

winner. Obviously, such a motion represents a fine attitude, but it is only a pretty gesture; it is not according to accepted parliamentary practice. Naturally, no candidate can give away the votes he did not cast.

4. Withdrawing from Candidacy and Giving Votes to Another Candidate.---Some-

times, when there are not enough votes to elect any candidate, one nominee withdraws and turns his votes over to some other candidate, and so causes him to be elected. As suggested above, no candidate can give away the votes cast for him. In such an instance of an incompleting election, another election is necessary.

THE ELECTION CAMPAIGN.---The political campaign in school serves the same purposes as the corresponding political campaign in adult life. It

- (1) interests the voters and arouses enthusiasm
- (2) educates the voters and clarifies political issues; and
- (3) mobilizes support for school improvement.

The general form of the campaign will depend to a considerable extent upon the general form of the school's political organization, or lack of it. Nearly all major school campaigns run about a week or ten days.

In most of the smaller and medium-sized, and in many of the larger schools, there is no political party organization of school citizens. In other schools there are various forms of officially recognized political party organizations, always at least two.

The nonpartisan method of election where the attention of the school will be centered only on the position to be filled and the candidates' qualifications, is to be preferred. The school will not be influenced by the name or prestige of the party or by showmanship. In the nonpartisan organization, the school, not the party, ranks first in importance. Petty politics is far less likely to develop in this setting than it is where two or more organized bodies are competing for supremacy.

Campaign Speeches; Speeches are as much a part of an organized political



campaign as the ballots themselves. It is not always true that fine speaker makes a fine organizer and administrator, or that a poor speaker makes a poor organizer and administrator; the reverse of these propositions may often be true. However, in general, speaking ability is required of presiding officers because they must educate their constituencies, win support for their programs, and handle meetings satisfactorily. It is not so essential that secretaries and treasurers be effective speakers because their work requires less of this activity and more of specialized record and account-keeping, responsibilities entirely different from those of the presiding officer.

A good campaign speech does at least four things; it

- (1) interests the listeners
- (2) outlines the needs or opportunities for improvements
- (3) suggests remedies or improvements
- (4) obligates the speakers to provide these remedies or support these improvements

Such an address should be skillful; in expression and convincing in argument. It should be dignified, specific, and short, instead of cheap, general, and long. It should concern vital topics and it should be sincerely made.

There <sup>are</sup> a number of settings about the school in which campaign speeches may be made, such as in the assembly, in broadcast form, in the home rooms and corridors and out of doors.

ELECTION OFFICIALS.--- A formal election requires a number of different officials such as are suggested below. Not all will be needed in all schools and some may be combined. However this list suggests the possibilities.

Clerk

Registration.---Checks the voter's name on the registration list, or writes his name on a list, and hands him a ballot. Or, if desirable, two clerks may be used, one to attend to registration and the other to initial and hand out the ballots.

Doorkeeper.---Prevents the admission of any student who is not properly qualified to enter the polling place. Enforces the rule against loitering, election-eering, or "party watching".



Ballot Box Guard.---Presides at the ballot box and sees that each voter drops in his own ballot.

Judge.---Settles any difficulties or challenges that may arise. Often is in charge of the polling place.

Page.---Where each room votes as a group according to a time schedule, this official goes to the room and leads its members to the polling place at the proper time.

These officials, or members from the central elections committee, examine the ballot box before the voting and then lock it. Sealing it is not necessary if a lock is provided. After the polls are closed the judge and clerk take the box to the central committee, or, if this plan is used, open it at the polling place, count the votes, prepare the necessary report or tally sheet, sign it, and take it to the committee. In order that there will be no confusion, election officials usually vote first. All officials are, of course, formally sworn in.

INSTRUCTION OF ELECTION OFFICIALS.---Before any election the officials in direct charge of the polling place should be properly instructed in their duties. Each member of the group should be familiarized with the duties of every other member in case of emergency. One good method, after the group has examined the forms, ballot box, sample ballots, and other materials and equipment used, is to hold a rehearsal of the event, each official not only performing in turn the duties of the other officials, but also voting. A most important part of this instruction program is an emphasis upon the seriousness of the occasion. A similar explanation and demonstration to the entire student body will be found helpful.

ELECTION MATERIALS AND EQUIPMENT.---All election materials and equipment, ballot boxes, registration lists, ballots, forms, "Polls Open" and "Polls Closed" and other signs, should be kept by the central committee, and be issued before and collected after each election. A careful inventory following each event will help to insure that these items are available for the next election. It is a good plan



for the committee to keep a few copies of the ballots, voting instructions, and other forms for use in planning a later event. ~~Further~~

1. Ballot Box.---The use of a regular ballot box will help to make the event more dignified and also prevent trouble due to loose handling of ballots. Makeshifts should be avoided. A tight, attractively ~~stained or painted~~ wooden box, with a slotted and hinged top, and equipped with a small hasp, staple and padlock, can be easily made in the school shop or by some of the boys at home.

2. Ballots.---A good ballot meets two specifications, simplicity and completeness. The ballots should be either mimeographed or printed, preferably printed. Sample ballots may be mimeographed on colored paper and distributed a day or two before the election.

The ballot may be either "write-in" or "mark". In the former, the voter writes the name of the candidate on the proper blank; in the latter he merely marks the box in front of the typed or printed name. The "mark" type of ballot is preferable to the "write-in" type; and it is just as easy to prepare.

The ballot should clearly indicate the number of candidates to be voted for. It should be small and convenient in size.

Generally, ballots are official only after they have been properly initialed by the proper election official at the time of voting. In the interest of a genuine "secret" vote, the ballots should be folded by the voter before being dropped into the ballot box. After the ~~ballots~~ <sup>votes</sup> have been counted the ballots should be returned to the box, locked up, and placed in some safe spot for a few days before being finally destroyed. Such a precaution may save trouble if there arises a dispute regarding the election. Incidentally, a screen or simple booth does much to help make the voting "secret".

REGISTRATION OF VOTERS.---The answer to the question, should voters be registered? will probably depend upon (1) the size of the school and (2) the restrictions imposed upon voting. In a large school there must be a number of polling places and in order to expedite voting, and also to prevent voters from "repeating" at another polling place, such registration lists are probably necessary. If there are any



restrictions, registration lists are necessary to prevent those who do not qualify from voting.

INSTRUCTIONS TO VOTERS.---If an election is to be orderly and systematic it must follow certain regulations or procedures, and the voters must be familiarized with these. A good plan is for the committee in charge of the election to develop a simple set of "Instructions to Voters", mimeograph them and send them to the home rooms for posting, distribution and study. In small schools these instructions may be written on the blackboard or posted on the bulletin board. In whatever way offered, they should be complete, simple, and clear. They should contain such information as the following;

Event.---Name, purpose, or other designation of the election.

Date.---This should include the day as well as the date.

Who May Vote.---Any restriction on voting should be stated.

Time of Voting.---The hours at which the polls are open. If a "school period" is used, the corresponding clock time should also be indicated.

Place of Voting.---In larger schools there may be several polling places and not only these should be indicated, but also the voters (rooms, floors, grades, etc) who may use each. If special arrangements for group passing and voting are necessary, these will be described.

Method of Voting.---This section briefly describes or pictures a sample ballot and indicates how it is to be used, covering such items as number of candidates to be voted for, writing in or marking the names, folding, secrecy (no signatures on the ballot), and depositing it in the ballot box. In the case of voting by groups, the necessary directions concerning the entering, seating, voting, and leaving the room will be included.

Other Material.---Often the set of instructions to voters includes some such appeal as this;

Consider very carefully the qualifications of the candidates. Remember



that you are voting for a leader of the student body who, if elected, will serve for an entire year. Such a leader should be a student who can preside at council meetings with poise and dignity, well represent your school in interschool affairs and be successful in helping to organize and supervise your program of activities. Make sure that you vote for such a person.

Often these instructions include a statement to the effect that electioneering or loitering around the polls will not be permitted. ~~The~~

~~SECTION ON THE DUTIES OF THE COUNCIL OFFICERS AND REPRESENTATIVES XXXX~~

VACANCIES. ~~Where~~ The constitution of the council should provide for the manner in which vacancies are to be filled. In cases of terms running the entire year, vacancies should be filled by special election as soon as practicable. This special election should follow the same general procedures as the regular event.

EVALUATION OF AN ELECTION. ~~Because~~ Because in all probability, there will be few elections in which everything will have gone off as smoothly as planned, it is a good policy for the central committee to make and file away a written evaluation of each one. This appraisal will answer in detail such questions as, Where was this election weak? Where was it strong? What are the reasons for these weaknesses and strengths? Specifically, in what ways may the next election be made more satisfactory.

If this appraisal is not made immediately in permanent form, much of it may be lost by the time it becomes necessary to plan for another election.



PART VII—INTERNAL ORGANIZATION OF THE COUNCIL

The objective of the participation idea is not mere participation—in an unorganized mob there is participation—but a systematized, effective and wholesome participation, and this involves the discovery, capitalization, and coordination of pertinent interests and abilities. This is true not only in the area of the entire school organization but also in the area of the council, and, in turn, in the smaller areas represented by the elements of this body, its committees, boards, and departments, each of which is a group of leaders organized around leaders. In a council, then, there are leader-individuals, usually called officers, and leader-groups, commonly designated committees.

OFFICERS

The basic officers of a council are president, vice-president, secretary, and treasurer. Such minor officers as sergeant-at-arms, reporter, usher, parliamentarian, doorkeeper, cheerleader, and songleader are also found. The responsibilities of these various officers will be discussed later.

ELECTION OF OFFICERS.—There are two main possibilities in the election of student council officers; (1) election by the student association and (2) election by the council itself. The first method is generally favored for;

- (1) this is the customary procedure in municipal, state, and federal elections.
- (2) the school at large will become more interested in the participation plan
- (3) it can capitalize worthy ability which is not in the council

RESTRICTIONS ON CANDIDACY.—It has already been pointed out that the only justifiable restriction to membership in the council is the requirement that the student be passing in his academic work, and that high marks, sex, conduct, records, and reelection should not be given consideration. This policy is just as justifiable in the election of officers of the council as it is in the election of members to the council.



ELECTION PROCEDURES.---Procedures, materials, and mechanics of elections have already been discussed. However, there is one undesirable practice which is to be found in some schools which should be mentioned and condemned. This is the practice of totaling the votes for the various candidates and then declaring the individual with the greatest number elected president, the individual with the second greatest number vice-president, etc. Such a procedure is unwise because it is based upon the false assumption that any individual can fit easily and successfully into any one of the four offices. Certainly the fact that one candidate for presidency received the third highest total of votes does not qualify him for the position of secretary. Candidates should be considered candidates for particular offices. The student body must be taught to think in terms of specific abilities for all offices and to evaluate, nominate, and elect on the basis of these requirements and qualifications. Otherwise the election will be blind, and the school will be encouraging the development of blind voters.

TIME OF ELECTION.---Although in many places officers are still named at or near the beginning of the school year, increasingly, however, officers are now being elected at or near the end of the school year. The purpose is to ensure an early start the following year, and to allow some little time in which the officers can be thinking about and planning their work.

TERM OF OFFICE.---The tenure of office in student councils varies widely but the most commonly established and the best is tenure is that for one year. The chief advantage of one year tenure is that it provided ~~balance~~ continuity of policies and activities. If the program of the council is to have balance many of its policies and activities must be planned far in advance. Changes in officers may mean drastic changes in them, and frequent changes of basic plans are usually both wasteful and uncomplimentary.

VACANCIES.---If a vacancy occurs in the roster of officers, it should be filled by the same procedure which was originally used, election by the school or by the council. In case of necessity, the president may appoint some student to fill the office temporarily until the proper election can be organized and held. Officers



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**CORRECTION**

THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY



who are elected to fill a vacancy serve out the unexpired term of the officer they succeed.

INSIGNIA OF OFFICE.---Insignia of office may be worn by the council members either continuously or on the day of the council meeting but there should be no distinctive insignia in the case of officers. This practice for the most part is followed only in primary and lower secondary schools.

DUTIES OF OFFICERS.---The following lists will suggest the usual responsibilities of each of the officials of the student council;

President.---The president is the chief executive officer of the council and is responsible for the efficient organization and administration of its policies and programs. Often he is ex officio member of all committees. Among his specific duties are the following;

Presides at all meetings	Preserves order and decorum
Ascertains presence of quorum	Appoints and discharges committees
Calls for minutes and reports	Executes contracts
Recognizes speakers	Calls special meetings
States motions made	Answers parliamentary queries
Calls for vote	Orders audits
Votes in case of tie	Enforces observation of constitution
Announces result of vote	Directs making of the budget
Decides points of order	Executes council's wishes
Appoints officers pro tem	Adjourns the meeting

Vice-president---This officer performs the duties of the president in the event of his absence, disability, or disqualification. He acts as a general assistant to the president in all matters, and accepts responsibilities specifically delegated to him. Usually he is chairman of some important committee, often being so designated by the constitution.

Secretary.---The secretary is usually chairman of a committee, often the publicity committee. His duties include the following;

Makes and keeps in permanent form detailed records of all meetings.



Reads minutes of previous meeting. These minutes should ~~contain~~ include the following items;

Kind of meeting	Name of presiding officer
Name of organization	Action on previous minutes
Date	Record of business transacted
Hour	Record of attendance
Place	Secretary's signature

Organizes and files records for instant use upon call

Receives and preserves correspondence, records, reports, etc.

Attends to necessary correspondence.

Keeps record of attendance at meetings.

Sends out notices of special meetings.

Prepares, with the president, the order of business for meeting.

Reads resolutions, motions, communications, or documents demanded.

Records the results of all elections.

Notifies committee members of their appointment.

Delivers to chairman any necessary papers or documents.

Authenticates documents requiring his signature.

Records motions--makers, seconders (if required), and disposal.

Acts as president in absence of president and vice-president

Keeps scrapbook of clippings, programs, pictures, etc.

Acts as publicity officer of the council.

Authorizes upon approval payment of bills and accounts.

Compiles and maintains a calendar of school events.

Keeps and maintains registration lists.

Sees that amendments are added to the constitution.

Keeps and distributes copies of the constitution.

Receives and files organizations' constitutions and documents.

**TREASURER.**---This officer is responsible for the administration of the council's financial policies and activities. Generally, he is a member of the budget committee and frequently chairman of the thrift or banking committee. His qualifications



should include a spotless record of integrity, a knowledge of commercial forms, records, and procedures, good business judgment, neatness of penmanship, and a reputation for carefulness and accuracy. Good business principles demand that the careful audits of his records be regularly made by disinterested persons. Among his duties are the following;

Receives, deposits, and, upon proper authority, disburses funds.

