A PROPOSED STUDENT COUNCIL PLAN
FOR THE EAGLE GROVE JUNIOR HIGH SCHOOL
EAGLE GROVE, IOWA

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by
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Chairman

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CHAPTER I

INTRODUCTION

The Eagle Grove Community School District, located in the Southwest part of Wright County, Iowa, was formed by an election held March 4, 1958, and became a legal entity on July 1, 1958. Included in the new district were 1,065 grade school children attending the four town schools of Eagle Grove, Thor, Vincent, Woolstock, and seven one-room rural schools. Also included were 693 secondary school students presently attending Eagle Grove Junior and Senior High School. At that time a new junior high school building was planned to provide adequate facilities for the current and future needs of the community school district.

It was also necessary to plan the organization, administration, and curriculum and to organize a student council in the new school. The planning of such a council is the subject of this study.

I. STATEMENT OF THE PROBLEM

The task of preparing plans for the introduction and development of a student council form of student government at Eagle Grove Junior High School is the subject of this report. This involved the following four steps; (1) analyzing the functions, activities, and types of student council organization; (2) considering factors that could affect the organization of a student council in the new school; (3) preparing
introductory steps of this development; and (4) developing recommendations for a constitutional structure suitable to the situation at Eagle Grove Junior High School.

At the time this study was being made, the curriculum as well as the physical plant was being planned. The curriculum and class schedules were being studied and designed to co-ordinate and function smoothly when the new building is occupied. Along with these plans many student-planned activities must be prepared to function as soon as the building is occupied. It was decided that a student council would be the organizational center of these activities.

**Justification of the Study**

This project was considered worthwhile because:

1. It had been decided there would be a student council at Eagle Grove Junior High School.

2. It is obvious that such a student council organization and activities calls for planning.

3. The need for this planning provided the occasion for this study.

**II. PROCEDURE**

Before formally pursuing the subject of this report the writer surveyed the existing situation by interviewing the Superintendent, Director of Education, and the Junior High Principal of the Eagle Grove Community Schools. In addition, faculty members were engaged in informal conversations, and their opinions were noted. Further insight regarding the philosophy of the school was gained by reviewing the student
council constitutions of the Eagle Grove Senior High School and Junior College. The investigator ascertained a positive need and value of the study and began reading and analyzing literature pertaining to student councils. Writings in the field of student councils on all grade levels were studied to enable the writer to obtain a broader view and better understanding of the area. Particular attention was given to the organizational structure, objectives, and educational value attached to the council.

Kirkendall and Zeran have written a most informative book entitled, Student Councils In Action in which they described the basic philosophy and principles of student participation as expressed through the student council. The purpose of this book as stated was, "to promote realistic thinking concerning democracy in school organizations."

The Student Council, by McKown, defines the ideals and the place of student participation and provides a historical background which enables the reader to evaluate the philosophies of various educators concerning student council for the past several hundred years.

In addition, a workable plan for the structural organization of student councils is completely developed in The Student Council Handbook, published by the National Association of Secondary School Principals.

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The organization of a student council could not be complete without a review of current publications. Many of these current sources have provided illustrations which supplement and illustrate the general treatment of the problem presented in the books. The National Education Association Journal presented useful articles. The Bulletins of the National Association of Secondary School Administrators contain a wealth of material on educational trends. The annual Student Council Yearbook produced by the National Association of Student Councils acquainted the reader with sponsoring schools and their current activities.

A letter of inquiry was used to secure opinions of a selected group of Iowa junior high school principals. Two questions were asked: (1) What do you feel are the most effective aspects of your student government? and (2) What do you feel are the least effective aspects of your student government? A copy of the constitution for the student government was also requested. The letter of inquiry was sent to twenty junior high school principals. The schools included in this study were selected from the 1959-1960 Iowa Education Directory. The directory listed these schools as being organized on a three year (seventh, eighth, and ninth grade) basis and as being similar to the new Eagle Grove Junior High School in size and nature.

The letter of inquiry provided responses useful to the planning of the proposed student council. Also it was found that a study of the constitutions submitted was useful.

Following the presentation of current information, Chapter III is concerned with the factors affecting the development of a student council
at Eagle Grove Junior High School. These factors, based on the writer's observation, discussion with school personnel, and the uniqueness of the school organization involved, were included to present the situation in which the proposed council was to function.

On the basis of the literature, the questionnaire, and the developmental factors involved, Chapter IV includes recommendations for a student council structure suitable for Eagle Grove Junior High School. Chapter V offers recommendations for initial steps for the development of the student council and a method of introduction.

Chapter VI reviews the methods used in organizing this report and recommends that this report be accepted as the organizational and developmental plan for a student council at Eagle Grove Junior High School.
CHAPTER II

THE ROLE OF STUDENT GOVERNMENT IN

THE JUNIOR HIGH SCHOOL

This chapter presents a review of literature concerned with the development, functions, objectives, types, election procedures, limitations, advisor qualifications, membership, and activities of the student council. Considerable reference has been made to The Student Council,¹ a book written by Harry C. McKown, who has reviewed most of the authoritative sources and has incorporated them in his book. In addition, the opinions of selected junior high school principals have been reviewed in order to obtain knowledge of actual practices and procedures in schools similar in size and environment to the new Eagle Grove Junior High School.

I. REVIEW OF LITERATURE

The writings of accepted authorities concentrate on the broad, but undefined area of "the school." Specific references to the junior high school were not made; however, the authors implied that student government should be developed on all levels. McKown referred to "the school" when he said, "The school can give students training through

¹ McKown, op. cit.
subjects, opportunities, settings, and activities that will fit them for successful adult life.¹ Kirkendall and Zeran referred to "the school" when they stated, "Schools can assist boys and girls in becoming men and women by providing vital, meaningful experiences, which will induce growth and maturity."² Consequently, the writer did not find a clearly defined program of development for the junior high regarding student government. The writer feels that the range of maturity found on the junior high school level would necessitate limitations on functions and activities. School authorities have certain obligations for which they are held responsible. They can delegate certain rights and privileges, but the authorities are held responsible for the successful operation of the school program. The development and progress of the proposed student council for the Eagle Grove Junior High School should advance as rapidly as the situation will allow.

Functions

The functions of the student council vary depending upon the unique situation in which the organization operates. The educational values of the council are noteworthy in that they give the student an opportunity to see theory tested. The available literature has been written in general terms regarding functions because the term "function" seems to have different connotations to different authors.

Smith wrote that there has been confusion regarding the term

¹ Ibid., p. 26
² Kirkendall and Zeran, op. cit., p. 17.
"function". He said that most administrators confuse "function" with practice. Smith listed five functional areas that he derived from observing practices of student councils. They were:

1. Discipline
2. Organizational
3. Service
4. Special projects
5. Research

Kirkendall and Zeran made a generalization about the functions of student councils when they wrote:

New problems will necessitate new approaches. Conditions within the school and the community change. New generations of pupils, new teachers, and different administrators will bring fresh ideas to the council. The capacity of pupils and school personnel for cooperative participation will vary.²

Fretwell gave his opinion on the matter when he said:

A study of the current practices of student councils brings clearly to mind the fact that, except that the final authority rests with the principal. There is no definite common procedure as to organization, responsibility, or functions of student councils.³

Conversely, writers do agree on one broad area that has been termed as the primary function of the student council, the promotion of good citizenship. McKown wrote:

If the primary function of the school is to develop good citizenship, then the primary function of any and all of its parts is to

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2Kirkendall and Zeran, op. cit., p. 49.

assist in this development. Therefore, assisting in the development of good citizenship should be the primary function of the student council plan and all other functions should point to the citizenship goal.\textsuperscript{1}

The development of worthy goals for student council functions has been discussed by Kirkendall and Zeran, who listed the following goals for achievement:

1. Set up a situation in which both pupils and faculty may have actual experience.

2. Conserve these values in human personality, integrity, enthusiasm, and vitality.

3. Make the students and faculty members citizens of the school.

4. Make the participation program a medium for formulating and expressing opinion.\textsuperscript{2}

Additional lists have been developed that are similar in nature to those stated above, but the student council will have to continually define and interpret its own unique functions to its members, with relation to the situation and environment in which the council operates.

