or her class at a time specified by the classroom teacher.
5. Take an active part in all Student Council Activities.

Article XII
(May Be Amended)

This constitution can be changed or added to at any time after the final adoption by the Student Body by adding amendments.

Amendments may be added by the Student Council in the following manner:

1. Amendment must first be presented before a Student Council meeting in such a manner that each and every member knows its content.
2. A copy of said amendment must be given to each room representative who in turn will take it to the room represented where it will be discussed.
3. Each classroom will discuss the proposed amendment and vote upon it.
4. At the next regular meeting of the Student Council, the amendment may be passed by a $3/4$ vote of the council members present and absent. Room Representatives will vote in accordance with the majority vote of their respective classrooms.
5. The vote of the Council legalizes the amendment and it is immediately placed at the end of this constitution under Article XIII.
6. Amendments will go into effect the day following the Council decision.

Article XIII
(Amendments)

STUDENT COUNCIL ELECTIONS REGULATIONS

1. Candidates will be nominated from the following grades:
 1. President--four candidates, 2 boys and 2 girls from the sixth grade.
 2. Vice-President--four candidates, 2 boys and 2 girls from the fifth grade.
 3. Secretary--four candidates, 2 from the sixth grade and 2 from the fifth grade.
 4. Treasurer--four candidates, 2 boys and 2 girls from the fourth grade.
 5. Room Representatives--each room except the Kindergarten will elect one room representative.
- II. Campaign rules
1. Every person running for a Student Council office should choose a campaign manager.
 2. All campaign posters and other advertising material is to be prepared by the candidate or the campaign manager and campaign committee. Campaign material prepared by adults or students not in Fruit Valley School is not permitted.
 3. Posters and other advertising for candidates must be OK'D at the office before being put up. No more than three posters will be allowed per candidate. All posters must be displayed in the center hall and upper grade hallways.
 4. All campaign material must be taken down by 4:00 pm on Thursday in election week. Any posters found on Friday will cause the candidate to be disqualified.
 5. There will be a campaign assembly on Thursday of Election Week so that all candidates may be introduced and 2 minute speeches made in their behalf.
 6. Election day will be the first Friday of October. Balloting will be done under the supervision of room representatives who are automatically the election committee.
 7. All members of the Student Body of Fruit Valley School including grades _____ through sixth are eligible to vote.
 8. Each classroom should elect its room representative the week before the election and these names should be turned into the office. (Suggestion: Grade four through six should choose candidates before electing room representative.)
 9. In choosing the room representatives it is recommended that the person who is second on the balloting be named as an alternate.