Keeps complete and accurate records of all financial transactions.

Files all necessary statements, bills, receipts, vouchers, checks.

Keeps all records in shape for authorized inspections and examinations.

Prepares and submits regular financial statements to the council. These

reports should contain the following items;

Balance on hand  
Receipts

Disbursements  
Current balance

Assists in preparing all regular and special budgets

Takes advantage of discounts wherever possible

Makes all records and material available for authorized audits.

Keeps and distributes activity and admission tickets.

Supervises the selling and taking of tickets.

Sends a copy of all audits to the principal.

Sergeant-at-arms.—Nearly every business meeting of any size needs a general handy man, and this is the sergeant-at-arms. He may attend doors, see that visitors are welcomed and seated, maintain order, run errands, and perform such other duties as may be assigned.

Minor Officers.—Occasionally such minor officers as reporter, usher, door-keeper, and parliamentarian are elected or appointed. In general, a minor officer usually represents a minor need, or practically no need at all, and hence may represent a bit of useless ornamentation which may prove distracting.



## COMMITTEES

There are two kinds of committees, standing and special. Standing or permanent committees are usually specified and their work defined in the constitution; special or temporary committees are merely authorized by the constitution, to be created when necessary by the council or its president. The official appointment of a committee comes from the president after a consultation with the council, the individual members of the council, or other competent individuals. It is not necessary for the council to approve the appointment of a committee; such approval is assumed by the presidential appointment. It is usually a good plan for a faculty member to be appointed (by the council president following a conference with the principal and the teachers) as an advisor for each major committee. Such an arrangement brings judgement and experience to the groups' deliberations and also means an additional faculty-student-association contact.

The following outline of the work of twenty-five committees, with some of which are indicated other possible designations, and the list to be found at the end of this section will indicate some of the possibilities in this area of council organization. The list of activities suggested in another section will doubtless suggest other committee possibilities. Naturally, these lists include committees that are somewhat duplicative. However, this is not detrimental because no school would ever have all those suggested. Intelligent committee organization would also reduce duplication to a minimum. Committee organization will depend upon actual needs. The job first and then the committee to do it, is a much better procedure than the reverse.

1. Activity. Charter. Club. Organizations.---The main job of this committee is to recommend the chartering of school organizations. The interested group makes formal application for a charter, submitting such information on the proposed club as name, purposes, membership, organization, meetings, financing, and sponsorship. The committee studies this application, evaluates these details, and considers the contemplated group in relationship to the entire school program and the



constitution. If the committee decides favorably, it recommends to the council that the club be chartered. The council then officially charters the organization with the proviso that if at any time the provisions of its charter are violated, this charter will be revoked and the organization abolished. If the committee decides unfavorably it will recommend rejection, stating its reasons, or, where possible, and advisable, suggest the changes which will make the application more acceptable. In most schools charters are considered to be more or less permanent, being revoked rarely and then only for good cause. Other responsibilities of this committee are to study and make recommendations concerning the closer articulation of the chartered groups, to investigate the school needs, especially in areas which appear to be uncapitalized, and to suggest adjustments in case of inter-group difficulty. It is well to remember that the action of this committee is not final; the council represents final authority.

2. Assembly. Auditorium.---This group educates the school in the purposes of the assembly; surveys student body, faculty, and community for program material; schedules, advertises, and evaluates programs; promotes the training of participants; provides necessary equipment and material; assists in staging and presenting the programs; promotes and manages program competitions and interschool program exchanges; develops, maintains, ~~make~~ and makes available sources of suitable program materials such as books, magazines, and programs of other schools; keeps a scrapbook record of all programs presented; develops standards for programs and encourages approximation of these; encourages the development of assembly courtesy; promotes assembly singing and other audience participation devices; and supervises seating, ushering, welcoming visitors, etc. The adviser of this committee should probably be the teacher of dramatics, public speaking, or music, or someone else who has an interest and an ability in, and a knowledge of, this type of public presentation. In larger schools this committee may be well organized into such sub-committees as stage and settings, music, and standards, each of which is responsible for special-



ized duties.

3. Athletics.---This group helps to promote the organization and administration of various kinds of interscholastic and intrascholastic contests and competitions; purchases, maintains, and cares for athletic equipment, materials, and property; enforces eligibility rules; keeps records of participation and provides proper publicity for meritorious work; awards letters and insignia; promotes and organizes pep meetings, assembly programs, and social events. Where the more professional of these are responsibilities of teachers or coaches, the committee can assist, and also take charge of those which are more in the council's area. The physical director or coach is a suitable adviser for this committee.

4. Bicycle.---This committee provides for the care and protection of the bicycles ridden to school, and maintains a bicycle rack, shed, or house; commissions a guard or "locker and unlocker"; develops interesting programs on such topics as how to ride a bicycle, care and maintenance of the bicycle, bicycling equipment, vocational uses of the bicycle, stunt and trick riding, bicycle racing, the history of bicycling, bicycling in other countries, and multiplepassenger bicycles. It organizes bicycle games, relays, races, ~~pack~~ and hikes; promotes the observance of safety first and traffic regulations; and stages exhibits of bicycles and equipment, and demonstrations of riding and maintenance.

5. Bulletin Board.---This group makes or <sup>cho</sup>purchases a neat bulletin board, preferably glass-enclosed and locked; places it in a suitable spot, and, if necessary, provides artificial light for it; composes and posts a set of rules concerning the size, shape, materials, neatness, dating, etc., of announcements, as well as the place to which they should be taken or sent; posts new notices and removes old ones; displays interesting school, community, and national news; adds interest by the use of questions, cartoons, pictures, and similar material. Desirable and deserved publicity for the council may be gained through a neat little card or plaque which indicates the origin of the project.

6. Citizenship. Civic Service. Civic Welfare.--- This committee develops and



explains a set of standards on school citizenship, such as a point system or rating scale, and a plan whereby the records of all members are taken, posted, and kept; promotes intergroup, interroom, and interclass competitions on homeroom, classroom, and general school citizenship; trains officers to make the necessary ratings; holds contests for citizenship honors, awards, and mentions; gives proper publicity to these causes, events, groups, and individual students; investigates infractions of school rules and regulations; assume various kinds of service responsibilities within the school; dramatizes election procedures and meetings of famous bodies; arranges talks by local municipal officers; promotes organized visits to city, county, state, and federal buildings and offices; organizes an imitative political campaign and election; and stages student debates and open forums on important school and community interests and issues.

7. Competitions. Contests.---This group originates, organizes, promotes, and judges all kinds of contests and competitions between individuals, rooms, groups, classes, and floors within the school, including contests in citizenship, health, lockers, assembly programs, courtesy, athletics, music, housekeeping, etc.; develops standards and rating devices; provides suitable recognition and awards for winners; educates the school in the real purposes and values of these competitions. This group, acting as a specialist, may assist in the handling of other competitions for which it is not directly responsible.

8. Courtesy. Etiquette. Manners and Courtesy.---The area of this group is in the development of an understanding and appreciation of the importance, place, and ideals, values, and habits of courteous behavior in personal and group relationships and settings. It sponsors campaigns on courtesy in the home rooms, classrooms, corridors and auditorium, office; in correspondence and travel, and at the theater, game or party. It develops courtesy competitions, and home room and assembly programs; provides books and magazines, and other material on courtesy; collects



quotations and examples of polite and impolite behavior; originates slogans, debates, discussions, courtesy-questions, jingles, songs, parodies, cartoons, posters, bulletins, pantomimes, and shadowgraphs. It cooperates closely with such committees as citizenship, social, and competitions.

9. Current Events.---This group summarizes and presents each week a few of the most interesting and significant school, community and national events and happenings by means of assembly and home room programs, and newspaper and bulletin board material. Some of this material might be presented in the form of a radio broadcast to the various rooms or in a simulated broadcast in an assembly program.

10. Elections.---This important nonpartisan committee is responsible for the organization and handling of all general school elections. It supervises registration, designates polling places, supplies ballots, ballot boxes, and election officials, provides the necessary publicity, adjudicates disputes, challenges votes, declares winners, and certifies the results of the election to the council. It promotes a program for the education of all voters.

11. Eligibility. Credentials.---This group is responsible for the proper certification of eligible students for participation in athletic, music, debate, forensic, and other interscholastic competition, for elections and office holding, and all other activities and positions which are restricted in any way. It devises and uses official forms. Naturally it has access to all pertinent office records.

12. Health. Sanitation. Health and Sanitation.---General good health, correct posture, cleanliness, and sanitation represent the major interests of this group. It provides instruction in first-aid activities; supervises playgrounds and street crossings; develops a program on fire prevention; arranges demonstrations of all kinds; discourages roughhousing; develops home room, assembly, bulletin board, newspaper, and other materials; provides and supervises first-aid, comfort, or emergency room; makes a health survey of the school and its equipment and brings appropriate recommendations to the council. It provides, stocks, and maintains a first-aid or medicine cabinet; sponsors courses leading to Red Cross certificates; encourages health dressing; promotes health drives and campaigns, "Good Health",



"Safety First," "Better Teeth," "Good Posture," etc.; develops health rules, codes, slogans, mottoes, quotations; holds contests in posters, poetry, songs, scenarios, slogans, and mottoes; promotes and records the results of health competitions and contests; and provides health material of all kinds for the school library. The adviser of this committee may well be the nurse, the teacher of health, or the physical director.

13. Home Room. Report Room. Session Room.—This committee assists the faculty and administration in promoting the aims and ideals of the home room plan. It suggests methods of internal organization, program planning, scheduling, presentation, and evaluation; provides suggestive material for programs of all types and uniform material for special drives and emphases; supplies suggestions for the rooms' general activities; encourages neat home room housekeeping; sponsors a training course for home room officers; authorizes home room responsibilities for particular school tasks and services. It develops interroom and interfloor competitions on citizenship, health, courtesy, service, assembly program, athletics, thrift, and other activities; and supervises home room voting in general school elections.

14. Housekeeping. School Property. House and Grounds. Building and Grounds.—This council committee encourages neatness in the use of blackboards, pencil sharpeners, waste baskets, cloakrooms, lockers, seats and desks, bulletin boards, bookshelves and tables, wash basins, and general order and arrangement of equipment. It organizes and supervises inspections and competitions; reports broken or loose equipment; promotes the acquisition of, and arranges and provides for the proper care of flowers, plants, statuary, and pictures; discourages carving, writing, and other mutilation of school property; develops and intelligent interest in art and beautification by means of exhibits, demonstrations, programs, posters, and newspaper articles. It inspects school grounds; provides containers for waste paper and trash and encourages the use of them; and it recommends desirable improvements



such as flower beds, hedge, trees, bushes, and landscaping.

15. Locker.—This group assigns lockers and locks; promotes care of lockers and their contents; discourages slamming locker doors, leaving them open or unlocked, and filling the lockers with useless trash. It organizes and supervises frequent locker inspections; promotes competitions; and reports damaged locks and lockers.

16. Lost and Found.—This committee is equipped with a locked box, locker, or drawer in which to keep articles. It receives, classifies, and advertises all articles found, returning them upon proper identification; advertises lost articles; and promotes, through assembly, bulletin board, home room, and newspaper material, the care of personal and public property. It organizes drives and campaigns on appropriate topics. It penalizes by publicity, or increased inconvenience or difficulty in obtaining lost articles those students who, as shown by the records, are unusually careless of their property.

17. Publications.—Although this group does not actually plan, get up, and print the various school publications, such as newspaper, magazine, handbook, year-book, or bulletins, it authorizes, ~~supervises,~~ organizes, and supervises the election or appointment of staffs, defines their particular areas, coordinates their efforts, assists them in financing, publicizing, and distributing their products. It sets high standards in material and form because all school publications permanently represent the school ~~life~~ and its life; and it demands approximation of these standards. It originates and promotes special publications as occasion demands. Where necessary, as in the case of the handbook, the committee, together with the home room committee or other interested group, suggests a program of proper utilization and capitalization of the publication.

18. Publicity. Press.—This is an advertising committee which keeps the school and public informed of the ideals, policies, activities, and general spirit of the student council. It handles or supervises publicity for all school activities by means of school newspaper, bulletins, posters, home room, PTA programs, bulletin boards, etc. Great care should be exercised that good judgment is represented on this committee.



19. Research. Investigating.---This group is responsible for the investigation and study of such subjects as scholarship, absence, tardiness, safety, participation in extra-curricular activities, health, vocational income of part-time students, etc. Its work will be particularly effective if it shows comparisons of the records of students, groups, rooms, classes, schools, ages, weeks, months, or years. For instance, a mere record of tardiness by itself means little; but when compared with the records of other students, schools, or years, it becomes more meaningful. Such comparative studies as participation in activities and scholarship, absence and marks, home study and marks, and seasons and absence will be worth much more than many sermons. The committee should, whenever possible, present its findings concisely, preferably pictorially by means of graphs and illustrated posters.

20. Scholarship.---This committee encourages the development of intelligent and logical attitudes toward scholarship; gives proper recognition to holders of high marks and especially improvement in marks; develops and maintains an honor roll. It promotes competitions---intersex, interroom, interclass, intersubject, etc. It organizes a group of students who stand willing and ready to help anyone who is having difficulty with his work; carries assignments and material to absentees, and bring their papers and other work back to their teachers. It presents programs, bulletin board, and newspaper material on such topics as, "The difference between the Worked and the Copied Problem", and "The Relation of Scholarship to Success in Adult Life." It discourages "cribbing," copying, and other unethical practices, and it gives proper publicity to its work.

21. Social. Party.---This group authorizes, schedules, sets regulations for, and supervises social events of all kinds, parties, dances, hikes, picnics, banquets, luncheons, etc. It develops and cross-indexes a library of books, magazines, bulletins, and similar material; trains leaders for various kinds of party leadership; organizes classes in social dancing; makes a study of refreshments, menus, decorations, programs, invitations, music, costs. It develops a program of education



in social etiquette for all occasions. Much of this material can be dramatized to good advantage in the assembly, and other parts of it can be presented in home rooms, gymnasium periods, the newspaper and the bulletin board. The committee schedules special social events such as noon-hour recreation, parties for visiting teams, new students, teachers, and parents, and celebrations for special days. |

22. Suggestion Box. Question Box.---This committee provides and maintains a conveniently located box into which are dropped pertinent suggestions and questions relative to the improvement of the school, its administration, organization, procedures, and activities; even "gripes" represent justifiable question-box material; encourage free use of this opportunity by requiring no names; organize public discussions, open forums, and debates on this material. Of course care must be taken that these discussions do not degenerate into petty faultfinding or represent misunderstanding or downright ignorance of procedures, reasons, and customs. This means that good judgment must be used in the selection and reflection of question-box material. This group develops interesting campaigns on suitable suggestions and topics, and promotes serious council consideration of appropriate material.