If the council is to succeed, it must fill a need in the lives of the students. Its functions cannot be successfully imposed by the principal or the faculty. The functions may grow out of the need for supervising traffic in the corridors, from the desires of the students to participate in the assembly program, or they may grow up in some other way. The council should begin with a concrete problem it can solve. By doing so, it will gain confidence and prestige, and may thus enlarge its work. In the study of Brogue and Jacobson, it was found

\textsuperscript{1}McKown, op. cit., p. 33.  \textsuperscript{2}Kirkendall and Zeran, loc. cit.
that the development of functions of the council came from the principal or some other administrative officer in approximately 60 per cent of the cases.¹ Such evidence would suggest that the principal was creating a demand where it did not exist! The functions of the council must evolve from the needs of the students that it serves.

An objective question that might be continually used to evaluate the progress of any student council could be stated in this manner: Is association with this council promoting better citizenship within the school and within the individual student?

Types of Council Organization

Most authorities agree that the type of student council organized should fit the needs of the particular situation. They agree there are no standard structures. The uniqueness of the school environment dictates the structure applicable to the situation. Hoffman went so far as to write, "We believe that what is important is that the government be American in form."² McKown listed four main types of councils: Informal Council; The Forum; Specific Service Council; General Council.³ McKown's discussion of these types is summarized in the following four paragraphs.

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²Himena Hoffman, "We Govern Our School in the American Way," The School Executive, 62:30-31, May, 1943 as quoted in McKown, op. cit., p. 28.

³McKown, op. cit., pp. 80-83.
The Informal Council is not a student-elected body; rather, it consists of students who are delegated certain responsibilities for occasional projects that occur. The principal selects and appoints those individuals at his own discretion. This type of council is weak, but it is a start toward pupil participation in the management of student affairs.

The Forum is a discussion group. The administrator usually calls in this group to determine student opinion. This group has no executive, legislative, or judicial authority. Such a type of organization is occasionally found where a school is just initiating a participation system. This procedure should soon develop into a more definite form of organization to insure continued value.

The Specific Service Council is an elected or appointed group that is assigned the responsibility for the initiation, development, direction, and supervision of some particular activity. Some schools have several of these councils operating without relationship to each other and with specific individual projects for which they are responsible. The disadvantage of this type of council is the lack of coordination that often develops as the responsibilities of these committees overlap. However, this type of organization has possibilities of developing into a centrally controlled organization.

The General Council usually refers to the type of organization called the "student council." It is an organization of students and teachers that represents the whole school. The responsibilities delegated to this council include the initiation, development, coordination,
supervision, and evaluation of the various organizations and activities which have been assigned to it by the constitution. The decisions and actions of this council can be overruled only by the principal's veto. This in McKown's opinion is the ideal form of participation and the one into which the Informal, Forum, and Specific type should develop.\(^1\)

The writer concluded that no one type of student council should be regarded as entirely satisfactory for all schools because of the uniqueness of each school situation. A student council could be so over-organized and so complicated that when desirable changes are contemplated the organizational structure would impede progressive development. Authorities agree that the final test is to be found in what the student council actually accomplishes.

**Activities**

Just as the organizational structure should be constantly evaluated, so should the activities of the student council be continually scrutinized for progress and achievement. The council must be geared to stress "doing" rather than "learning about" and should make decisions on matters, not just talk about them. McKown quotes John Dewey who said, "There is nothing in the nature of ideas about morality, of information about honesty or purity or kindness which automatically transmits such ideas into good character or good conduct.\(^2\)

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\(^1\)Ibid.

The effective learning situation will capitalize on knowledge and ideals by converting these into habits of "doing". Progressive schools of today are emphasizing the doing of activities and participation has replaced thinking-about and reading. Kirkendall and Zeran categorized nine broad educational activities which successful student councils have used. These included:

1. Planning and conducting various school activities.
2. Promoting good citizenship.
3. The improvement of interschool relations.
4. Improvement of school environment.
5. Planning a program of school or public information.
6. Service to local communities.
7. Improvement of citizenship in the local community.
8. Interest in important national issues.
9. International understanding and good will. 1

The preceding list presents areas of activities that a student council may engage in. An important part of the council's responsibility is the proper selection of activities that promise educational growth. Student councils on the junior high level could not include all of these activities; however, they are activities toward which all councils could be working.

Certain standards or criteria are helpful in judging the value of any chosen activity. Brogue and Jacobson organized the following question list to aid in activity selection:

1. Will the activity be interesting to the students?
2. Is it within the comprehension of the group concerned?
3. Is it a desirable activity? A practicable one?
4. Will it encourage initiative and originality?
5. Will it enlarge the student's horizon?

1Kirkendall and Zeran, op. cit., p. 98.
6. Will it develop responsibility?
7. Will it lead to further interests?
8. Will it help to develop cooperation with schoolmates and teachers?
9. Will it promote a worthy school citizenship?
10. Will it help students to assume adult responsibilities?¹

According to Smith, no council need ever suffer a lack of appropriate work opportunities. There are literally scores of varieties and sizes to be found in any school. He lists the following practicable areas of activities:

1. Service
2. Public functions
3. Drives and campaigns
4. Education
5. Courtesy and conduct
6. School publications
7. Special days and weeks
8. Finance
9. School gardening and landscaping
10. Surveys and investigations
11. Interscholastic activities
12. Supplementary organizations²

To develop a successful student council, much planning and background study needs to be made. Following the preceding guides would greatly enhance the possibility of attaining a sound activity program.

Advisor

Because of the immaturity of pupils and the desirability of maintaining an efficient learning situation, some faculty member is customarily appointed or elected as sponsor of the council. The sponsor may be the school principal, may be appointed by the school principal, or the council

¹Brogue and Jacobson, op. cit., p. 41.
²Smith, op. cit., p. 100.
may elect the teacher they want to work with. Obviously, this sponsor should be one who likes young people, who regards the council as an important aspect of school life, and who has demonstrated his ability to work effectively with young people. The personal qualifications of an ideal advisor are described by Kirkendall and Zeran as including:

1. Tact
2. Insight
3. Ability to work with people
4. Ability to gain the confidence of students
5. Ability to see many sides of an issue
6. Ability to be frank
7. Ability to use imagination and ingenuity

Much of the success or failure of a council can be attributed to the attitude and skill of the council advisor. The sponsor has important influence in suggesting discussions and raising questions, and providing guidance when necessary.

Membership

Authorities agree there should be few, if any, restrictions on council membership. The restriction of possible members due to sex, marks, approval of faculty, or reelection to office are unjustifiable because they represent faculty ideals and are not representative of genuine democracy. The chief qualifications mentioned were that the student should be cooperative and is energetic enough to "get things done". The authorities agreed that if a student of those qualifications is selected, it makes little difference what democratic method is used

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1Kirkendall and Zeran, op. cit., p. 137.
to elect him or her.

Limitations

The writer found that authorities agreed that the council must be limited to the legal provision that the state makes for education. Kirkendall and Zeran made the following observation:

The scope of a participation program is determined in the first place by the legal provisions which the state makes for education. The school is organized and administered in a certain manner and by certain designated authorities, usually the board of education, the superintendent of schools, and the principal. The authority exercised by the school district originates with and is delegated by the state. The local school district, through certain legal processes, selects those persons who will be immediately in charge and responsible for the conduct of the schools. If the teachers or student council exercise any authority in school control, it must be delegated by the regular constituted authorities. Even then the superintendent and principal are still legally accountable for the management and direction of the school. Legally they cannot escape the responsibility.¹

Consequently, it would seem the privileges of a student council must be interpreted and controlled by the administration since the administration originally delegated them.

Election Procedures

An organization is no better than the officers it elects. It may be based on the finest ideals, be structurally sound, and have an excellent program of activities and still be a failure because its leaders are incompetent.