23. Traffic. Patrol. Corridor.---This committee organizes and supervises corridor traffic; promotes worthy ideals and habits such as moving briskly and using right side of corridor and proper stairs; and discourages congregating in the ~~corridors~~ corridors, running, loitering, arm-in-arm walking, and boisterous conduct. It makes traffic surveys and charts and works to eliminate jams at particular points. It organizes and directs traffic into and from the auditorium, and organizes and conducts fire drills.

24. Welfare. Sheer-up. Service.---This group investigates absentees; visits sick teachers and students and arranges for others to visit them; telephones and sends flowers, fruit, notes, books, magazines, etc.; carries assignments and reports on school activities; cares for absentee's property. It provides food, clothing, carfare, books, and other necessary assistance; organizes, develops, and administers a student loan fund; welcomes new students and teachers and makes them feel at home



immediately; assumes charge of introductions at any time. It conducts an information bureau or desk; receives teachers and students from other schools, parents and patrons, and other visitors; organizes and conducts campaigns of school service; and assists in worthy community drives and campaigns.

## OTHER COMMITTEES

Alumni	Fellowship	Poster
<b>Art</b>	Finance	Printing
Attendance	First Aid	Program
Auditing	Flag	Reception
Awards	Guidance	Registration
Book exchange	Honors	Safety
Booster	Information	School spirit
Candy counter	Insignia	Scrapbook
Clean-up	Inspections	Seating
Constitution	Law and order	Service
interpretation	Legislative	Stage
Court	Library	Store
Debate	Literary	Success
Decoration	Magazine	Supplies
Devotional	Messenger	Ticket
Discipline	Monitor	Training
Door	Music	Trip
Dramatics	Neighborhood	Trophy
Dressing room	relations	Usher
Dues	Newspaper	Vocations
Employment	Office	Ways and means
Entertainment	Playground	Yearbook
Executive	Point system	

COUNCIL OFFICER AND COMMITTEE RELATIONSHIP WITH THE SCHOOL.---Unless care is used to prevent it, friction may arise between council officers and committee members and the teaching and janitorial staffs. For instance, a housekeeping committee may provoke the janitor by some recommendation or action, the athletics committee may annoy the coach, and the health committee may displease the school nurse. This is especially possible if and when the students "begin to feel their importance." Similarly, friction may arise between council committees and corresponding school organizations, such as the debate committee and the debate club, the music committee and the band, or the publications committee and the newspaper staff. Naturally, any such aggravation will be harmful to the entire plan of participation. Cooper-



ation between the professional employees and council committees and school organizations on the basis of mutual understanding, appreciation, and respect is essential and such cooperation does not just happen, it must be designed and built. A sensible capitalization of school teachers and authorities as advisers of appropriate committees will help immensely.

TRAINING OF OFFICERS AND COMMITTEEMEN.---The majority of newly elected officers are more or less ignorant of the responsibilities of their positions and consequently should receive instruction in ~~parliamentary~~ their duties and relationships. Presidents and vice-presidents need instruction in parliamentary procedures; secretaries in how to write and read minutes and reports; and treasurers, in how to keep financial records. Many schools now provide these educational opportunities and require all officers to attend them. This is a logical and beneficial procedure. In a similar manner, committeemen may receive instruction in the various details of their tasks.

An occasional assembly program for the entire school should be valuable. One good type is a ~~theater~~ program in which the simpler forms of parliamentary procedure are dramatized, ~~correctly conducted~~. A master of ceremonies or parliamentarian explains the procedures. Such a program would probably become tedious if it were too long, but a short program will be found interesting as well as educative.



## PART VIII---COUNCIL ACTIVITIES AND PROJECTS

A student council without a schedule of suitable projects is as worthless as a car without gasoline, and a council with a schedule of unsuitable activities is as useless as a car with the wrong kind of fuel. But---no council need ever suffer a lack of appropriate work opportunities. A list of activities follows but not all of them are suitable for all schools. An important part of the council's responsibility is a proper selection of these elements of the program. On what basis should these activities be selected? The use of some such standards as the following should be helpful.

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 practical one?
4. Will it encourage initiative and originality?
5. Will it enlarge the student's horizon?
6. Will it develop responsibility?
7. Will it lead to further interests?
8. Will it help to develop cooperation with schoolmates, teachers?
9. Will it promote a worthy school citizenship?
10. Will it help students to assume adult responsibilities?

All activities listed are practical ones.

## SERVICE

1. Welcome new students, teachers, visitors.
2. Provide coaches and helpers for weaker students.
3. Organize and manage assistance bureau--books, carfare, clothing.
4. Establish and manage student employment bureaus.
5. Assume care of property of absentees.
6. Provide make-up helpers for absentees.
7. Develop and administer student loan funds.
8. Manage book exchange, supply store, candy corner.
9. Maintain an information desk.
10. Visit sick students; send flowers, cards, letters, books.
11. Provide milk and food for needy students.
12. Establish, equip, and maintain a social room, rest room.
13. Make up and distribute Christmas baskets.
14. Provide special help for teachers, librarians, administrators.
15. Supervise health and sanitation services.
16. Promote assistance for crippled and handicapped students.
17. Promote safety first, to, at, and from, school.
18. Organize and manage a tutoring bureau.
19. Meet and welcome visiting teams and groups of students.
20. Provide typing and multigraphing service.
21. Assist in community drives and campaigns.



22

22. Assume charge of bicycle parking.
23. Promote and administer a scholarship fund.
24. Develop a picture lending library, toy lending library.
25. Collect, recondition, and distribute toys.
26. Cooperate with the local government employment service.
27. Organize and supervise entertainment and speakers bureaus.
28. Promote the sale of Christmas and other service seals.
29. Organize Big Brother and Big Sister services.
30. Assume charge of bulletin boards.
31. Provide playground assistance and supervision.
32. Organize and supervise noon-hour activities.
33. Assign lockers or clothing hooks.
34. Promote fellowship services and activities.
35. Organize and supervise school bus activities.
36. Assume charge of schoolbook or supply room.
37. Cooperate with supplementary youth organizations.
38. Promote a "school sacrifice day" for service bureaus.

## PUBLIC FUNCTIONS

1. Organize and supervise general and special assembly programs.
2. Promote music productions, concerts, contests, programs.
3. Schedule debates and speaking contests.
4. Promote dramatics, movies, pageants, lyceum courses, lectures.
5. Sponsor exhibitions---art, shopcraft, hobbies, historical.
6. Promote gymnastics and swimming contests and exhibitions.
7. Schedule or promote a fashion show or review.
8. Promote "open house," "school night," and similar events.
9. Organize and conduct field day, May Day, play day, etc.
10. Select, train, assign, and supervise ushers and guides.
11. Hold pep meetings, contests, parades, and demonstrations.
12. Develop stunts for cheering sections and games.
13. Award insignia, trophies, honors, and prizes on recognition day.
14. Organize and promote fair, circus, bazar, carnival, jamboree, frolic.
15. Promote "School Community Day," picnic, celebration, dinner.
16. Hold a "Student Day"--students replace teachers, administrators.
17. Promote student discussion groups, open forums, community forums.
18. Organize father-son, mother-daughter social, educational events.
19. Hold a reception for the graduating class.
20. Hold all-school banquet, picnic, party, etc.
21. Dedicate building, athletic field, equipment, ~~memorial~~ memorial.
22. Organize a "Visit School Day" for parents and patrons.
23. Plan victory celebration--parade, snake-dance, bonfire.
24. Promote a citizenship day---programs, exhibitions, demonstrations.
25. Organize patriotic programs and celebrations.
26. Provide tournaments of all kinds.
27. Organize and arrange faculty-student chats.
28. Develop and use ritual and ceremonial forms.
29. Schedule clinics--study, school problems, vocational guidance.
30. Promote a school radio hour.
31. Schedule freshman initiation ceremony.
32. Cooperate with local organizations on "Luncheon Club Day."
33. Organize old-time events, spelling bee, barn dance, box supper.
34. Organize and hold an imitative national convention and election.
35. Organize and hold an intercouncil convention.



## DRIVES AND CAMPAIGNS

- |                             |                              |
|-----------------------------|------------------------------|
| 1. Safety first             | 2. Better Health             |
| 3. Fire prevention          | 4. Punctuality               |
| 5. Better speech            | 6. Clean-up                  |
| 7. Better health            | 8. Look nice                 |
| 9. No unnecessary absence   | 10. Stay in school           |
| 11. Better English          | 12. No smoking               |
| 13. Know your school        | 14. Good sportsmanship       |
| 15. Books for library       | 16. Gardening, tree planting |
| 17. Good posture            | 18. Finger printing          |
| 19. How other schools do it | 20. No gum chewing in school |
| 21. Self-inventory          | 22. Smile                    |
| 23. Know your neighbor      | 24. Better book              |
| 25. Courtesy                | 26. Safe driving and riding  |
| 27. Better lessons          | 28. School beautiful         |
| 29. Friendliness            | 30. Know your community      |
| 31. Buy wisely              | 32. Activity ticket sale     |
| 33. Pictures for school     | 34. How to study             |

## CARE OF SCHOOL AND PERSONAL PROPERTY

1. Organize and conduct lost and found department.
2. Promote care of desks, walls, school equipment, grounds.
3. Promote care of personal property, clothing, materials, equipment.
4. Promote respect for neighboring private property.
5. Encourage respect for all public property.
6. Encourage conservation of school and personal supplies and equipment.
7. Assume care of school trophies.
8. Inspect school for broken or loose seats, desks, tables, locks, charts.
9. Collect and post "fools' names" carved or written.
10. Promote instruction in proper use of books.
11. Survey library books, materials, estimate damage.
12. Promote proper care and use of bicycles.
13. Organize and schedule appropriate assembly programs.
14. Develop publicity---bulletin board, posters, cartoons, articles.

## EDUCATION

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. Better radio listening         | 2. School orientation            |
| 3. Summer hobbies                 | 4. Sports--new rules             |
| 5. Use of college catalogues      | 6. History of our school         |
| 7. Parliamentary law              | 8. Classes for school officers   |
| 9. How to study effectively       | 10. What other schools are doing |
| 11. Use of school handbook        | 13. School songs and yells       |
| 12. Participation opportunities   | 14. Community opportunities      |
| 15. Smoking and drinking          | 16. Consumers' activities        |
| 18. Music and art                 | 18. Slot machines                |
| 19. School citizenship            | 20. Trips and tours              |
| 21. How to improve school marks   | 22. New educational movements    |
| 23. All about council activities. | 23. Use of self-rating devices   |



## SCHOOL EQUIPMENT

1. Electric score board.
2. Museum equipment and exhibits.
3. Flag pole, room poles and flags.
4. Service flag, plaque, memorial.
5. Medicine cabinet and supplies.
6. Public address system.
7. Voting booths, ballot box, railings.
8. Nickelodeon or juke box for social room.
9. Motion picture projector and screen.
10. Magazines, books, papers, pictures, etc., for library.
11. Library shelving, racks, and tables.
12. Music, instruments, racks, for music organizations.
13. Filing cabinets and supplies for council.
14. Piano or organ.
15. Stage drapes, curtain, equipment.
16. Encyclopedia and other large book sets.
17. Electric clock and bell system.
18. Athletic equipment and material.
19. Fish bowls, tanks, fish, and supplies.
20. Bird houses and feeding stations.

## COURTESY AND CONDUCT

1. Make and enforce general rules and regulations.
2. Encourage good behavior ~~at assembly and public events~~ about the school.
3. Promote proper behavior at assembly and public events.
4. Discourage "class scraps" and similar traditional rough-housing.
5. Encourage good conduct before and after school.
6. Appoint and supervise study-hall and library monitors.
7. Organize and supervise corridor, stairway, and rest room officers.
8. Commission and supervise playground and street officers.
9. Eliminate cribbing, petty thieving, dishonesty in homework.
10. Teach school courtesy--classroom, library, office.
11. Promote instruction in social etiquette and courtesy.
12. Teach "outside" courtesy--home, theatre, street, automobile, bus.
13. Encourage the development of good sportsmanship.
14. Promote an honor study hall.
15. Develop appropriate assembly and home room programs.

## SCHOOL PUBLICATIONS

- |  |                                    |
|--|------------------------------------|
| 1. Newspaper                               | 2. Magazine                        |
| 3. Handbook                                | 4. Yearbook                        |
| 5. School directory                        | 6. School history                  |
| 7. Song and yell sheets                    | 8. School reports                  |
| 9. Guidebooks, rules, man-<br>ners, maps.  | 10. "How to study" helps           |
| 12. Book, motion picture<br>reviews        | 11. Bulletins and notices          |
| 15. Programs--music, dramatic,<br>athletic | 13. Self-rating cards and forms    |
|  | 14. Advertising posters, handbills |
|  | 16. Council forms and blanks       |

-N.L.

## SPECIAL DAYS AND WEEKS

Illustrative of the special days and weeks that may be reflected in the work



of the council through assembly, home room, and community programs, campaigns, exhibits, store window publicity, newspaper and magazine articles, bulletin board material, social events, and other devices, are the following;

- Skipped*
- |   |  |
|---|--|
| 1. Arbor Day---April, 2nd                 | 2. Armistice Day---November 11             |
| 2. Bird Day---May 5                       | 4. Brotherhood Week                        |
| 3. Book Week---November, 3d week          | 6. College Week                            |
| 7. Columbus Day---October 12              | 8. Christmas---December 25                 |
| 9. Constitution Day---September 17        | 10. Education Week---November              |
| 11. Fire Prevention Week---October        | 12. Flag Day---June 14                     |
| 13. Girl Scout Week---October             | 14. Good Will Day---May 18                 |
| 15. Hallowe'en---October 31               | 16. Labor Day---September---1st Monday     |
| 17. Lincoln's Birthday---February 12      | 18. Memorial Day---May 30                  |
| 19. Mother's Day---May, 2nd Sunday        | 20. Navy Day---October 27                  |
| 21. New Year's Day---January 1            | 22. Parents' Day--- <del>February 22</del> |
| 23. Roosevelt Day---October 27            | 24. St. Patrick's Day---March 17           |
| 25. St. Valentine's Day---Feb. 14         | 26. State Day                              |
| 27. Thanksgiving, November, last Thursday | 28. Washington's Birthday---February 22    |

#### FINANCE

1. Organize and adopt a financial system.
2. Appoint treasurers, bankers, finance officers.
3. Act on budgets of all school activities.
4. Develop budget for the entire extracurricular program.
5. Develop and supervise money-raising plans.
6. Assume charge of and distribute activity funds.
7. Promote proper auditing of all accounts.
8. Give proper publicity to council finances.
9. Issue activity, membership, and admittance tickets.