The two methods of election proposed by the authorities are the informal and the formal procedures. The informal method simply means a

¹Ibid., p. 32
"stand up and nominate" or "raise your hands and vote" procedure while
the formal method follows the adult-life democratic election processes
complete with nominations, campaigns, and installation services.

McCown believes the "determining factor of an election procedure
should be a discriminating evaluation of the educational opportunities
it represents." 1

The method of election of student members and officers in the
council did not vary significantly according to the literature examined
by the writer. The most commonly used method was for the student body
to elect the members and the president of the council and the elected
members to choose their own vice president, secretary, and treasurer.
Bowman reported that of the seventy-four Iowa school administrators who
replied to the question, "How are student council officers chosen in
your school?", sixty-three indicated that, with the exception of the
president, officers are chosen by members of the council. The president
was elected by the student body. 2

This would seem to indicate that a school such as the Eagle Grove
Junior High School could "take its choice" and feel that it was doing
the proper thing.

The election of the student council president by the total stu-
dent body was most common. The literature examined simply stated that

1McCown, op. cit., p. 144.

2George W. Bowman, "Inaugurating A Student Council In The Earlham
Consolidated School", Earlham, Iowa (Unpublished Master's Thesis, Drake
University, Des Moines, Iowa, 1951), p. 29.
the student council president should be a boy or girl who can lead the entire student body, has a great amount of respect from the faculty, and is energetic enough to get things done.

The reader will note the lack of specific attention to student councils on the junior high level. Most available literature tends to "lump" the junior and senior high school together under the term "secondary level". However, many of the functions and duties listed can be made applicable to the junior high school situation and developed according to the needs of junior high-age students.

II. OPINIONS OF SELECTED ADMINISTRATORS

In addition to reviewing appropriate literature in the field of student government, the writer also obtained current information by mailing a letter of inquiry to twenty selected junior high schools in Iowa. The schools selected were of size and environment comparable to that at Eagle Grove. The letter requested a copy of the recipient school's constitution and asked the junior high school principal to list positive and negative aspects of his situation. This sampling was done to give a clearer picture of practices and procedures in the operation of student councils currently being used on the junior high school level.

The letter of inquiry was sent to twenty schools, and, of this number, sixteen returned the requested information. The returned constitutions and opinions were analyzed and the results are discussed on the following pages.
Two types of student government were indicated by those who returned the letter. These were the student council and the student congress. The difference appeared to be in name only, however, because the purposes and structure presented in the constitutions were consistently similar. So, for purposes of this discussion, the term student council shall be used.

The purposes of the student council stated most often were:

1. To promote worthy ideals of scholarship
2. Co-operate with the faculty
3. Implant high ideals of character
4. Promote citizenship
5. Prepare to meet the problems of adult life
6. Represent the student body
7. To develop leadership
8. Understand democratic procedures

The offices of president, vice-president, secretary, and treasurer were authorized in all constitutions. Room representatives were referred to as "senators" when the organization was called "student congress". Those schools with a student council referred to room representatives as such; however, the duties of senator or representative were the same.

The manner of election for representatives was by home room ballot. All officers with the exception of president were elected from within the ranks of current representatives. In all situations, the president was elected in a general election and was selected from either eighth or ninth grade class members.
The length of office designated by the constitutions varied from one to two semesters; however, election for two consecutive semesters was listed by fourteen of the sixteen administrators. In two schools, elections were held at mid-term. In order to give fair representation, seventh grade members were appointed by home room teachers and ninth grade representatives completed a one-semester term of office.

The membership qualifications designated in the constitutions varied only with regard to the academic average. Eleven favored a "C" scholastic average, and five a "B".

All constitutions received gave the principal complete authority to veto the actions of the student government and designated the principal as an advisor.

The duties of the council surveyed were basically unique to the situation for which the government was developed. The following list includes the most consistently mentioned responsibilities listed in the constitutions.

1. Pass any legislation which it believes to be for the benefit of the school.

2. Create, authorize, supervise, and coordinate committees for specialized activities or service.

3. Organize, promote, and supervise general and special elections.

4. Establish and enforce regulations for assembly, study hall, corridors, cafeteria, school grounds, social events, and public functions.

5. Promote respect for school and private property.

6. Authorize, sponsor and supervise drives and campaigns.
7. Pass such emergency measures as may be necessary.

8. Originate and formulate any policies in the area of student activities which will make for more wholesome school citizenship.

It is noteworthy to mention the similarity of structure and powers designated by the selected school governments. With few changes the constitution of any particular school selected could be substituted for that of another.

Two questions were included in the letter of inquiry. These questions requested the various junior high school principals to criticize their schools' form of student government. The specific questions asked were:

1. What do you feel are the most effective aspects of your student government?

2. What do you feel are the least effective aspects of your student government?

In regard to question one, the administrators most often replied with the following answers:

1. Opportunity for students to play an effective part in the total school program.

2. Promoting desirable attitudes in the entire student body.

3. Developing codes of conduct, dress, public relations.

4. Orientation of students by the hospitality committee.

5. Helps with social problems.

6. Deals with some discipline problems.

7. Gives knowledge of parliamentary procedure.
8. Representatives are elected by home rooms, decisions are reported by one of their own class.

9. Student morale and grievance machinery.

10. Leadership in extra-curricular activities.

11. Method for developing customs and traditions which will be acceptable educationally and will wear well.

12. Teaching of our democratic way of life.


14. Helping others less fortunate.

15. Parliamentary procedure taught and stressed.

16. Making decisions and living up to them.

17. Gives feeling of responsibility.

18. Aids in developing a better understanding of school problems.

19. Acts as a sounding board for troubles and a clearing house for new ideas.

The implications derived from these answers was that student councils serve in a variety of positions.

In answer to question two, the following criticisms written by the principals would seem to point to lack of proper indoctrination as the basic weakness of student government. Most commonly mentioned were:

1. "Getting all students to take an active part."

2. "Confused as to their responsibility and the principal's authority."

3. "Not a court."

4. "Overloading the student council with authority."
5. "Too many meetings."
6. "Weak officers."
7. "Election results in a popularity contest."
8. "Working on non-social activities."
9. "Too many committees."

In making a summary of the responses to the letter of inquiry concerning the structure, activities, and merit of a student council, the following were drawn up as helpful statements:

1. The majority of student governments in the schools studied, used a similar constitutional structure.
2. The principal either acted as advisor or was consulted before any legislative action was taken.
3. Members of the student council were elected by classes.
4. The officers of the student council, excepting the president, were elected from within the council by the elected members.
5. The president was generally selected from eighth and ninth-grade council members and was selected by a school-wide vote.
6. The term of office for council members was generally one year.
7. The number of council members was dependent upon the number of home room divisions in the individual school.
8. In all selected situations the principal retained the right of veto.
9. Activities were developed according to the unique needs of the selected school situations.
10. The promotion of good conduct is a main function of student
11. Correctional discipline problems are not handled by the student councils.

12. The student body is greatly benefited by having the student council function in the system.

13. The student council enriches the total school program.

III. SUMMARY

The writings of authorities and the opinions of administrators indicate that each student council has functions, activities, and an organizational structure unique to its own situation. Because of these individual variations it is not possible to be specific regarding the development of a new student council.

There were several different types of council organization discussed by authorities, ranging from students being delegated to current tasks, to miniature democracies that closely resemble our government.

The activities of the council that were suggested by the authorities ranged from handling financial affairs to landscaping. This indicated that there could be a council-sponsored activity to suit any student.

Administrators who returned a letter of inquiry indicated that the student council promoted school activities, better citizenship, and served as a democratic learning situation for all students. Both authorities and administrators agreed on the necessity of close supervision by the school administration.
CHAPTER III

THE SCHOOL AND COMMUNITY

This chapter includes a description of the resources, geographical location, population, economic situation, and transportation available in the Eagle Grove Community School district. Following this discussion is a review of the school physical plant, the faculty, the attitudes important to a student council plan, and the enrollment and curriculum factors. The description of this community is based on the writer's observation, information from the office of the school superintendent, and information provided by the Eagle Grove Chamber of Commerce.

I. THE COMMUNITY

An important consideration in planning a proposed student council for the Eagle Grove Junior High School is a description of the community. The Eagle Grove Community School District is an agricultural area of 160 square miles, with an estimated population of 7,200 persons, and an assessed valuation of $17,250,000. It is located in the southwest part of Wright County, Iowa. Nearly all of the farm land is exceptionally productive. The chief farm products are corn, oats, and beans, supplemented by the raising of hogs and cattle.

There are three towns within twelve miles of Eagle Grove, the site of the new junior high school. Eagle Grove, with an estimated
population of 4,200, is the largest town in the district. It contains the junior college, high school, junior high school, and two of the five elementary schools in the district. For the past ten years, Eagle Grove High School has enrolled a majority of the students from the towns now included in the present district. Thor, a community of 400, is located nine miles west of Eagle Grove. Thor contains an elementary school, with an enrollment of 124. Vincent, a community of 250, has an elementary school enrollment of 109. Vincent is located eight miles southwest of Eagle Grove. At the present time a new elementary school is being built there and will be ready by September of 1960. Woolstock, twelve miles southeast of Eagle Grove, has a population of 309 and an elementary school enrollment of 118.

The people of the district are mainly average economically, with little variation. There are no large factories or industries in the school district and the small businesses are prosperous and stable due to the support of the surrounding population.

Transportation to other communities is provided by the Chicago Northwestern and Rock Island Railroads which operate two trains daily. The Eagle Grove airport operates a private flying service for those that desire it. However, the most convenient method of travel is by automobile. A paved highway, number 60, runs through the district and the city of Eagle Grove.

The spiritual needs of the community are accommodated by fourteen churches, which also provide some of the social life of the community, particularly in Thor, Vincent, and Woolstock. A Catholic parochial
school with an enrollment of 93 students ranging from first grade through eighth grade is supported by the community parish. Upon completing eighth grade, parochial students attend the Eagle Grove Community Districts' secondary schools.

The social and community service activities are provided by four lodges, five businessmen's clubs, Lions Club, Rotary Club, Golf and Country Club, the American Legion, and Legion Auxiliary.

II. THE SCHOOL

Enrollment and Curriculum

The present junior high school is organized on a seventh and eighth-grade basis. There are four sections of seventh grade totaling 147 students. There are four sections of eighth grade totaling 153 students. Examination of records show 174 students are residents of Eagle Grove, 14 students are residents of Thor, 9 students are residents of Vincent, 17 students are residents of Woolstock, and 86 are rural residents. The total enrollment for the 1960-1961 year, including seventh, eighth, and ninth grades, will be approximately 448 students. There will be 148 seventh grade students, 147 eighth grade students, and 153 ninth grade students.

This increase from a two to a three year junior high school will necessitate an increase of one English teacher, one mathematics teacher, one history teacher, one science teacher, and one girls' physical education teacher.

Sample programs of individual junior high school students enrolled
during the school year of 1959-1960 show the following subjects were available: civics, chorus, arithmetic, spelling, art, physical education, English, speech, drama, American history, homemaking, and science.

Co-curricular activities include cheerleading, band, football, basketball, wrestling, and track. Parties and similar activities are held to a minimum because of present facilities. No co-curricular or standing committees exist.

Physical Plant

Before any program is developed within the school, the physical plant must be considered. The Eagle Grove Junior High School was under construction in the northwest section of Eagle Grove at the time this study was made. The contracted cost of the building was $675,000. The school site consists of nine acres of land, of which five are designated for the building. The remaining four acres are parking lots, and landscaped area with trees, bushes, and lawn. This land adjoins a ten-acre athletic field and play area owned by the school district and is located four blocks west of the high school building.

The one-story structure is composed of brick and steel and is designed in three wings leading from the main corridor. The building contains sixteen classrooms designed for a capacity of thirty-five students each; one special education room seating eight children; a modern, completely equipped, five unit homemaking classroom; two science laboratories containing 35 units and one demonstration table in each; and a library of 1,200 volumes with seating accommodations for 120 persons. There is an auditorium with a seating capacity of 500, containing a 40
foot stage. Vocal and instrumental music are taught on the stage and three practice rooms open on to the stage. There are two locker rooms and a modern kitchen adjacent to a multi-purpose room that will seat 600 for the lunch program and can be converted to a physical education room in minutes. There is also a completely equipped shop with tools and materials for the simultaneous instruction of 26 students. An administrative unit of offices includes those for a principal, assistant to the principal, director of education, nurse, and two offices each for guidance and special education teachers. A teachers' lounge also adjoins this unit. In addition, there are separate offices in the building for both the girls' and boys' physical education teachers. The vocal and instrumental music teachers share one large office located on the stage in the auditorium.

Qualifications of the Faculty

The twenty-three faculty members of the Eagle Grove Junior High School are considered by the administration to be well prepared to aid in the development of the proposed student council. All members of the junior high school faculty are now required to have a baccalaureate degree or be continually working toward one, and be certified to teach by the Iowa State Department of Public Instruction. Several members of the staff have shown professional interest by continuing to broaden their qualifications and knowledge in the field of their choice. Seven teachers have attained a Master's degree in their specific field of education. Four more have continued beyond the four-year level, and five teachers are continuing study to complete the four year minimum.
Twenty-three members of the Eagle Grove faculty instruct junior high school students at the present time; however, only eight teachers teach primarily a junior high school schedule. These teachers instruct classes in civics, mathematics, English, history, and physical education. Fifteen teachers instruct junior high students only part-time. These classes are vocal music, spelling, art, physical education, band, shop, speech and drama, homemaking, science, and study period. A definite trend has been inaugurated at Eagle Grove to obtain a complete staff that will teach only on the junior high level in the future.

**Attitudes Important to Student Council Plan**

According to the Superintendent of the Eagle Grove Community Schools, the Board of Education has no written policy concerning student government. The only governing policy states that all school-sponsored organizations will hold their meetings in or on the school premises. The fact that there is a student council in both the senior high school and the junior college indicates a favorable attitude on the part of the Board of Education.

Approval has also been given by the administrators of the school who collectively agreed that a student council has value to the individual student, the administration, and the community as a learning situation.

Despite the current crowded conditions, the attitude and morale of the students are judged to be favorable to the introduction of a student council as the council operates with success in both the high school and junior college, the students' attitude is a receptive one.
Cooperation between teachers and students seems to be the very best proof of this good attitude. Truancy is almost negligible, there has been no writing on the walls or desks, or other types of malicious damage. There have been very few academic failures, and there is a high attendance and whole-hearted support of all school-sponsored activities. All of these are considered evidences of sound school morale.
CHAPTER IV

PLAN OF DEVELOPMENT

After reviewing the available literature and communicating with principals concerning student councils in their schools, a plan was developed for a student council in the new Eagle Grove Junior High School. This plan includes recommended objectives, functions, election procedures, committees, interpretation of power, and a description of the internal organization needed to promote council activities. In addition to this organizational plan, a proposal for a constitution that would guide the functions and objectives mentioned in this chapter was developed and has been included in the appendix on page 64.

Objectives

The following objectives of the Eagle Grove Junior High School Student Council have been proposed to indicate the aims and purposes to be attained by the council. These proposed objectives are:

1. To set up a situation in which both pupils and faculty may have actual experience in living in a community organized on democratic principles.

2. To conserve those values in human personality—integrity, enthusiasm, vitality, conduct—which are most fully developed in a democratic situation.

3. To make the students and faculty members citizens of the
school rather than transitory aliens leaving no personal contributions.

4. To promote the student council as a medium for formulating and expressing opinion.

5. To organize the student council so that it will constantly be concerned with the improvement of the morale of the school and with the school's consistent improvement and upbuilding.

Objectives are only as productive as the individuals that promote them. These objectives will change and be supplemented as students seek new goals and values in the council.

Functions

The following functions are recommended as areas in which the proposed council should aid in the education of students. In addition to the functions, suggested activities have been listed that would aid in the promotion of these functions.