#### SCHOOL GARDENING AND LANDSCAPING

1. Organize and supervise a campus beautification project.
2. Plan flower beds, shrubs and tree groups.
3. Fill in or level, and plant, unsightly campus spots.
4. Provide trash receptacles.
5. Plant a school vegetable garden.
6. Demonstrate spraying methods and materials.
7. Trim trees and shrubs.
8. Remove dead trees and shrubs, replace with new.
9. Exhibit and demonstrate use of tools and equipment.
10. Develop special features, flower designs, arbors, poles, trellises.
11. Beautify classrooms with flowers and plants.
12. Develop freak vegetables, flowers, and plants.
13. Present appropriate assembly and home room programs.
14. Hold exhibits of flowers and vegetables.
15. Survey neighboring lots and develop plans for their use.
16. Plan trips to neighboring estates, woods, hothouses, nurseries.
17. Make scrapbooks of photographs "before" and "after."
18. Organize competition in fruit, vegetable, and flower growing.
19. Promote building of birdhouses and feeding stations.



20. Cooperate with community services and organizations.

#### SURVEYS AND INVESTIGATIONS

1. Study habits, time, place, procedures.
2. Out-of-school activities of students.
3. Student finances, money earned, spent, saved, invested.
4. Student interests and hobbies.
5. Tardiness and absence—extent, causes, losses.
6. Student opinion and viewpoints.
7. Participation in extracurricular activities.
8. Relationship of scholarship to participation in activities.
9. Democratic experiences of students.
10. School health-illness, accidents, cost, time loss.
11. School and community health hazards.
12. Misuse of school library books, equipment, materials.
13. Educational backgrounds of students.
14. Local history, resources, problems.
15. School marks and participation recognitions.
16. School equipment, material, and supplies.
17. School and community problems, needs, solutions.
18. School grounds--shrubs, trees, flowers, grass, walks.
19. Misconduct, delinquency, disciplinary problems.
20. General school citizenship.
21. Street traffic to and from school.
22. Evaluation of council activities.
23. Alumni and former students.

#### INTRASCHOOL CONTESTS AND COMPETITIONS

- |                  |                              |
|------------------|------------------------------|
| 1. Athletics     | 2. School spirit             |
| 3. Scholarship   | 4. Attendance                |
| 5. Punctuality   | 6. Debate, speaking          |
| 7. Dramatics     | 8. Cheer leaders             |
| 9. Birdhouse     | 10. Banking                  |
| 11. Poster       | 12. Program                  |
| 13. Recognitions | 14. Music                    |
| 15. Subjects     | 16. Cheering                 |
| 17. Neatness     | 18. Housekeeping             |
| 19. Citizenship  | 20. School song, code, yells |
| 21. Team names   | 22. Courtesy                 |
| 23. Health       | 24. Locker                   |
| 25. Service      | 26. Sportsmanship            |

#### INTERSCHOLASTIC ACTIVITIES

1. Assembly program exchanges.
2. Goodwill visits and trips.
3. Correspondence idea exchange.
4. Student council convention.
5. Organization of council in another school.
6. Exhibits and demonstrations, exchanges and visits.
7. Forums, discussion meetings, conferences.
8. Social activities--parties, picnics, banquets, hikes, outings.
9. Interschool student council.
10. Extracurricular tournament.
11. Student conferences--guidance, vocations, study, school problems.
12. Literary, debating, speaking, and athletic activities.



## MISCELLANEOUS

1. Compile and keep activity scrapbooks or other permanent records.
2. Develop and administer a point scale or similar system.
3. Organize a school news clipping service.
4. Charter and regulate all school activities and organizations.
5. Promote interroom exchanges and visits.
6. Charter and supervise a school bank.
7. Establish and enforce eligibility rules.
8. Promote a summer camp or school cabin.
9. Assist in developing home room programs and activities.
10. Develop and post, or print and distribute school calendars.
11. Promote the ideals and practices of good citizenship.
12. Adopt insignia and regulations concerning them.
13. Give publicity to commendable school work.
14. Organize and supervise school elections.
15. Promote store window publicity for special causes and events.
16. Inspect school grounds, building, lockers.
17. Organize and conduct fire drills.
18. Maintain and utilize a question box.
19. Develop a school seal, emblem, or plaque.
20. Organize annual reunion for former council members.
21. Assume charge of school trophies.
22. Promote proper school publicity.
23. Promote the development of an alumni association.
24. Assume charge of study hall.
25. Organize and hold a kite tournament.
26. Promote school-community projects.



## PART IX---FINANCIAL ADMINISTRATION OF SCHOOL ACTIVITIES

Any schedule of work designed to improve the activity program of the school must, of necessity, include provisions for the proper handling of its finances. The student council should assume a considerable share of the responsibility for ~~this program~~. this financial administration. How to do this satisfactorily is the theme of the following.

PURPOSES OF FINANCIAL ADMINISTRATION---The objectives of financial administration of the activity ~~program~~ follow;

1. To Ensure the Development of a Wholesome and Well-balanced Program.---

Financial control represents the most effective means of guiding the development of school activities. An inflated organization can be quickly deflated by a tightening of the purse strings, and a deserving undeveloped activity can be encouraged by a loosening of them. Wise financial regulation promotes a natural, steady, and healthy growth of activities, proper correlation, and constructive supervision, and helps to guarantee a permanency of ideals, policies, and practices which are little affected by changes in membership or sponsorship.

Further, by being in the hands of a competent central committee or council which is interested in the school as a whole rather than in specific activities only, overemphasis and too generous support on the one hand and underemphasis and lack of support on the other hand will be avoided.

2. To Educate Participants, Both Direct and Indirect.---Ultimately all students will handle funds of their own, and some of them will hold positions of trust and confidence in which they will handle the money of employers, employees, and the general public. Wisely designed and closely supervised, the numerous and varied responsibilities involved in the financial administration of activities will set the proper ideals and give some little actual practice in approved business methods.

SOURCES OF ACTIVITY FUNDS---In nearly all schools all or most of the money for financing activities must be raised, because it is not provided by the board of education. Because the methods of raising funds are inextricably bound up with the



purposes, ideals, policies, and practices of these activities, a critical examination of these methods is an essential part of the council's program and responsibilities.

1. Admission-fee Events.---The admission fee is one of the oldest methods of financing activities. ~~Such fees are commonly levied on students for participation in various activities, such as sports, clubs, and other extracurricular activities. These fees are often used to cover the cost of equipment, materials, and other expenses.~~

~~Such fees are commonly levied on students for participation in various activities, such as sports, clubs, and other extracurricular activities. These fees are often used to cover the cost of equipment, materials, and other expenses.~~---The most common ~~types~~ admission-fee events are;

- |                             |                   |  |
|-----------------------------|-------------------|--|
| Athletics                   | Social Activities | Dramatics                              |
| <del>and other sports</del> | Motion pictures   | Fairs, carnivals, circuses, and bazars |

be  
~~Charging admission fees is a tacit admission that the board is probably~~  
? X It has to be recognized at the present time that activities must be supported by admission fees and other methods because the board of education does not support them.) This is a tacit admission that there is probably little or no justification in charging admission fees, but under the circumstances, if the program of activities is to be continued, there is no alternative to following this practice. There is reason to believe that if a community were properly enlightened it would demand adequate support for the program.

2. Sales of Articles and Services.---Examples of these are;

The School Store.---A store or counter is maintained where books, paper, pencils, ink, candy, ice cream, gym clothes, and other articles commonly used by students are sold, all profits being turned into the activity fund. The financial returns of this project are rarely large enough to represent any considerable contribution to the activity fund.

Special Sale.---An occasional event where students sell special articles either donated or bought to sell at a profit. This method is weak and inadequate. Purchasing and selling articles is always speculative and rarely, in this setting, returns a profit commensurate with the efforts and risks involved.



Sales of Services.---In some schools such services as raking lawns, mowing lawns, cleaning up rubbish, running errands, distributing circulars, and doing odd jobs are organized and sold through a special committee. Although such ~~activities~~ a practice may represent a practical capitalization of the best of student ideals it is only a makeshift plan of financing because of the uncertainty of employment and the small amount of money earned.

3. Miscellaneous Methods of Raising Money.--- The following practices may be found in some schools;

Subscriptions, Collections, and Donations.---At best these are only makeshifts. Their income is both usually inadequate and irregular. Such irregularity and indefiniteness bring very difficult budgetary problems. By placing the program on a charity basis, such methods cheapen it.

Membership Fees, Dues, and Assessments.---Supporting a school organization or activity through membership fees, dues, and assessments is an unwise practice. If these fees are small enough that all students will be able to pay them they will usually provide little material assistance; if large enough to be of any material assistance they are almost certain to prevent some students from belonging or participating.

Tag Days.---This is about the cheapest method of supporting anything. ~~Recognizing~~ Such glorified begging is a disgrace to a civilized society.

~~Regularly~~  
Activity Tickets.

Activity Tickets.--- The usual plan is to sell the student a numbered card, book of coupons, stamp book, or strip of tickets which admits him to the games, , programs, and other events of the year, entitles him to the newspaper or other publications, and affords him all the general privileges and opportunities for which fees are charged. Generally these tickets are sold at the beginning of the school year during a special drive or campaign. Usually provisions are made for them to be paid for in installments, at a slightly higher price. The purchase of the tickets is voluntary, but those who do not purchase them pay regular full prices for the



activities.

This plan of financing has four main advantages: (1) it eliminates all or nearly all of the cheaper methods; (2) the amount paid for the ticket is considerably less than the total amount of each item <sup>if</sup> were paid for individually; (3) because the approximate amount of money from the sale of these tickets is known early in the school year, a more accurate activity budget can be made; (4) it makes possible activities which are valuable but have no income or insufficient income.

The main disadvantage is that the price of the ticket is rather high and may discourage buying. However, as suggested above, provision for <sup>partial</sup> payment obviates this difficulty. Such a provision does, of course, entail some work in keeping records, collecting payments, and stopping tickets if payments cease, but the additional amount charged for partial payments may compensate for this work. In general, this is the most sensible and businesslike method of financing activities, but it, too, is illogical as will be shown.

Board of Education Subsidies.—Every one of the methods described for supporting school activities so far is illogical, unjustifiable, inadequate, and detrimental. There is only one logical, justifiable, adequate, and beneficial method of supporting these activities, and this is by means of subsidies, grants, or allotments by the board of education. It is entirely reasonable that if extracurricular activities are educative they should be supported in exactly the same way that all other educative opportunities are supported; ~~and if they~~

Such financing by the board of education would (1) make these activities more dignified and important; (2) ensure adequate support for all of them; and (3) improve them because of the resultant demand that they represent profitable educational investments.

School boards are increasingly recognizing and accepting their responsibilities in connection with extracurricular activities. For instance, nearly all boards



have done one or more of the following, and a few boards have done all of them; (1) allowed school time for these activities; (2) allowed teacher time for them; (3) provided equipment, supplies, and materials; (4) abolished admission fees to public events; (5) completely financed certain non-self-supporting activities.

#### THE ORGANIZATION OF FINANCIAL ADMINISTRATION

Types of Financial Organization.---There are two main types of financial organization of school activities, the decentralized and the centralized.

Decentralized Type.---This type of financial policy and organization, frequently found in smaller schools, permits each organization or activity to raise, handle, and spend its funds in any way it pleases.

Centralized.---In this type of financial organization all funds from whatever source are placed in one central account which is handled by a central treasurer acting under a board of control, council, or committee. The money is disbursed upon the requisitions, properly authorized by the central administrative group, of the officers of the various organizations.

Although the central treasurer is responsible for all activity funds, he does not supplant the treasurers of the various organizations. These still function in the collection of fees, dues, assessments, and other moneys, as well as, in certain instances, receiving funds from the central treasurer and disbursing these. Generally though all disbursements are made by the central treasurer.

Methods of Handling Council Finances.---A brief evaluative discussion of the several methods of handling financial matters of the council will show their appropriateness.

The Principal.---In many schools, especially, the smaller, the principal makes all or nearly all the decisions involving money, and he handles the funds. This plan is unwise because it attempts to separate financial matters from all other council interests and projects---something very difficult, if not impossible, to do because nearly all of the council's program will be very closely tied up with finance.

The Council as a Whole.---Perhaps in a small school, or in one where the council



does not have a very large program of activities, it might well handle all financial matters. However, because in almost every school the council will have a rather large job, a better plan is for it to delegate these financial responsibilities to a specialized group.

The Financial Committee.—A very sensible method of handling the financial affairs of the council is through a permanent financial committee. At least the chairman and perhaps other members of this group should be members of the council, but key individuals about the school who are competent in financial administration may be appointed to it by the council. This group prepares and recommends the school budget, on the basis of organization and activity budgets, receives application for funds, suggests forms, blanks, and bookkeeping methods and financial organization ~~and activity budgets~~ and procedures; recommends general financial policies in raising and disbursing funds; provides for careful audits of all records and reports; submits regular reports to the council, principal, newspaper; trains and supervises group finance officers. In short this committee is the council's clearinghouse on all financial matters.

It must be noted that this committee, like all other council committees, is an advisory, not a legislative group. The council constitutes final authority on all financial matters just as it does on all other matters concerning activities within the area of its jurisdiction.

The Commercial Department.—The main difference between this plan and that suggested above is that here the actual clerical, bookkeeping, and financial work is done by the students of the regular commercial classes under the direction of the finance committee. In this plan the commercial department really becomes the ~~summit~~ council's banking headquarters.

The School Bank.—The most highly developed form of student-council administration is that in which all business matters are handled directly through a



a regularly organized school bank. This is imitative of actual practice. In general the procedures of this plan do not differ greatly from those of the plan suggested above, and, in schools in which commercial students fill the positions in the bank, it is practically the same. Here again, the bank does not displace the council or its finance committee, it merely acts as a clearing house for the actual handling of the details of the committee's business, and is custodian of the council's funds. The central treasurer is the bank's adviser. He is an employee of the council and is responsible to it irrespective of the type of financial procedures used.

#### THE CENTRAL TREASURER

Student or Adult?---It appears, in general, that the practice of having an adult for central treasurer is the more desirable plan. There is much more to be said in favor of student treasurers for individual organizations and activities because they are not custodians of any great amount of money for any considerable length of time. What school officer should be the central treasurer?

School Board Member.---It is impracticable to have a school board member serve because such an individual is too far away from the the activity program, he lacks sufficient technical and professional knowledge of it, and his position carries too much weight.

The Principal.---In smaller schools the principal usually handles all activity funds, and if he respects his responsibility to the council and does not vitiate the council's program through his own arbitrary decisions and influence, this plan may be reasonable. The principal of a larger school is too busy to be thoroughly acquainted with the many details of the entire activity program and to handle the burden of the numerous operations which compose the treasurer's job.

The Council Sponsor.---This teacher has a very heavy responsibility in sponsoring the council and consequently should not be loaded with additional burdens. In addition his position as treasurer might lead to conflict if his opinions differed seriously with those of the finance committee or council.



A Commercial Teacher.---This teacher is more suitable for central treasurer than any other individual in the school. He knows financial methods, materials, and equipment, is respected as a competent technician, and is in better position than anyone else to give definite and professional assistance. If needed, he is in position to provide the necessary help in handling financial correspondence, checking records and invoices, and in the other specialized duties of this office. He should be the sponsor or adviser of the finance committee. It is worth emphasizing again that the council only delegates its authority to the treasurer and he must follow its policies, procedures and orders.

Bonds and Insurance.---Good business practice demands that the central treasurer be suitable bonded. If any considerable amount of money is kept in the school ~~building~~ building it should be protected by burglary insurance. ↓

#### FINANCIAL FORMS AND PROCEDURES

Only one set of simple and direct forms and the corresponding procedures will be described. These will indicate basic principles, materials and operations.

All forms, if possible, should be printed rather than typed or mimeographed.

Provision should be made for dating all papers and, in the case of receipts, pay ~~and~~ orders, checks, requisitions, and similar documents, for serially numbering them. Good business demands that bills be paid promptly and that careful records be kept of all transactions.


Other blanks, forms, and records may be originated and prepared according to the needs of the individual school. The financial system should allow no loopholes through which funds might disappear, duplication of payments be made, errors unaccounted for, responsibility be unplaced, or officers be unprotected.

Activity Report.---Financial reports should be required of all admission-fee events, athletics, music, dramatics, etc. Such reports should show gross receipts, expenditures, and net income. One copy should be filed with the organization staging the event, and the other with the central treasurer.



Ticket Report.---A very close and accurate record of ticket sales should be kept. All tickets should be receipted for and a properly balanced final report should always be required. The sale of periodicals, stamps, and other similar items ~~is~~ charged and reported in the same way.

Central Treasurer's Receipt.---This numbered receipt, in duplicate, is made out by the central treasurer whenever he receives money from organizations, activities or individuals. If an organization is credited, the receipt should indicate it and the name of the officer making the deposit. One copy is given to the depositor to become a part of the records of the activity or organization and the other copy is retained by the treasurer for use in making the proper book entries after which it is filed away.

Pay Order---This form is used whenever the treasurer or other authorized officer of an organization desires to pay a bill or have it paid. It includes the name and address of the payee, the amount, the items being paid for, and the account to be charged. It is made in duplicate, often of different colors, the original being clipped to the invoice or bill to be paid and delivered to the central treasurer. The duplicate ~~is~~ order remains with the records of the organization. When he receives this order the treasurer checks its authenticity, and in case the organization is operating on a separate account or on a budgeted account, checks the record to see whether there are sufficient funds to pay it, and then issues a check for the amount, retaining a duplicate record on the check stub. He then sends the invoice and check to the payee. If all statements come directly to the <sup>central</sup> treasurer he sends them to the proper organizations for proper checking and authorization. 

Requisition.---There should be a closely observed rule that no purchases may be made and no services engaged without an authorized requisition. Such a form is made out to an individual or firm ordering certain merchandise or service delivered to a certain specified student. It usually included items, quantity and price. ~~Requisition~~ "Ordered by" and "charge to" blanks are necessary. This numbered form ~~is~~ filled out by the officer or officers of an organization. Usually the central treasurer



must sign it before it can be used. Such a procedure insures that the organization has sufficient funds either in account or in budget to pay for the purchase. The form is made out in triplicate, one copy for the organization's files, one for the vendor, and one for the central treasurer. Thus it is easy to check the purchased goods against the original order.

Treasurer's Check.—Although the ordinary form of check is satisfactory, provided it is accompanied by some form of remittance advice—invoice, bill or statement—so that the vendor may know the item being paid for, wide use is now being made of a remittance check or voucher check on which this information appears. If an ordinary check is used, the stub should show the account charged and the requisition or order number, in addition to the usual check stub items.

#### BOOKKEEPING

Accuracy, completeness, and simplicity are the basic requirements of a good system of activity bookkeeping. The usual standard columnar book which can be purchased at any bookstore will be found quite satisfactory.

General Account.—In the simple general-special accounts form of bookkeeping all transactions, irrespective of type, organization or purpose, are entered in a separate book, or in set-aside first pages, if a single book is used for all records.

The items and corresponding columns in such a book will depend upon the details of the system used, but in general the following are essential: date, item, receipts, total receipts, account, requisition number, check number, amount disbursed, total disbursements, and balance.

Special Accounts.—These are detailed accounts for each organization of the school. They are alphabetized and, in case a single book is used follow the general accounts. An index helps in locating desired accounts. Usually the same data and columnar arrangement used in the general account are also used in the special account. The "balance" at the beginning of the account is the amount allowed



by the council. The practice of carrying a balance in the final column after each entry provides a record which can be immediately located by the central treasurer when he receives a requisition or purchase order from the organization. By referring to it he can quickly determine whether or not the organization has sufficient funds with which to pay for the material or services desired.

In this plan trial balances are easily struck. The total receipts of all special accounts can be checked against the total of ~~disbursements~~ the receipt column in the general account. The total disbursements of all special accounts can be similarly compared with the total disbursements in the general account. The balance as shown by the bank statement can be easily and quickly compared with the balance as shown in the general account. Of course, unless all checks issued have been banked these balances will not be the same. However, the subtraction of the unreturned checks from the bank's balance will give the real balance as indicated in this general account. This system facilitates auditing and also the preparation of regular reports to the principal or other school officer, and the council.

Auditing.—Irrespective of the type of financial plan used, all accounts should be audited frequently by a competent, disinterested individual or committee. This procedure ensures an adequate system of accounting and accuracy of records, shows trends in developments, and assists in preparing the budgets.

#### THE ACTIVITIES BUDGET

The activities budget is a sort of financial blueprint of the program for the coming year. Through budget allowances the council can encourage or discourage the development of an activity, and even, if necessary, eliminate it entirely. Consequently, in the interest of a properly developed and well-balanced program, the budget making should be given the most serious and intelligent consideration.

A budget represents an adjustment of two elements, income and disbursements, each of which in turn represents a totaling of estimated incomes from all sources, and a totaling of estimated expenditures by all participating organizations. Hence the first step in the preparation of a budget is to obtain these smaller elements.



Disbursements to organizations may be made on the basis of

1. income provided by the various activities, each source receiving all or a proportionate amount of the funds it supplies.
2. need, all income from whatever source going into one treasure; and
3. "millage," each organization being allotted a certain percentage of the available funds, usually on a percapita formula.

The first plan is so obviously unsuited that it will not be discussed. The third plan is based upon the assumption that the larger the organization and the more important it is, the more financial support it requires. This assumption is false; the number of participants is not necessarily an index of either the significance of an activity or its financial needs. The use of the second plan is justifiable.

The central finance committee requests the officers of each organization or activity to prepare and turn in by a designated date an estimated list of expenditures for the coming year. Of course, this is only a guess, but if it is based upon the expenditures of previous years, and careful consideration is given to the ~~possibilities~~ possibilities of the present year, it can be a pretty close guess. The committee now carefully studies these proposed budgets, especially if they differ somewhat from the former budgets. The committee does not pretend to know the requirements of each group; rather, it assumes that the officers are in better position to know these needs and are therefore more competent to prepare a proposed budget than the committee itself. <sup>Consequently</sup> ~~However, because~~ this committee will respect the proposed budgets. However, because this committee must make the necessary recommendations to the council and must support them, it has a perfect right to raise pertinent questions and in case of unusual amounts or items to ask for explanation or justification or request additional information before making a final decision. Some finance committees hold a more or less formal hearing at which the officers appear, pass out copies of their proposed budgets, explain the items, and answer questions. It is a good policy for the officers to include on these sheets the corresponding budgets of one or two years previous. This hearing requires time, but it is a good procedure.



Income begins with the balance, if there was one, carried over from the previous period or year. To this is added estimated receipts from admission fees, sales, gifts, activity tickets, and all other sources of income. If these sources of income are about the same as those of last year, and the present year seems to represent about the same general prospects, this probable income can be estimated rather accurately.

Disbursements begin with this year's income; no deficits are allowed. When all budgets have been studied and their amount totaled, this sum is compared with the estimate of the funds available. If these funds appear to be ample the budgets may be approved and sent to the council with the recommendation for adoption. If the funds appear to be too small to allow for this total amount, and no additional money may normally be expected, revisions will have to be made. It is quite likely that in studying these budgets some of the members of the committee may have questioned certain amounts and items and these can again be discussed, if necessary in another hearing before the entire finance committee, and the required adjustments be made. It is important that the reasons for any necessary curtailment should be explained in order to obviate the impression that the committee or council is acting in an arbitrary manner. If such explanations are made probably no organization or officers would complain. In short, mutual respect and confidence between officers and finance committee are essential.

After the budget has been adopted by the council---it need not be adopted by the school---it is published in the school paper or posted on the bulletin board, because the school has a perfect right to have this information. Its various items need not be justified by written explanation. In adopting the budget the council thereby authorizes the central treasurer to allocate the funds as budgeted, and this he does by placing the proper balance to the credit of each organization or activity. It is then the treasurer's business to see that these balances are not overdrawn. Any credits which an organization may have carried at the end of the year are not carried over; they are merely canceled. Each year's business, as far as individual organizations are concerned, should be a unit by itself.



The council should not allocate all of its funds but retain a reserve, not too large and not too small, in order to meet unforeseen demands. This is provided through a contingency fund, account, or item regularly included in the final budget. On the other hand, good budgeting, at least in normal times, does not allow for deficits.



**PART X---THE STUDENT-COUNCIL SPONSOR**

Probably nothing will wreck a council more quickly than student recognition that the sponsor is not sufficiently interested, prepared, or personally equipped to lead it. The faculty representative is the most important single member of the council, not only because he is older, more mature, and experienced, and has better judgment than the students, but because he, more than they, must accept responsibility for developing suitable policies and procedures, also for coordinating student and teacher relationships. Obviously, then, much of the success of a plan of participation depends upon this specialized guidance officer.

How should the sponsor be selected? What qualifications should he have? What should he do?

The sponsor may be an ex officio member of the council because of his position as dean, director of activities, guidance director, assistant principal, or sponsor of some particular school group, such as the senior class; he may be appointed by the principal or other administrative officer; or he may be elected by the faculty, by the students, or even by the council itself. Election by the faculty has more to commend it as a democratic procedure than has any other method, while election by the students or by the council is the least justifiable of these methods, only a shade lower than the ex officio plan suggested first. ↓

1. The Faculty Should Recognize and Accept Its Responsibility in Electing Sponsors.---Because the council represents the entire school and all of its activities it must represent every teacher and student in it. Therefore the faculty, as well as the student body, must appreciate and accept its obligation in the selection and support of its representative or representatives. It cannot select carelessly or in a purely routine manner on the basis of tradition or custom and then promptly turn its attention to something else assuming that its responsibility in the matter has been fully discharged. The faculty must set a good example for the student body to follow in its elections.

The bases for selection of Faculty representatives are exactly the same as those



of student members; a careful consideration of personality, judgement, tact, sympathetic understanding, initiative, originality, leadership, cooperativeness, interest and enthusiasm, experience, training, administrative, executive, and business ability, and general social competency.

Naturally the teacher's own interest in the matter should be given serious consideration. Forcing him into a job which he does not want would handicap the plan from the very beginning. Respecting his wishes will increase the possibility of the plan's success, and add to the sponsor's feeling of importance and self-respect because of the compliment paid him by his colleagues' recognition of his interests and abilities.

How many faculty members should be elected? In smaller schools perhaps one faculty member may be sufficient, but in large schools probably two or maybe even three or four might justifiably be named to the council. The election of one faculty member tends to give the impression of the club-adviser idea, while the election of more than one tends to give the impression of the faculty-representative idea. Further usually two or three teachers together have better ideas than any one of them would have by himself.

Should faculty members be reelected? The answer to this question will depend upon a number of considerations, particularly those which relate to the individual's interest in the plan and his success with it. Reelection usually does mean a proper capitalization of knowledge, experience, and skill, and this is important, considering the number of members who will be new each year. It also tends to make for desirable continuity and growth in policies. On the other hand, reelection should not be allowed to become a rigidly established policy. It must be justified upon the basis of something far more substantial than precedent or tradition.

Should <sup>the</sup> older or the newer teachers be elected to the council? The older teacher knows the school's organization, traditions, personnel, procedures, and possibilities of council work, but even this knowledge by itself does not necessarily constitute



sponsoring competency. The new teacher, especially the younger, may be much more recently educated than the older, have a better understanding of young people and therefore be more acceptable, be more free from local bias, have had more courses and training especially designed for effective student leadership, and quite probably have had considerable firsthand experience as a council member in high school and college. But---the question must be answered by the local school on the basis of a study of all the elements of the situation. Any traditional practice of having a certain teacher automatically become sponsor of the council does not reflect the ideals and practices of representative government.

2. The Sponsor Must Really Represent the Faculty.---The faculty as well as the student body should feel its representation in the council. The sponsor must feel himself "faculty-representative" with obligation to his constituency.

It is difficult to draw the line clearly between what the faculty has a right to expect from its representative and what he has a right to expect ~~for~~ in the way of support from the faculty. In cases in which the faculty is decidedly for or against some policy or procedure the sponsor as the duly elected representative of this group must reflect its opinion. This is true even though it is assumed that because he is a professional specialist he will be "ahead" of the faculty and consequently be more competent than it to guide the council.

3. The Sponsor Must Understand and Appreciate the Participation Idea.--- The faculty member should know why the participation idea developed, how it fits with modern educational philosophy, its purposes and values, its methods of organization, procedures, activities and projects, and how it may be evaluated. A few council members will have some knowledge and some experience, and the faculty representative will have to keep well ahead of these to command their respect. He will also have to be a sort of council missionary to the council itself, to the school, and to the faculty. It is not to be assumed that he will know everything about participation but it can be assumed that he has a good basis and is continuously strengthening it. He is, of course, in a much better position than any student to get books, magazine



articles, conference reports, and similar materials, and to initiate, plan, and conduct trips to other schools and councils.