Service to others. Since the development of good citizens is the primary function of the Eagle Grove Community Schools, one of the chief functional areas in which the council can promote citizenship is in the area of service to others. Four specific activities that could be initially developed to support these services are:

1. To maintain an information desk before school and at noon that would inform inquirers of noon activities, noon regulations established by the administrations, and aiding and directing those individuals not familiar with the building.

2. To develop a list of individuals who would be willing to
provide special help for teachers, librarians, and administrators.

3. To assume charge of corridor bulletin boards.
4. To welcome new students and visitors.
5. To aid in orientation of students to the new school by developing a simple plan of the building to be carried in notebooks.
6. To develop a directory of current students' names and addresses.

Promotion of drives and campaigns. Citizens in a democracy often are called upon to donate their time and energy to help others or promote the better interests of the community. Following is a list of five campaigns that could be promoted by the council early in the fall.

1. Safety First
2. Know your school
3. Good sportsmanship
4. Better grooming
5. School beautiful

Care of school and personal property. This function directly supports objective five on page 33. The student council would be in an ideal position to instill in students a pride in the building by developing bulletin boards and posters that call students' attention to the care of desks, walls, school equipment, grounds, conservation of school and personal supplies, and by promoting the care of personal property, clothing, materials, and equipment.

Courtesy and conduct. This function could be encouraged by council members if they would organize corridor, stairway, and rest-room monitors
who would remind students of good rules of conduct, teach school courtesy in the classroom, cafeteria, and library through their own actions, and encourage good sportsmanship.

**School handbook.** It is recommended that an early student council project be the development and publication of a school handbook that would give routine information and eliminate many student questions. This handbook could include information concerning:

1. Staff members and their duties.
2. The school song, motto, and pledge.
3. Explanation of absence, admits, and excuses.
4. Directions for use of locks and lockers.
5. Definition of tardiness to class and school.
7. Girls' and boys' intramural sports.
8. Care of books and school-loaned supplies.
9. A definition of the student council.
10. Rules defining social events.
11. Brief explanations of any school clubs that might exist.

The handbook is an important area of council promotion and frequently was mentioned by authorities and administrators as being an important contribution to the school.

**School publications.** The student council should be responsible for school publications such as a school newspaper, song and yell sheets, programs of musical, dramatic, and athletic events, and mimeographed
Promotion of historical events and holidays. It is suggested that during the first year of council organization, observation of significant days be limited to the following:

1. Veteran's Day (November 11)
2. Lincoln's Birthday (February 12)
3. Washington's Birthday (February 22)

In future years other days of significance that could be observed might be:

1. Constitution Day (September 17)
2. Columbus Day (October 12)
3. Arbor Day (April 2)
4. Thanksgiving Day (November, last Thursday)
5. Christmas Day (December 25)

Promotion of the appearance of the school. In order to promote consistent improvement of the school the council should function as an "idea" center and an "action" center to encourage the beautification of the school. Since this type of activity would be initially promoted in the fall and winter months the first year, and since the physical plant is new, activities may be limited. However, the following projects are suggested as possibilities:

Fall and Winter:

1. Beautify classrooms with flowers and plants.
2. Provide trash receptacles and encourage their use.
3. Hold flower exhibits.
4. Organize competition in fruit, vegetable, and flower growing.
5. Promote building of bird feeding stations.

Spring:
1. Encourage classes to plant flower beds, shrubs, and trees.
2. Promote building of bird houses.
3. Encourage use of trash receptacles.

Surveys and investigation. A continuous function of the proposed student council should be to be aware of the needs and desires of the student body and to give them opportunities to formulate and express opinions. Some initial topics on which student opinions would be valuable are:

1. Study habits--their time, place, and procedures.
2. Tardiness and absence--extent, causes, losses.
3. Participation in co-curricular activities.
4. School health--illness, accidents, cost, time loss.
5. Misuse of school library books, equipment, material.

Promotion of intra-school contests. It is also proposed that the council should promote contests and competitions in order to encourage the ideals of sportsmanship, provide activities for a greater number of students, and promote an opportunity to develop unrecognized talent. Recommended contests and competition activities for immediate council consideration are in:
Athletics:

1. A touch football intramural league could be promoted. Games could be held during the noon hour on the athletic field. Teams could be selected from home rooms.

2. A similar league could be developed in basketball during winter months from 12:30 - 12:55, and softball in the spring months.

Music:

1. The council could promote a musical talent contest to be held several consecutive noon hour periods. Arrangements could be made to promote the writing of a school song.

Art:

1. Poster contests could be developed on subjects such as observance of the historical dates previously mentioned, neatness, hobbies, citizenship, safety, fire prevention, punctuality, and other topics that would educate students by improving their values and goals.

Other contests that might become future council projects are in the areas of dramatics, debate, health, courtesy, and sportsmanship.

Publicize school sponsored activities. Since the Eagle Grove Community School district covers a large area, school sponsored activities that are being developed, are presently in operation, or have recently been completed should be publicized. Activities that would support this function are:

1. Compiling and keeping scrapbooks of news clippings, items, and programs.

2. Develop press releases.
3. Organizing a news sheet of current school activities.
4. Printing a monthly school calendar for each student.
5. Promoting store window publicity for special causes and events.

The functions of the proposed student council have been developed to serve the needs of the Eagle Grove Junior High School and to promote the objectives listed on page 32.

**Internal Organization**

**Eligibility for membership.** It is recommended that membership in the council be open to any student regardless of sex, grade average, or previous records of conduct. This is in accord with the beliefs of most authorities and coincides with the first objective proposed by the writer on page 32. It would be desirable if some representation could be obtained from each town or area in the district in order to insure better representation of the whole school districts; however, this is not essential.

**Representation.** It is suggested that one boy and one girl be selected from each homeroom. The number of council members should increase with the number of corresponding home rooms. For the school year of 1960-1961, the estimated school enrollment was five sections of seventh grade totaling 148 students, five sections of eighth grade totaling 147 students, and in addition to these figures there will be five sections of ninth grade totaling 163 students. Thus, there would be ten representatives from the seventh grade, ten representatives from the eighth grade, and ten representatives from the ninth grade, making a
total representative membership of thirty.

Officers. In addition, it is recommended that the president be elected by popular vote of the student body from the class membership of the ninth grade. This reasoning is based on the assumption that ninth-grade students should be more experienced in school affairs, more mature in judgement, will command more respect, and should therefore make better leaders.

With the exception of the president, the members of council should elect their own officers on the basis that the members are in a good position to know the abilities of their peers and council members should have a right to elect those that will represent them as officers. The duties and terms of the officers have been listed in a proposed constitution found on page 65 of the appendix.

Committees of the council. In order to operate efficiently, certain tasks should be delegated to committees of representatives. These committees should, of course, exist according to their usefulness. However, there are several committees that should continually function in order to be of maximum service to the school. It is recommended that the following committees be designated as standing committees and any others be created and dissolved as needed. The standing committees, number of members, and duties are:

Hospitality: (6)

This committee should have duties that consist of being host or hostess to any visiting guest. This group should stress courteous behavior
in personal or group relationships. Committee members may conduct tours of the building for guests upon receiving approval from the principal. A suggested itinerary and also information of interest to guests could be organized from the description of the physical plant, page 28.

Assembly: (3)

This committee should aid the administration in planning all assemblies for the school year. This committee may remain relatively inactive in the early weeks of council development; however, an early program that could be considered is the organization and production of a school talent show. This is feasible because of the policy of upper elementary music teachers to devote one class a month to talent shows. Students have responded well and should react favorably to this type of program.

Lost and Found: (3)

This committee should keep students informed of articles found on the school ground or in the building. The Lost and Found Department promotes one major function of the proposed council, the development of care of school and personal property discussed on page 34. This department could be established in the supply room of the administrative offices.

Health and Safety: (3)

This committee should promote interest in good health habits and promote health drives and safety campaigns within the building. This committee supports the function of service to others explained on page 33. One of its first campaigns might be the promotion of safety on the playground. Posters could be created, talks by the school nurse or local
doctors and police could be sponsored in individual home rooms or in the auditorium, or a play could be produced that is based on the theme "Safety at School".