4. The Sponsor Must Be Sympathetic with the Participation Idea.---It is not enough for the sponsor to know about the council idea, he must also be sympathetic with and deeply interested in it because

- (1) a lack of interest will hinder or destroy the organization, and
- (2) he cannot help showing his attitude.

If he is sympathetic, appreciative, and interested, youthful enthusiasm for the cause will be engendered.

5. The Sponsor Must Be Discriminatingly Loyal to the Council.---The faculty member of the council is in a peculiar position in which he must maintain several loyalties, some of which may often be more or less conflicting; he must be loyal to locally accepted educational principles, loyal to his colleagues and superiors, loyal to the school of which he is an integral part, and loyal to the council of which he is a member; at the same time he must be loyal to his own educational ideals and beliefs some of which may be at variance with local policies and practices

In this situation the sponsor must recognize that an important part of his job is the educating of teachers and students to his council point of view. As a specialist in this field he should demand proper rights and recognitions, be prepared for differences of opinion, expect criticism, and, where necessary, criticize, and meet difficult problems courageously, recognizing that no missionary has an easy time of it. He will recognize that voiced criticism and objections to the participation idea really represent most valuable educational settings which he cannot let go uncaptured. He need not continuously have a chip on his shoulder but he should not hesitate to stand up for what he believes to be a proper conception of the sphere of the council. He will cooperate with others, but at the same time he will demand that this cooperation be mutual. Only in this way will he ever be able to command the respect of the school for himself, his position, and his council.

6. The Sponsor Should Be an Enthusiastic Member but Not a "Teacher."---The KKKK



council should be a setting in which free expression of thoughts and opinions is encouraged unhampered by fear of teacher retaliation. In this setting the teacher has the same rights as any other member, but no more. He can express his ideas freely but he cannot force his opinion on the members. Often he will be disagreed with and maybe, occasionally, even voted down, the same way as any other member. Any attempt to dictate, coerce, preach, or even teach in the commonly accepted sense of the word, will be met by a very proper student resentment.

The teacher will be an active, not a passive member. He will lead but not drive. He will respect the student's right to express himself even if his opinions are quite obviously wrong, but he will disagree tactfully so that no impression of interference is given. Nor will he take an antagonizing "I told you so but you wouldn't listen" attitude if later the students' ideas were proved wrong. He will remember that students are less experienced and mature than he and that they may be a bit slower in comprehending all the varied implications of an idea, so he will be patient even in the face of a conflict of opinions. Through such an attitude he will not only prevent serious cleavages but will ultimately win student respect and admiration.

7. The Sponsor Should Not Make Himself Too Conspicuous in Council Meetings.—

It is admittedly difficult for a teacher whose whole experience has been in the most conspicuous place in a group of <sup>t</sup> students to settle down and become only a member of a somewhat similar group. However this is exactly what he must do. The faculty representative who monopolizes discussion, who violates accepted parliamentary procedure by speaking without asking for proper recognition, and who in other ways attempts to "hog the spotlight" will discourage student initiative and mark the council for early disintegration. The sponsor should participate in discussion only as a regular member of the council and not as a self appointed savior. He provides guidance, especially if things appear to be getting beyond control, but even here there is good-natured and inconspicuous guidance, not domination.

8. The Sponsor Must Win and Hold Student Respect and Confidence.—Where there is no mutual respect and confidence among the members of an organized body there is



no solidarity, no unity of spirit, and no feeling of morale. Every member of the student council must "win his spurs" before he can be fully accepted and respected by the other members. In a way it is even more essential in the case of the teacher that he do this for there are so few of them and also because of the importance of their positions. This student confidence grows naturally only out of a recognition by the students of the

- (1) sponsor's interest and skill in council activities and
- (2) sponsor's sympathetic understanding of the student point of view.

Congenial student-teacher relationships are desirable, but mere personal popularity must not be accepted as complete evidence of sincere respect.

9. The Importance of the Sponsor's Personality Should Be Neither Underrated nor Overrated.---No one doubts the stimulating value of a personable instructor but in student council work where acceptance, participation, and agreements are not required by external authority, too much personality may be as detrimental as too little. If the students' wholehearted acceptance of the sponsor is based only upon personal friendship there is very real danger that these students will too completely and easily agree with him and too closely and unquestionably follow his wishes, which may prevent them from thinking clearly in terms of ideas, arguments, and points of issues at hand. In such an instance not only are the real ends obscured but also there is no true representative government.

10. The Sponsor Must Have a Wholesome Sense of Humor.---Because the council is a democratic setting, and the sponsor is a regularly recognized member of the group, he can expect to be disagreed with, to hear his views criticised, distorted, and misrepresented, and maybe even ridiculed, and sometimes to see his plans voted down, in exactly the same way that the opinions of the student members are reacted to.

If, thinking in terms of something bigger than mere personalities, and considering such reactions as honest, even if occasionally illogical and discourteous behavior, the sponsor accepts them goodnaturedly, he will not only set an excellent example for the



students to follow but will also win added esteem. In other words, the sponsor should enjoy, in a broad way, his student council associations.

11. The Sponsor Should Have a Good Sense of Relative Values.---The council cannot possibly take advantage of all of the opportunities listed and in order to invest its time and efforts to the best advantage, it must carefully evaluate all possibilities. This is especially important in the case of a new and inexperienced council which may be tempted to work on the more or less spectacular projects, some of which may be, relatively, of little ultimate value. Just here, in a quiet but substantial way, the sponsor must be a real leader. He should encourage the group to take a discriminating attitude toward the various possibilities of action.

12. The Sponsor Should Give Much Time and Thought to the Council's Program.---The sponsor who believes that he can successfully discharge his obligations merely by attending council meetings and entering into pertinent discussions will soon discover that he has a mistaken conception of the size of the job. Continuous preparation is necessary because no two council meetings, no two projects, and no two problems are exactly alike. Each day's work in the council is a new assignment, and as such it requires a new <sup>and</sup> <sub>2</sub> of different application of time and thought.

Sufficient time should be allowed the sponsor of the student council for ~~preparation~~ preparation of his work with the council. Too many school administrators do not allow this time but too often ~~place~~ the teachers assignment to an organization is an addition to an already full teaching load. This is unjust to the teacher, to the organization, to the school, and to the students themselves.

13. The Sponsor Should Stress and Practice Cooperation.---The council is not a complete and separate unit of the school but an important integrated element, a cooperative organization representing other cooperative organizations. In the interest of a unified participation program, it must cooperate with the various key individuals about the school, the principal, group sponsors, and others who have related responsibilities which must be recognized. Here again, the sponsor must lead the way. He must recognize that cooperation is two-sided; that he should cooperate with the Council, not merely the council with him.



14 - at end  
 15. The Sponsor Should Not Attempt to Prevent All Council Mistakes.—Although

the mistakes that would be most serious in consequences should be prevented, the adult who steps in and prevents all childish errors is robbing the child of many educational opportunities. The student can often learn far more efficiently and permanently from a choice of his own, a recognition of failure, and a resultant program of improvement headed toward success, than he can from a teacher's admonition to avoid or prevent such a failure. An occasional failure will also prevent the council from becoming conceited, arrogant, and self-sufficient.

16. The Sponsor Should Not Become Discouraged.—The sponsor is a human being and it is but natural that he may often become disheartened about his council work. However, recalling to mind the objectives of the plan and their extreme importance in the lives of his students and his country, and remembering that other schools do have successful councils, should help him to see beyond the discouragement of the moment. Because the students will very easily recognize and reflect it, the sponsor should never ~~show~~ show his discouragement. The students ~~will see that~~ should see that when the council fails in some project the sponsor becomes all the more determined to make it a success.

17. The Sponsor Must Study Himself and, If Necessary, Make Personal Readjustments.—It would be a mistake to blame the <sup>student members of the</sup> council for all council errors because undoubtedly some of it should be placed upon the sponsor. He should realize that any failure of the council is a reflection upon himself as well as upon the members.

If the sponsor notes that the students react somewhat resentfully toward him or ignore him, recognizes that his ideas are criticized too easily and vigorously, sees himself frequently outvoted, or in other ways, senses a lack of mutual understanding and harmony, he should not be too ready to place all of the blame upon the students; he should begin with a study of himself and his own qualifications—his knowledge, experience, personality, ideas, methods of presentation, and personal relationships—in an attempt to discover if part or all of the fault is his own. If the situation



is serious enough, he should talk the matter over confidentially with the principal, with his best friend, and even with a few of the most highly respected and competent students. He should be alert to all criticisms and should evaluate them fairly. He should undertake this self-study honestly and should, if conditions warrant, make a sincere attempt to improve the intolerable situation. His investigation should not stop with the acquiring of knowledge; as a result of this acquisition he should do something about it.

18. The Sponsor Should Continue His Training.---The possibilities and implications of the student participation idea are so numerous and broad that no sponsor should ever consider himself completely and finally trained for his job. Because of the rapidity with which the field is developing, even the better experienced sponsors will have to continue their education in order to keep abreast of developments. College courses, books, magazines, conventions, conferences, and visits are the main devices through which this continued education may be secured. An incidental but important outcome of such training is increased interest in the plan.

14. The Sponsor Should Not Be Afraid to Experiment.---The sponsor of the student council should be an educational scientist, an individual who originates, experiments discards, and improves as careful evaluation of organization, leadership, material, and method establishes proof of relative successes and ~~failure~~ values. Such scientific investigation will reveal some failures, but each of these, properly capitalized represents a valuable learning situation. Every elimination of something wrong, bad, or inferior means a closer approach to what is right, good, or superior.

Evaluative research always brings some criticism, but the scientist does not allow this to interfere with his program.



THE PUPILS' HANDBOOK

THE WHY AND HOW OF THE HANDBOOK: There should be a Students' Handbook of convenient vestpocket size for every high school pupil. Such a handbook should contain the aims and aspirations of the school, the organization and administration of extra-curricular activities, the organization and administration of the academic and routine work of the school.

In presenting the aims of the school there should be a historical sketch of the institution and what it has stood for, an account of the material being of the school-----the building, the classrooms, offices, 'gymnasiums, the lockers, the scheme of decoration, and the plans for the care of the building. There should also be in this part of the handbook a general authoritative statement from the principal of the plan of whatever type of cooperative government and administration exists in the school. In addition, there should be an attempt to state the school's creed and to put down ~~it~~ as definitely as possible in words the spirit of the school.

A second part of the book should be devoted to pupil activities. Here should be the special regulations for regulating all the extra-curricular activities in which the pupils participate. Such items ~~are~~ should be included as the chartering of clubs, the home-room organization, the athletic association, the school paper, the assembly, the musical organizations, an account of the work of the dramatic and all other clubs. There should be included also an account of the alumni or alumnae associations.

In a third part there should be an account of the departments of instruction, the various curricula briefly set forth, a list of the faculty by departments, and where the members of the faculty may be







PRODUCING THE HANDBOOK CAN BE AN EDUCATIVE EXPERIENCE FOR THE

PUPILS----- Most people do not make mistakes intentionally. Rather, they make mistakes because they do not know any better, or, as pupils say, "I didn't think." The getting out of the handbook can help pupils think, to understand, and to know. Pupils should have the educative experience of sharing in making school regulations. The producing of a handbook furnishes a rare opportunity.

STUDY OTHER HANDBOOKS---For example, in a high school that does not have a handbook, handbooks may be secured from other schools. As a result of the study and discussion of these handbooks in home-rooms, pupils can learn, not only what other schools are doing, but at the same time they can get a conception of what a high-school handbook is. Probably many of the pupils know or can get copies of handbooks used in department stores or in industry, or business, or those that come with the new family automobile.

POOLING INFORMATION---After study in the home-rooms, the pupils pool the information which they think ought to go into a handbook. It is really encyclopedic. The home-room secretary compiles the information. The secretaries of all other home-rooms do the same. All of the material compiled by all home-rooms is the raw material of the handbook.

A HANDBOOK ASSEMBLY----The discussion activity that has been going on in all home-rooms needs the unifying process that can come in an all school ~~assembly~~ assembly. This assembly program can consist of a summarizing and rationalizing of what has been done. Pupils who have been especially successful in home-room discussion can tell the whole school what one needs to know as a basis of right action in the



school.

EDITING----In getting out the handbook, all of this material pooled from the various home-rooms can be turned over, for editing, to a language class working in cooperation with the student council or to a committee of the council. This material, together with the necessary additional material from the office, when condensed and written and rewritten, is the handbook. It is probably more nearly correct to say a handbook is "rewritten" rather than "written". In any event, such a process as has been described is an adventure in democracy. Of course, the teachers have been guiding all the time--guiding, but not dictating.

THE SPIRIT OF THE HANDBOOK---Every principal who has tried writing "The Foreword" for the school handbook knows the difficulty of saying just the right thing in the right way. He probably desires to be ~~firm~~ friendly, firm but not fierce, dignified but not stiff, brief but not abrupt, to capture in words the spirit of the school as he expresses its ideals, to welcome each pupil as an individual and as a member of his or her group, to help the pupil feel at home in the school and to challenge him to contribute his best to make the school still better.

The pupils, in furnishing ideas for the book and in writing out these ideas, often have a way of expressing the spirit and describing the adventure that going to a really alive school high school actually is. Frequently these pupils, in their expression of the life of the school, guided and edited enough but not too much, surpass the professional phraseology of the more erudite faculty.

USING THE HANDBOOK---The handbook ought to be so interesting that the prospective or new pupil reads it straight through, and ever



after uses its well-made index as a means of constant reference. In the hands of the right home-room sponsor, the spirit that makes the book alive can express itself still further as the book is used in the home-room as a means of guidance.



THE SCHOOL NEWSPAPER

PRESENT TRENDS--High-school publications fall into four groups; newspapers, magazines, annuals and handbooks. Larger high schools in the past have usually had a monthly magazine and an annual for each graduating class. While the emphasis, historically, has been on these two publications, there is a TENDENCY NOW for each school to issue a NEWSPAPER AND A HANDBOOK. If a school can have only one publication, it is usually a newspaper. A rapidly increasing number of schools are coming to have handbooks.