Intramural: (6)

This committee should schedule games and keep sports records. At the end of each sports season the committee could present an award assembly. This committee could begin immediately after organization by promoting a "noon game room" and intramural football for those that are interested. Future activities could include seasonal sports, ping pong, checkers, and other indoor games. A complete tournament schedule could be developed for these games.

Citizenship: (3)

This committee should promote, in all its' phases, better school citizenship. Maintaining of desirable conduct at assembly programs, social events, athletic games, in the halls, library, and study halls should be an important function of this committee. It should also promote patriotic days, promote any school drives such as the Red Cross, and cooperate and hold discussion meetings with civic leaders as the occasion arises.

Building and Grounds: (3)

This committee should organize and schedule the monitor system and encourage students to take pride in the condition of their building. One of its' first tasks might be promoting ideas of landscaping, growing of winter gardens, and beautification of individual home rooms by conducting a flower growing contest.
Activity: (3)

This committee should recommend the chartering of school organizations. Proposed clubs must submit their plans and constitution to this committee before a charter can be issued. The committee should also investigate the need for clubs in undeveloped areas. This committee could have the power to recommend only, the school council should represent the final authority. Worthwhile organizations should be promoted, but the council should let these develop through student needs and not force them.

These standing committees and other temporary committees that may be formed are the "back bone" of the council. Activities are promoted through these committees, and the student body can see what the council is doing. It is suggested that during each meeting of the council, each committee chairman report on the actions of his committee.

Election Procedures

It is recommended that for the initial election of members, the informal method of election be used for the following reasons:

1. The junior high school will be moving to a new building which will involve time-consuming orientation of students and faculty.

2. The ninth grade will be a combined with the seventh and eighth grades for the first time.

3. All faculty members will be new to the building; some will be new to the system.

4. This proposed council will be the first attempt at student government on the junior high level of Eagle Grove.
However, the full-fledged election campaign or "formal" method should be planned for the following school year, 1961-1962, because of its educational value.

The proposed election procedure for student council representatives for the Fall of 1960-1961 should be developed in the following manner:

1. Election would be held during the home room period 9:00--9:55.

2. Candidates should be selected by having classmates nominate them or by submitting their names to the home room teacher.

3. Two members, one boy and one girl, should be chosen from the list presented by allowing home room class members to vote by secret ballot.

4. Election of members should be by majority vote.

5. A committee of tellers should be appointed by the home room teacher to count the ballots.

6. The names of the home room representatives should be submitted to the principal by the home room teacher.

7. Total results of all home room balloting will be mimeographed and posted in each class room.

A proposed method for the election of the student council president could be as follows:

1. Nominations of any ninth grade student may be made by any member of the student body for one week prior to the date of election.

2. All names of nominees will be mimeographed on one sheet of paper and squares placed after each name.
3. One copy of the list of names will be distributed to each student by his home room teacher.

4. Voting should be done the same period that homeroom members pick their own representatives.

5. Ballots should be tallied by the same committee appointed to count the votes for representatives.

6. Results should be reported to the administrative office by the home room teacher.

7. Total results of all home room balloting will be mimeographed and posted in each class room.

Interpretation of Power

It is recommended that the Principal of the Eagle Grove Junior High School shall have the power to make decisions interpreting the meaning and intent of the constitution and shall have the right of veto over any measure which the student council proposes. The attempt should be made to clearly indicate the freedom of the council in any activity, and, where at all possible, this freedom should be respected. In addition, it is recommended that the principal of the school be designated as student council advisor.

Conclusions

The proposed student council should provide a learning situation that will deal with problems that are currently vital to the individuals involved. The proposed student council should be a means of promoting basic philosophy of the Eagle Grove Community Schools: continuous growth through broadening experiences. The axiom "learn by doing" is significant
to the operation of any successful educational venture.

It should be clearly understood that the proposals in this chapter have been organized to aid in the initial development of the proposed council. The continued growth and development of the council will necessitate changes and additional details of planning.
CHAPTER V

PROPOSALS FOR INITIATING A STUDENT COUNCIL

After organizing the proposals presented in Chapter IV, a specific plan was drawn up in detail for the development of the student council in the new junior high school. This plan provided for all the initial steps required for achieving the organization.

These proposals have been organized under the following recommended procedures: Orientation of the Faculty; Orientation of the Student Body; Development of the Constitution; Initial Election of Members; Internal Organization Procedure; and Initial Activities.

Orientation of the Faculty

It is suggested that the faculty can be educated to the basic values of the proposed council in two separate meetings. The superintendent of the Eagle Grove Community Schools has established August 23, 24, and 25 as pre-school conference days to be used expressly for the purpose of teacher orientation. It is recommended that meetings conducted by the principal be scheduled for 10:00 a.m., August 24, and at 10:00 a.m., August 25, specifically for the purpose of discussing the proposed council. The following is proposed for these two days and is supplemented by the findings and proposals of the writer in Chapters II, III, and IV.

Thursday, August 24

1. Explanation of the purpose of the meeting.
2. Explanation of the desired objectives of a council.

3. Explanation of the functions of a council.

4. Review of authoritative opinions of a council. Explanation could be supplemented by the review of literature in Chapter II.

5. Review of professional opinions of a council. Explanation could be supplemented by the Opinions of Selected Administrators, Chapter II.

6. Summarize discussion and appeal to faculty to give serious thought to the organization of a student council.

Friday, August 25

1. Review any questions faculty members may have regarding the objectives, functions, or opinions that were discussed August 24.

2. Explain activities.

3. Explain council organization.

4. Discuss the advisability of principal becoming the advisor of the student council.

5. Explain how the initial election could be developed.

6. Discuss first activities which the council could promote.

7. Discuss how the faculty can promote the proposed council.

Orientation of the Student Body

The initial plan of promoting a student council could be started the first full day of school, August 30, and continued over a two-week period. Faculty members could promote interest in the council by developing discussions, activities, and assignments around such areas as:

1. Reporting on great American leaders.
2. The history of our government.
4. Discussing qualifications of leadership.
5. Discussing qualities of a good representative.
6. Listing the advantages of democratic living.
7. Discuss what individual students hope to achieve at Eagle Grove Junior High School.
8. Examining our United States Constitution.
9. Discussing what a student council could achieve at Eagle Grove.

These areas are chiefly suitable for English, civics, and social studies classes and it is recommended that the faculty members be responsible for the instruction of these classes and emphasize values of the student council to the fullest extent.

The preceding areas should be discussed over a period of two weeks, until September 9. Faculty members that do not teach a subject that lends itself to such discussion should promote the proposal by understanding its values, and being prepared to interpret these values for students when the opportunity presents itself.

Development of the Constitution

It has been estimated by the writer that the education of the student body will take about two weeks. By the week of September 12, the students should be sufficiently oriented and should be ready to start work on the development of a constitution that would be applicable to their needs.
In order to develop a working situation, it is recommended that one representative from each of the fifteen home rooms be elected or appointed by home room members and be instructed to promote their wishes and keep them informed concerning the organization of the constitution. It is also recommended that these representatives be chosen by Friday, September 9.

The meeting time and place of the constitution committee has been tentatively proposed for Monday, September 12, at 12:15 p.m., in the faculty conference room.

The advisor should act as temporary chairman of the committee until a chairman and a secretary are elected by the committee. The initial meeting should be chiefly organizational and instructional. The following outline has been proposed for the complete development of the constitution.