WHAT FAVORABLE EDUCATIONAL OPPORTUNITIES ARE FURNISHED BY THE SCHOOL NEWSPAPER?--The function of the school newspaper is to publish school news while it is news, and through its editorial page to aid and guide in forming public opinion. Here is the opportunity to capitalize the achievements of the school and of its individual members, pupils, and faculty, ~~XXXXXXXXXXXXXXXXXXXX~~ ~~XXXXXXXXXXXXXXXXXXXX~~ for the benefit of all those in or out of the school who are interested. The school newspaper, together with faculty meetings, the pupils' council, and the school assembly can develop common integrating knowledge. Knowledge, however is not enough; attention must be paid to the development of the mental <sup>and</sup> emotional attitude of the members of the school toward each other, toward the school, and toward the community. The newspaper can, and in many schools does, express the achievement the life, the joy, the enthusiasm and the idealism of the school; this expression is not by a direct preachment of these subjects but by a clear write-up of the manifestations of these ~~XXXXXXXX~~ qualities. The school newspaper in its selection of news not only



guides but reflects the spirit and quality of the school.

School compositions, essays, and short stories will probably kill any school newspaper. The increasing ability to be accurate, brief and interesting is desired for all who may contribute to the school paper, and these qualities must be employed in writing news and editorials on subjects of interest to the whole school or the newspaper will cease to exist. The favorable educational opportunities may be considered, first, for the school as a whole, and second, for the pupils as an individual.

FAVORABLE EDUCATIONAL OPPORTUNITIES FOR THE SCHOOL: CONSTRUCTIVE ACTIVITIES.--The publishing of the news of the school makes for a common basis of knowledge among its members. By focusing approval in the news columns on worth-while activities, the paper encourages these activities and stimulates others like them. It can and should condemn any practices that work against the best interests of the school, but its great power lies in its promotion of constructive activities and the ideas that lie behind them.

INTERPRETING THE SCHOOL TO ITSELF--In promoting constructive activities the newspaper has a favorable opportunity to interpret the school to itself. By its news it can explore for the members of the school what the school is doing and in editorials it can show what the news means. The paper, by focusing approval on right actions can aid in developing right standards of conduct. It can give the kind of food for thought that makes for intelligent cooperation and for the correction of school abuses. Practical advice, not necessarily too directly given, may be a part of a vigorous editorial column. The paper not only can foster clean athletics, but it can



but it can present the news of the paorting page so that the whole school sees the big educational idea that is, or ought to be, in all school sports.

Rumor and gossip grow on fractional knowledge. Direct statements and answers to pupils' questions in an "Editor's Column" can make for a clear understanding. The right kind of an exchange column can make, not only for cordial relations with other schools, but for an understanding of what other schools are doing. The paper can aid in fostering worthy traditions of the school. Likewise it can aid in breaking down outgrown traditions. There is too much, idle, ignorant boasting; thoughtful school news can make for a civic pride based on real knowledge.

INTERPRETING THE SCHOOL TO THE PUBLIC--The patrons of the school and the taxpayers need to know what is going on in the high schools. School newspapers that are well written and full of the throbbing life of the school will be read by the patrons of the schools. Parents read what is published in the school newspaper, for in the course of the year many of the items concern their own children. By careful planning, the school, through news and editorials, can make known its educational policy to its patrons and at the same time be reasonably sure that what is published is read. All high schools need educational publicity; the school newspaper furnishes one means of securing it.

FAVORABLE EDUCATIONAL OPPORTUNITIES FOR THE PUPIL--The school is an educational institution, and if the production of the school newspaper is not a real educative ~~xxxxxx~~ experience for the group producing it, and to a lesser extent for the whole school, the



paper has no place in the school. The adviser, is after all, a coach. The coach teaches the players who themselves play the game. The adviser teaches the staff, including the far-flung line of reporters, what to do and how to do it, but the adviser does NOT write or re-write the paper. The opportunity for the adviser to do much of the guiding is in teaching a real course in newspaper writing. There is a necessity for guidance at the time of planning the paper. Likewise, at the meeting of the staff to talk over an issue just off the press, guidance, probably indirectly given, as to wherein the issue has succeeded and wherein it has failed, can be effective. The production of the paper must be an educative experience for the pupils producing it.

THE PUPILS LEARN TO WRITE--To consider the benefits of the paper to the school is not enough; the school does not exist for itself, but for the education of the pupils. The benefits to pupils may be considered under three heads. The paper SHOULD GROW OUT OF A COURSE IN NEWSPAPER WRITING. In such a course there is favorable opportunity for pupils to learn how to write. While it is probably impossible to teach anyone how to write literature, it is possible to teach a pupil to be accurate, simple, concise, and clear in his writing. The pupil must master such fundamentals as spelling, sentence structure, and paragraphing, or his contribution will be bewritten or killed. He must be able to distinguish between the important and the useless for news purposes. What he writes must be interesting or it is nothing. The interest that the writer has helps carry him through the hard practice of learning to write by writing. While he must write from an impersonal point of view,



the motive for writing is within himself. His success or failure brings its own reward.

THE PUPIL ACTS AS AN INTELLIGENT CITIZEN--The school journalist must be accurate; his cooperating associates force him to be. He must be able to carry out directions, to practice "self-restrained" liberty, to know something of human nature, to be diplomatic in interviews, to respect confidence, to carry responsibility willingly assumed, to observe accurately, to discriminate, to form an intelligent opinion.

THE PUPIL LEARNS HOW TO READ THE NEWSPAPERS--The value of journalistic work in the high school lies, not only in developing a kind of writing ability and in furnishing satisfying practice of certain qualities of character, but in presenting a favorable opportunity for the pupil to learn how to read newspapers. A knowledge of the problems involved in producing a paper enables the reader to have a keener appreciation of successful achievement. What to read, how to read, and what to believe are all important. Democratic government seems impossible without newspapers, yet sometimes it seems impossible, also, ~~like~~ with some kinds that exist. The school attempts to teach every one to read, but as a rule, it makes no attempt to help them directly in the field in which in later life they will do the most of their reading. The surest way to get a better press is for the people to demand it. The taste and desire for a better type of newspaper can be taught in every high school; perhaps some day there will be such teaching.

WORK ON THE HIGH SCHOOL NEWSPAPER IS NOT VOCATIONAL--It is quite probable that some few will find their life-work here ~~and~~ <sup>and</sup>,



if wisely guided, will find also the stern necessity of real preparation for it. High-school work on the newspaper may serve as one means of enabling the pupil to explore his own interests, aptitudes, and abilities, and at the same time to enable him to explore, somewhat, the field of journalism, but the high school can no more educate and train the journalist than it can the doctor or lawyer. The pupil who goes from the school newspaper to cub reporting is unduly handicapping himself and will probably find he is in a blind alley. At the same time, if the newspaper is to serve the public, in promoting the general welfare as it can and should, it must have workers of broad education, wide experience, and professional training. The pupil's work on the school newspaper should be worth while, here and now, to the extent pursued.

WHAT THE SCHOOL NEWSPAPER SHOULD PUBLISH--The school newspaper should publish, naturally, that "most perishable of all commodities", the news.

It is recognized, of course, that there must be a system in gathering the news; that interpreting the news and discussing current events will form a large part of a vigorous editorial page or column; that feature stories are hard to write, but worth all the effort they cost; that the exchange column can tell of activities in other schools that are of interest and worth to the paper's readers; that interviews, wisely chosen and well done, are sure to be read; custom cannot stave the infinite variety of personals which always help circulation; that an editor's column provides for comment, more newsy and in a lighter vein than editorials; that the story of an athletic contest may lead to an understanding of the whole athletic program;



that being funny in a humor column is a serious as well as a difficult matter.

THE HUMOR COLUMN--The best of humor columns in high-school papers are attempting to find their humor in their own school situations. The humor editor can recognize that a mixture of the serious is helpful along with the gay; that he cannot be tolerated if he "cribs" risque witticisms from comic publications, dresses them up in local colors, and presents them as his own; that he should welcome contributions; that while he watches for comical occurrences or listens for witty sayings, he must be fair, clean-minded, and avoid sarcasm, invective, and ridicule; that the humor column can be a joy and delight or that it can be just flat and stale as ditch water.

RULES AND SUGGESTIONS FOR THE PREPARATION OF SCHOOL NEWS IN ~~SCHOOL~~

NEWSPAPERS

(From the reports of 98 newspaper editors)

1. SUBJECT-MATTER

- (a) "Write news, not propoganda--news is something happening, an event of some sort, not an argument to prove or disprove some theory or proposition."
- (b) Be accurate, truthful, meticulously exact as to facts, names, and details.
- (c) Write news for the public and not for the purpose of personal exploitation.
- (d) Names have great news value, "A story about an individual is always better than group facts."
- (e) "Eliminate favoritism and personalities in preparing articles."
- (f) "Eliminate inconsequential details, trivial happenings, commonplaces in general."
- (g) "Run in a humorous phrase when it doesn't hurt anybody and when it does not spoil the text."







## 4. NEWS SHOULD BE NEW, NOT STALE

(a) Don't let news get cold."

~~(b)~~ "News value ~~has~~ depends largely upon recency of happening."~~(b) The use of the phone for transmitting news tends toward inaccuracy.~~

## 5. THE MECHANICS OF SCHOOL NEWS COPY

(a) Use one side of the paper only.

(b) Typewrite all copy or write clearly.

(c) Double or triple space your copy. This is a great benefit to the editor.

~~(d) Don't~~

FINDING A NAME FOR THE SCHOOL PAPER--The naming of the school paper, as the naming of children, is a kind of personal matter for the school or family. It is possible that some papers, like some children, dislike their names. The name should be dignified, neat and informing, and where possible should be associated with the name of the school or town.

WHAT ORGANIZATION SHOULD EXIST FOR PRODUCING THE PAPER?--First of all, it is necessary to recognize that the whole school, rather than any small group, is responsible for the paper, and that the superintendent, and behind him the board of education, is responsible for the whole policy of school publications.. This responsibility in a particular school may be vested in a board of publication in the school, the kind of paper, whether or not a newspaper writing course shall be given out of which the paper can grow, the selection of the adviser who in turn is responsible, with the help of the pupils, for the selection and organization of the staff.

THE BOARD OF PUBLICATIONS--This board is a policy-making group. In a small school there will be, naturally, a smaller number of members on the board, but the principle is the same, whether the school is large or small, whether it has one or four publications. Further, if there is more than one school in a system, there is a real need for cooperation of all schools and the superintendent's



office in developing a policy for the whole system.

THE KIND OF PAPER--The board can decide also the kind of paper to be published. Shall the paper consist of a single copy prepared by a group of pupils and read at a weekly meeting of a home-room, club, or class, or in assembly; shall it be copied and posted on one or more bulletin boards; shall it be a special column or section in the town paper; shall it be mimeographed; or shall it be published as a school paper? In any event, how often shall it be published?

THE ADVISER AND THE SCHOOL PAPER--The adviser, preferably a ~~successful~~ successful teacher of English, needs the kind of youthful zest, vitality, and nervous energy that enjoys an adventure. Such a teacher must be the kind of person that gets other people to work. Since the cooperation of the whole school is necessary, the adviser must be able to work constructively and happily with other members of the faculty as well as with the pupils. The paper should touch every group, every activity, and every department in the school.

Since so many advisers at the present time are comparatively untrained---the ~~second~~ second question is, How shall the adviser be trained? If the prospective adviser is a college graduate with successful ~~xxxxxx~~ experience in teaching, preferably English composition, a vacation spent with a newspaper, country weekly or city daily, will help. A course for advisers of school newspapers, as offered in some college for teachers during regular or summer sessions, should be of service.

There should be also a thorough understanding of the whole problem of extra-curricular activities. In fact, two faculty advisers if they can and will work together, may be better than one. If



there are two, one should have charge of producing the paper while the other has charge of all financial affairs. Men and women advisers are as a rule equally good--or bad. In any event, the adviser will have to do a great deal of self-education. The real test of an adviser's fitness for his work is his ability to develop the right attitudes, to set up the right standards, to accept the responsibility for making the paper as nearly ideal as possible.

HOW IS THE PAPER PRODUCED?--Some papers are written, edited, and published with very little faculty guidance in schools that have not yet assumed responsibility for the paper. Other papers ~~have~~ <sup>with</sup> a staff or at least the editor-in-chief, elected by the student body, are issued under faculty supervision. In many cases, those elected are chosen from an eligible list made up by the faculty. In still other cases the faculty directly or through the adviser of the paper select the more important officers, who in turn select their assistants. The whole matter of choosing the staff depends largely on whether or not there are newspaper writing courses given in the school. There is a growing tendency for the school paper to grow out of class work.

HOW IS THE STAFF ORGANIZED?--In those schools in which the ~~paper~~ paper grows out of the work in news or newspaper writing, or journalism classes, the chief members of the staff, at least, come from present or past members of the course. Some schools make one term's work, usually in the junior or first half of the senior year, a prerequisite for membership on the staff. There are often a large number of reporters; in some cases one for every home-room. In some cases the staff is selected for the term, occasionally



for the year, and in other cases the staff changes for every issue. There is a growing recognition of the necessity for all staff ~~xxxxxx~~ appointments to be made on a merit basis with a fairly strict system of promotions.

It is practically impossible to find any two schools that organize their staffs in exactly the same way. The following plan seems to meet most of the needs for educative efficient work;

The South High Beacon

South High School, Cleveland, Ohio

Editorial Board: Eleanor Morgan, Josephine Komocka, Alphons Wytwer, Marvin Tanner

Business Manager: Alfred Kus

Advertising Manager: Ethel Meermans

Circulation Manager: Bernard Bounce

Sports: Charles Strobl, Paul Ruzicka

Art Editor: John Clark, Harry Watanabe

Feature Writer: Florence Quay

Faculty Adviser of Newswriting: Margaret M. Sullivan

Faculty Adviser of Business Management: Raymond S. Shriver, E. A. Nace

Reporters: Cecelia Jones, Sarah Morgan, Maybelle McInery, Wilbur Kelly

Typists: Lillian Nau, Blanche Krackora, Angeline Strelec, Caroline Hladik

An examination of the list of staff as published ~~xxxxx~~ in every school paper will reveal the organization of the staff. In any plan, the fundamental idea is a division of work and responsibility. There needs to be first of all the teacher-adviser, who stimulates and guides by expert advice and by a wise, sympathetic, absolutely fair handling of the human element. It is important to keep some healthy adventure in the education of youth: the wise adviser provides for adventure rather than for its elimination. In the beginning and the end, nearly everything depends directly and indirectly on the ability of the adviser.















includes sane athletics for every boy and girl who can profit by athletics? (2) In so far as athletics is extra-curricular at all, can athletics grow out of the program of physical education and return to it to enrich it?