Monday, September 12

1. Meeting called to order by the advisor.
2. Election of a committee chairman and secretary.
3. Review the purposes of a constitution.
4. Discuss the objectives desired for the proposed council.
5. Discuss the functions and the activities that could support the council.
6. Discuss the internal organization of the proposed student council.
7. Assign each representative to list his home room's ideas concerning the topics discussed at this meeting.
8. Announce meeting time--12:15, and place--same for Tuesday.
Tuesday, September 13

1. Meeting called to order by the chairman.

2. Minutes of the previous meeting read by the secretary.

3. Review the objectives proposed by each representative and list.

4. Review the functions and activities proposed by each representative and list.

5. Review the internal organization proposed by each representative and list.

6. Review the purposes of a constitution.

7. Dismissal by the chairman.

It is recommended that the advisor be responsible for typing up the listed proposals, activities, and types of internal organization and a copy of the proposed constitution, found on pages 65 - 71 of the appendix, and that he mimeograph them so that each committee member may have a copy for Wednesday's meeting. Additional time may be needed for the completion of Monday's and Tuesday's problems; however, the writer will assume that all committee business was completed.

Wednesday, September 14

1. Meeting called to order by the chairman.

2. Secretary passes out mimeographed copies of all objectives, functions, activities, and types of internal organization.

3. The advisor distributes copies of the proposed constitution.

The advisor should explain that this constitution was developed as a possibility for the Eagle Grove Junior High School; it combines many
applicable features of sixteen junior high schools comparable in size to Eagle Grove, and it follows closely the constitutional structure recommended by authorities.

4. Representatives are asked to discuss their proposals and the proposed constitution with members in their home room and to be prepared to bring home room recommendations to the Thursday meeting.

5. Dismissal by chairman.

Thursday, September 15

1. Meeting called to order by chairman.

2. Minutes of previous meeting read by secretary.

3. Advisor suggests committee begin writing of constitution.

The secretary can write the proposals on the blackboard to reduce confusion.

4. Chairman instructs secretary to mimeograph copies of the proposed constitution with the aid of the advisor.

If the committee chooses to use major portions of the constitution proposed by the writer, incidental changes could be made on Thursday. The secretary could then prepare a master copy, duplicate it, and have copies ready for each committee member on Friday.

Friday, September 16

1. Meeting called to order by chairman.

2. Minutes of the previous meeting are read by the secretary.

3. Proposed constitution is read by the secretary and discussion is held.

4. Committee members vote.
5. Chairman instructs secretary to mimeograph one copy for each member of the student body.

Assuming that the constitution is approved by the constitutional committee, copies of the constitution should be distributed by 9:00 a.m., Monday, September 19, so that all home rooms may discuss it. It is recommended that a vote for approval or disapproval be taken Tuesday, September 20. The chairman of the constitutional committee should call a final meeting Tuesday, September 20, at 12:15 p.m. The outline of this meeting is suggested as follows:

1. Meeting called to order by the chairman.
2. Secretary reads minutes of preceding meeting.
3. Chairman instructs secretary to record the results of each home room vote on the blackboard.
4. Chairman instructs each home room committee member to report results to their home room.
5. Chairman dissolves committee.

Initial Election of Members

Following the constitutional convention, plans should be made immediately for the election of student council members. The student body should be aware of the qualities of ideal council members since it was emphasized in classroom discussion during the education of the student body.

The informal plan of election has previously been recommended on pages 45 -- 45. Again the writer wishes to emphasize the fact that this method should be used only the first year and in subsequent years
the formal method should be developed.

The following outline is suggested for the election of members:

Wednesday, September 21 - Home room period 9:00 - 9:55

1. Discussion of leadership qualities necessary for a representative and a president.

2. Nomination of candidates for representatives and nomination of presidential candidates.

After the nomination of eligible presidential candidates has been completed, a list of these candidates should be submitted to the advisor by the home room teacher so that the advisor can compile all nominations, mimeograph copies, and distribute them for election purposes.

Thursday, September 22 - Home room period 9:00 - 9:55

1. A committee of tellers should be appointed by the home room teacher to count ballots.

2. Home room teachers should instruct students to vote for only two representatives, one boy and one girl.

3. Two three-inch squares of plain white paper should be distributed to each class member by the counting committee with instructions by the home room teacher to vote for two representatives.

4. Ballots should be collected and counted by committee and results posted on the blackboard.

5. Mimeographed ballots prepared by the advisor should then be distributed. One ballot should be given to each member of the home room with instructions to place an "X" in the square opposite the name of the candidate of their choice.
6. Ballots should be collected and counted by the committee and results of the home room balloting placed on the blackboard.

7. Home room teachers should then write the names of the representatives elected by their home room and the names and number of votes received by each presidential candidate and send them to the office of the advisor.

The advisor should list the elected representatives and tabulate the results of home room balloting for president. These results should be typed and mimeographed and distributed to each home room teacher. The home room teacher should post the results on the bulletin board closest to the home room exit.

In order that interest may be advanced and that the dignity of the office may be impressed not only upon the newly elected members, but upon the entire student body and faculty, a special assembly program should be held for the installation of newly elected members. It is recommended that such an installation be held Friday, September 23, at 3:00 p.m.

The following program of installation is proposed:

1. Playing of the Star Spangled Banner by the junior high school band.

2. Pledge of Allegiance led by advisor.

3. Purpose of the meeting explained by the advisor.

4. Presentation of the president of student council to the student body by the advisor.

5. Presentation of the elected members by the president of the
student council.

6. Induction of members and president who rise when addressed by advisor and repeat the following pledge:

I will strive for high student government ideals both within myself and among my fellow students. I will do all within my power to uplift the school and student council. I will obey and respect the laws and do my best to inspire obedience and respect for them in all others. I will strive to quicken the sense of responsibility among the students of Eagle Grove Junior High School, so that we may transmit our student council not only unimpaired, but greater and more beautiful than it was given to us.

7. Singing of the first verse of America by participants and student body.

8. Dismissal of council members by president.

9. Dismissal of student body by president.

Internal Organization Procedure

In order to utilize the enthusiasm that will be developed to this point, it is recommended that the president call an organizational meeting Monday, September 26, at 12:15 p.m.

It is suggested that the advisor take some time either Friday afternoon after the assembly or Monday morning before the meeting to review the duties of the president and the council with the president.

The outline of this meeting is recommended as follows:

1. Meeting called to order by president.

2. Introduction of each member to the council.
3. Purpose of the meeting explained by president.
   a. Need for vice president, secretary and treasurer
   b. Review of election procedures according to constitution
   c. Discussion of qualifications for these offices
4. Election of officers.

Following the installation of members the president should remind representatives to review the standing committees set forth in the constitution and announce that the second meeting, to be held Wednesday, September 28, at 12:15 p.m., will concern the appointment of representatives to committees provided in the constitution. The suggested outline is:

1. Meeting called to order by president.
2. Reading of minutes of last meeting by secretary.
3. Discussion of the duties of the standing committees provided in the constitution.
4. Appointment of representatives to committees.
5. Dismissal by president.

**Initial Activities**

At this time the recommendations of the writer must necessarily become less specific. Decisions regarding activities and their promotion must be made by the council members who have been appointed to the various committees. Suggestions for early activities have been made previously. Committee members will have to organize activities that they feel will best serve the needs of the students.

The writer suggests that the council members follow these general
recommendations regarding activities:

1. Begin with a few activities.
2. Select those where definite success is possible.
3. Be sure the projected activity is needed.
4. Select a small job at first.

Conclusions

The writer wishes to emphasize the fact that these recommendations do not need to be followed "to the letter". Diversions and substitutions are to be expected in any proposal. The success or failure of this council will depend upon planning, and the planning should progressively develop into mutual contributions by everyone affected.
CHAPTER VI

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study, as stated in Chapter I, was to prepare plans for the introduction and development of a student council form of student government applicable to the Eagle Grove Junior High School.

The study included a review of the literature in the field of student government. In addition, a letter of inquiry was sent to twenty junior high school principals asking for a copy of their school's constitution and also for any helpful criticisms they could offer. The results of the writers' reading and inquiring have been reviewed in Chapter II.

Chapter III included a description of the community and the school to acquaint the reader with the physical environment within which the council will operate.

A plan of development regarding objectives, functions, election procedures, committees, interpretation of power, and a description of the internal organization needed to promote council activities was suggested in Chapter IV.

In order to supplement these recommendations, a proposed constitution applicable to the situation at Eagle Grove has been placed in the appendix.

Chapter V stated initial steps of organization that would enable
the council to become a functional part of the total school program.

II. RECOMMENDATIONS

After completion of this study the writer recommends that it be accepted as the organizational and developmental plan for a student council at Eagle Grove Junior High School, Eagle Grove, Iowa.
BIBLIOGRAPHY
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A. BOOKS


B. PERIODICALS

Mathes, George E. "Points for Student Council Consideration," *School Activities,* XXIII (September, 1951), 19-21.


C. PUBLICATIONS OF PROFESSIONAL SOCIETIES


D. UNPUBLISHED MATERIALS

CONSTITUTION

PREAMBLE

We, the students of Eagle Grove Junior High School, pledge our loyalty to the ideals of scholarship, citizenship, sportsmanship, extracurricular participation, service and co-operation for which our school stands.

ARTICLE I - NAME

Section 1. The organized government of Eagle Grove Junior High School shall be called the Student-Faculty Cooperative Association of Eagle Grove Junior High School.

ARTICLE II - MEMBERSHIP

Section 1. All regularly enrolled members of the Eagle Grove Junior High School shall be members of the Student-Faculty Cooperative Association.

Section 2. The junior high school principal and all members of the faculty designated as junior high school teachers by the superintendent of the Eagle Grove Community schools, shall be members of the Student-Faculty Cooperative Association.

ARTICLE III - GOVERNING BODY

Section 1. Name
The governing body of the Eagle Grove Junior High School Student-Faculty Cooperative Association shall be the Student Council.

Section 2. Officers
The officers of the Council shall be President, Vice President, Secretary, and Treasurer.

The President shall be elected for one year from the ninth grade class by the whole junior high school.

The President shall preside at all meetings, when present; ascertain the presence of a quorum; call for minutes and reports; recognize speakers, state motions made, call for a vote; decide
points of order; appoint officers pro-tem; appoint and discharge committees; preserve order and decorum; call special meetings; execute the council's wishes; and adjourn meetings.

The Vice President will be elected from the student representatives and will hold office for one school year. The Vice President will be elected from and by the student council.

The Vice President shall perform the duties of the President in the event of his absence, disability, and disqualification; act as general assistant to the President in all matters; and accept responsibilities specifically delegated to him.

The Secretary shall be elected from the student representatives of the council for a term of one school year.

The Secretary's duties consist of writing and keeping a permanent, detailed record of all council meetings. He also has responsibilities to read the minutes of the previous meeting and make any corrections there might be; receive and file all correspondence; attend to all necessary correspondence; keep record of attendance at Council meetings; prepare, with the President, agenda for the next meeting; record the results of all elections; prepare for the President any necessary papers, such as thank you letters; act as President in the absence of the President and Vice President; see that amendments to the constitution are duly recorded.

The Treasurer shall be elected from the council representatives for a term of one school year.

The Treasurer has responsibilities to act as President in the absence of the President, Vice President, and Secretary; keep all financial records in order for inspection and examination; pay bills and debts authorized by the council and record all financial dealings held through the student council.

All officers, except the President, shall be elected by secret ballot by a majority vote of the representatives.

Faculty members are not eligible to hold office.

A recall of any officer may be effected by a three-fourths vote and shall be filled by an election in the regular manner.

If a vacancy occurs in one of the offices, the vacancy shall be filled by an election in the regular manner.

ARTICLE IV - AMENDMENTS

Section 1. Amendments to this constitution may be made upon a signed
petition of twenty per cent of the members of the Student Council Association, by a favorable two-thirds vote of the Council, followed by approval by the principal and ratification by a majority of the members of the Association.

The Amendment must be available to the Association members for study at least one week before ratification.

ARTICLE V - RIGHTS AND POWERS

Section 1. The Council shall have the following rights and powers:

A. To create committees for specialized activities or services.

B. To promote respect for school and private property.

C. To provide for referendum and recall elections.

D. To establish and maintain a monitor system throughout the school.

E. Develop a school handbook.

F. Assist the administration in planning school assemblies.

G. Plan and supervise student council elections.

H. Promote the school health program.

I. Assist with the intramural sports program.

J. Appoint hosts for visitors.

K. Handle bicycle problems.

L. Promote and assist in the development of a school safety program.

M. Encourage development of manners within the school.

N. To supervise and sponsor drives and campaigns.

O. To promote and coordinate organization activities.

P. To develop and adopt necessary by-laws.
ARTICLE VI - VETO

Section 1. The Principal of the Eagle Grove Junior High School shall have the right of veto over any measure which the Student Council proposes.

ARTICLE VII - INTERPRETATION

Section 1. The principal of the Eagle Grove Junior High School shall have the power to make decisions interpreting the meaning and intent of the constitution when such decisions are necessary.

ARTICLE VIII - FACULTY ADVISOR

Section 1. The faculty advisor shall be the principal of the junior high school.

BY-LAWS

Article I.
Section 1. Membership. Representation of the student council shall be as follows:

A. Each seventh, eighth, and ninth grade home room shall elect two representatives for a one year term.

B. One representative will be a boy, the other representative, a girl.

C. Representatives will be elected and take office the second week of the first semester.

Article II.
Section 1. Election of members. Any pupil in grades seven, eight, or nine who wishes to submit his name as a candidate for representative from his home room will submit his name and a statement as to why he wishes to run for office to his home room teacher. A friend or friends can draft a candidate, providing the candidate is in agreement with the draft.

Section 2. Election of members shall be by a majority vote.

Section 3. Representative vacancies on the council shall be filled by
a special election for the position by the home room members.

Section 4. The student council shall have powers to suspend council members upon reasonable cause by a two-thirds majority vote of the council.

Section 5. Any member of the Eagle Grove Junior High School is eligible for election to the student council.

Section 6. If any member is absent from council meetings without an excused absence signed by the principal, he shall automatically lose his membership in the council.

Article III.
Section 1. Meetings. The regular meetings of the council shall be held once a week, unless otherwise specified by the President.

Article IV.
Section 1. Committees.
A. The following standing committees shall be appointed during the school year and will consist of not less than three members.

(1) Hospitality.
This committee shall have duties that consist of being host or hostess to any visiting guest. This group shall stress courteous behavior in personal or group relationships.

(2) Assembly.
This committee shall plan all assemblies for the school year.

(3) Lost and Found.
This committee shall keep students informed of articles found on the school ground or in the building.

(4) Health and Safety.
This committee shall promote interest in good health habits and promote health drives and safety campaigns within the building.

(5) Intramural.
This committee schedules games and keeps sports records. At the end of each sports season the committee presents an award assembly.

(6) Building and Grounds.
This committee shall organize and schedule the
monitor system and encourage students to take pride in
the condition of their building.

(7) Citizenship.
This committee shall promote, in all its' phases,
better school citizenship. Maintaining of desirable
conduct at assembly programs; social events; athletic
games; and in the halls; shall be an important function
of this committee. It shall also promote patriotic days,
promote any school drives such as the Red Cross; and co-
operate and hold discussion meetings with civic leaders
as the occasion arises.

(8) Activity.
This committee shall recommend the chartering of
school organizations. Proposed clubs must submit their
plans and constitution to this committee before a charter
can be issued. The committee shall also investigate the
need for clubs in undeveloped areas. This committee has
the power to recommend only, the school council represents
final authority.

B. The President of the student council shall appoint such spe-
cial committees as are needed and dissolve them when their
usefulness has ended.

Article V.
Section 1. Parliamentary authority. All meetings shall be carried on
according to Robert's Rules of Order.

Article VI.
Section 1. Order of business. The order of business shall be as fol-
lows:

A. Call to order
B. Pledge of Allegiance
C. Roll Call
D. Reading and approval of minutes
E. Report of standing committees
F. Report of special committees
G. Old business
H. New business
I. Adjournment
Article VII.
Section 1. Amendments. Before these By-laws can be amended the following procedures will be carried out:

(1) The proposed amendment must have been approved by the principal.

(2) The proposed amendment must be voted on by the student council and pass by a majority vote of three-fourths of the members.