#### THE CHIEF ISSUE

The main aim of athletics is to develop and to maintain, now and later, a high level of vitality, to run the human body joyously, beautifully, efficiently. A problem of physical education is to establish right habits of living. These right habits are not just a matter of the training of the muscles, big or little; they ~~are~~ have to do fundamentally with the emotions and the mental processes quite as well as with the physical efficiency. In respect to this physical, emotional, and mental health, the individual must become increasingly self-directive. School years are short; the school day is but a fraction of twenty-four hours. The playing season of any sport is but a brief span and the contest is really only a few minutes. Comparatively life is long. Sane athletics is worth while here and now, but much is lost if athletics does not carry over into behavior, emotional, mental, and physical, in later life.

#### THE SCHOOLS AND THE PUPILS' AIMS

In home-room and in ~~the~~ the student council, the pupils and teachers should discuss what the school should do and what it can do in athletics. This discussion should be so guided that pupils may develop definite ideas of their own as to the big purposes of athletics. This discussion should be carried over into the assembly, into the school newspaper and on the playing fields. All pupils should be educated as to what the school as a whole is trying to do in athletics.



## ATHLETICS AND EDUCATION

Athletics can take a rightful place in the school when there is developed a real program of physical training including athletics. To go forward the school must guide athletics rather than be guided by athletics. When the public comes to understand the real aim of physical education, there will be adequate support for it.

### INTRA-MURAL ATHLETICS

Whatever favorable opportunities athletics affords for the education of the individual, the desired benefits manifestly are not realized if the individual does not participate in athletics. Skills or lasting satisfaction in play cannot be developed from the sidelines. Certainly a keen appreciation of play is dependent largely on the knowledge that can come as a result of participation in play.

Intra-mural athletics is a natural form of expression to boys, and, to a lesser ~~degree~~ extent, to girls, of junior and senior high school age. In streets and alleys, in the play-yard of a city or of a country school, pupils tend to organize themselves into play contests on an individual or a team basis. For most normal children there is the healthy desire for play, and, as the individual comes to belong to a gang or club or a team, there is the powerful urge of loyalty to his group.

### NEEDS

If intra-mural athletics is considered as it should be, a definite part of physical education for every pupil, the financial support should be on the same basis as it is for mathematics, social studies or the school laboratory.. A chief need is intelligent guidance. Teachers with a working conception of the possibilities of intra-mural athletics and with the leadership ability, the resourcefulness, the imagination, the skill, and the



enthusiasm to realize the possibilities do exist, but as yet there are not enough of them. To develop an intra-mural program as conditions exist in most schools at the present time, the capable leader must multiply himself many times by training and using pupil leaders in order to teach games and furnish the guidance necessary. If the school desires an intra-mural program, it must furnish the necessary teachers and material facilities. However, the resourceful leader in many cases can carry on some activities while waiting for the necessary facilities to be provided.

#### GROUPING

There is further need of a basis of grouping pupils so that teams of about the same ability will play each other. In attempting to find an acceptable and a convenient basis for such grouping, gymnasium classes and home-room groups have been most often used. Whatever basis is used, there is a need of teaching and promoting sports as well as controlling them. In order to provide a favorable opportunity for every pupil to participate in supervised sports there is a need for a comprehensive, well-administered plan supported by capable teachers and reasonable facilities.

#### INTRA-MURAL SPORTS AND GYMNASIUM CLASSES

In a survey conducted in the Los Angeles school, the following was discovered:

The basis of the work was in gymnasium classes. The teaching involved knowledge of the games, and in accordance with the idea that "the improvement of one function will benefit a second to the extent that both possess identical elements, "there was training in rhythmic exercises peculiar to various sports. These exercises, in-



cluding such activities as basket-ball free throw, sprinter's start, baseball pitch, and football forward pass, involved only the movement of the body and not the use of the equipment.

In a majority of the schools surveyed, there was inter-squad competition by periods. Likewise, in a majority of the schools teams or clubs were organized into leagues for competition. Since the round-robin method of organization provided for continuous play for all teams, it was far more popular than the elimination tournament. These contests in round-robin tournaments were played before school, or at noon, or after school.

The minor sports included handball, horseshoes, tennis, wrestling and golf. The major sports included indoor ball, basket-ball and volley-ball, soccer, touch-ball and speed ball. In track and field events were the high jump, the dash, the relay and the broad jump, the shot-put, the hop-step-jump, the hurdles and the tug-o'-war.

Likewise there were self-testing activities that can be measured by time, distance, or the number of times a thing is done. These self testing activities were chosen from such a list as the following: football---pass for distance, punt for distance, drop kick for goal; basket-ball throw for goal; soccer field goal, soccer kick for distance; volley-ball serve; tennis serve; bar vault for height; rope climb for speed; pull up, push up, sit up, and all track and other events that lend themselves to measurable individual performance.

#### INTER-SCHOLASTIC ATHLETICS

Inter-scholastic athletics is full of difficulties and dangers. There is no occasion, however, to shy at difficulties. That there are real dangers every one admits. The school has allowed or furnished specialized training for the few best athletes. It has often been said that these few ablest performers are least in need of training. This



cry may be a part of the general leveling-down idea. The school has the obligation of enabling its brightest pupils, in athletics, or any other worth-while activity, "to do better those desirable activities that they will perform any way." The point is to consider the desirability of the activity. The most common danger here is that in developing the ablest pupils in athletics the ordinary or inferior performer has been neglected almost entirely.

#### SCHOOL GUIDANCE AND CONTROL

The school needs to recognize that physical education is education and that athletics should be a part of and grow in and out of physical education. With the recognition of the basis of athletics, the school must develop a positive, constructive program of leadership.

#### CAPABLE LEADERS

Physical education teachers should have sound education and professional training as a minimum equal to that of any other teachers in the school.. He should be employed full time and paid by the board of education.

#### TESTS AND EXAMINATIONS

At present the school uses intelligence tests as one means of classifying pupils for academic instruction. Likewise, any school that really is a modern school has a careful physical examination of each pupil. Since the school exists to serve the pupil, there is a need for the physical educator in dealing with the individual to take ~~it~~ into account the results of the intelligence tests <sup>and</sup> for the academic teacher to have in mind the results of the pupil's physical examination. At best intelligence tests and the careful physical examination show only a fraction of the real pupil. There is need for a type of test



that gets more nearly at the mainspring of the thought, action, behavior, of the pupil. The tests and examinations at present are ~~grr~~ good, but they are not good enough.

The results of the complete examination should be explained to the pupil, and definite recommendations based on the examination should be set down for the pupil and his parents, to the end that the pupil is guided into the right branch of athletics. Such guidance requires that the school provide a differentiated program of physical activities suited to the individual needs and that the school see to it that the pupil is aided in making an intelligent choice of what is offered.

#### ELIGIBILITY

In inter-scholastic contests of every kind the school should be represented by pupils who are passing in a full program of work. Pupils in school should be properly classified. If pupils are properly classified, if real teaching exists, and the classified and taught pupil applies himself to his work, he should meet a reasonable standard set by the school. It is the responsibility of the school to see to it that the school is represented in athletics and every other inter-scholastic contest by pupils who represent intelligent classification and teaching and earnest, successful effort on the part of both the school and the pupil. This effort on the part of the school and the pupil should be a sustained effort. Success in one ~~semester~~ should be a requirement for participation in any inter-scholastic contest in the next semester, and this successful effort should, of course, be continued during the semester of the contest. The standard here proposed demands real classification, teaching, and supervision of instruction



in high schools.

Further, only those schools which have the same quality of scholastic achievement should meet in athletic contests. Mutual respect demands it; real sportsmanship is almost impossible without it.

#### SCHEDULES AND BREAKDOWNS

It is the business of the school to train but not overtrain the young athlete. The school is to develop and preserve the physical well-being of youth, and not to impair it by too frequent or too hard games, by too long a season or too hard trips. In the excitement of games, youth may be eager, and an unthinking mob may demand that a victim be sacrificed, but what is a school for if not to guide and, if need be, to protect its pupils? Fortunately, there is much unfavorable criticism of long schedules, long trips, and of cumulative tournament exhaustion. It is time to act in cutting down these twenty-game schedules.

#### TENDENCIES IN SCHOOL ATHLETICS

On the secondary school level <sup>athletics</sup> in practice, as well as in theory, is coming to be considered a fundamental part of education. Many schools, both public and private, are developing programs of physical education, including play activities. These play activities, especially in junior high schools, including games and sports suited to various stages of pupil development, ~~xxx~~ are for all pupils who can profit by them. To an increasing extent these activities are of such a nature that they may be carried on by the pupils in later life. The evils and abuses resulting from over-competitive, commercialized athletics are being eliminated as a result of the fact



that schools are developing a constructive physical education program and assuming responsibility on an educational basis for a guidance of athletics. The growth of intra-mural athletics is an important part of this constructive program. There is a definite tendency in many schools to reduce the amount of inter-school competition in athletics for boys and a still stronger tendency to eliminate entirely such competition for girls. There are increasing attempts to develop ideals of sportsmanship and to put these ideals into practice. The widespread unfavorable criticism of athletics is directed chiefly against the abuses resulting from <sup>an</sup> over-competitive, commercialized system. It should be repeated that, in developing a constructive program of physical education including athletics, many schools are coming to assume the responsibility of administering athletics on an educational basis.



### THE ASSEMBLY

The Assembly and Pupil Participation in Government--The assembly is the "town meeting" of the school. Problems confronting the school are presented and discussed. Public opinion is formed, and in a democratic school, government is directly affected by public opinion. The solving of the problems confronting the school can be an educative experience. Principals and teachers can, as a rule, solve these problems and solve them correctly, but in so doing they can rob the pupils of the attitude, the desire, and the ability that comes from sharing in the solution of their own and the school's problems. When some important question affecting practices is to be met and decided, the time to carry on the educative campaign is before rather than after the decision has been reached. Even though the wisest decision may be of little value if the pupils do not understand it well enough to live by it. The desire, the emotional attitude, and the ability to live by any decision is directly affected by one's share in reaching this decision. The assembly, therefore, along with the home-room, the class organization, the student council, and the school newspaper, if vitally concerned with the formation of intelligent public opinion as a basis of government.

What Can the Assembly Do?--A statement of the claims for the assembly which the reader can think through, and modify, or reject, may help clarify the whole problem. There is a growing belief that the assembly;

1. Can aid in forming intelligent public opinion.
2. Can explore curricular and extra-curricular activities.
3. Can integrate, unify, emotionally and intellectually, the



- work and whole life of the school.
4. Can aid in creating new interests and widens and deepens existing interests.
  5. Can increase appreciation of fine human action and of all fields of art.
  6. Can make courtesy more desired, and attainable in varying degrees.
  7. Can promote the understanding on which such activities as home-rooms, class organizations, student councils and clubs are based.
  8. Can increase the effectiveness of of pupil officers and pupil cooperation by public installation of all officers elected by the ~~xxxxxx~~ whole school.
  9. Can serve as an administration device but this phase of assembly must not be overworked.
  10. Can serve as ~~xxxxx~~ a means of analyzing failures and celebrating successes.
  11. Can celebrate anniversaries so as to promote happiness and intelligent understanding.
  12. Can serve as a means of aiding the pupil in budgeting his time, the school in budgeting the time devoted to assembly.
  13. Can aid in promoting an intelligent budgeting of all extra-curricular finances.
  14. Can aid pupils in learning how to study.
  15. Can serve as one means of welcoming newcomers----pupils and faculty.
  16. Can aid the work of the home-room in helping newcomers to orient themselves quickly.
  17. Can dignify "Moving-Up Day" for all classes.



18. Can provide wholesome entertainment and, more or less unconsciously, set standards of taste in entertainment and humor.
19. Can provide a favorable opportunity for sharing of interesting experiences.
20. Can aid in establishing an understanding contact of the individuals of the school and of the whole school, and the community.
21. Can furnish practice with satisfying results in audience behavior.
22. Can provide in some degree for the individual to express himself and for the school as a whole to express itself.
23. Can aid in promoting the production and appreciation of good music.
24. Can aid in promoting fair play and good sportsmanship.
25. Can aid in setting up and administering traffic regulations.
26. Can aid in developing the attitude that makes for regularity and prompt attendance.
27. Can aid in understanding, and thus promoting, elementary health habits.
28. Can promote safety---prevent accidents.
29. Can aid in developing the spirit and some of the technique of living in a clean building.
30. Can promote intelligent use of the lunch room.
31. Can focus public approval by awarding all school honors, or individual, group, or whole school successes, so as to ~~more~~ promote further effort by an increasing number of pupils.
- 32.



32. Can provide a favorable opportunity for contact between the school and its alumni without stifling the school by its glorious past.
33. Can furnish an ideal of procedure by which pupils can be guided in organizing other meetings now and in later life.
34. Can furnish guidance for class assemblies when questions of interest to a particular class are to be considered.
35. Can serve as a means of preserving and further developing worthy school tradition.
36. Can serve as one means of inaugurating new enterprises.
37. Can serve as a means for discussing questions affecting the real life of the school.
38. Can promote a feeling of belonging, of success, of pride in the school.
39. Can promote the mental and emotional attitude of whole school, group, and individual service to one's associates, to one's family, to the school, and to the community

Such aims, or claims, as are presented here may not be the best immediate aims for a particular school in a situation peculiar to itself, but the fact remains that if, without a waste of time or effort the assembly ~~is to realize that if~~ is to realize its possibilities in the life of the school, these, or some such questions as these, must engage the attention of the whole school. Likewise, all the members of the school, directly or through their representatives, must share in the careful, far-seeing planning that is necessary.



Reasons for Adverse Criticism of Assemblies---It is certainly true that some assemblies of the present, as well as of the past, are stereotyped, dull, lifeless performances. The same program is followed at each session and the "principal" or "master" does everything. Such a program in time becomes perfunctory. As the school has become a social organization, the assembly has changed. However, since the old-fashioned assembly was firmly entrenched, required little or no planning and preparation, and since some high school principals, of the past at least, enjoyed giving advice, this ancient type of perfunctory assembly tended to perpetuate itself.

Some Claims for the New Type of Assembly Considered---Manifestly, all of the thirty-nine claims made for the assembly cannot be discussed and illustrated. Instead, six of these claims will be considered: the assembly as a means of guiding the formation of intelligent public opinion, of exploration, of integration, of deepening interests, of developing appreciations, and as a means of celebrating special days.

1. The Assembly as a Means of Forming Intelligent Public Opinion---Since all people, and especially the young, are greatly influenced by the approval or disapproval of their fellows, the participation of the whole school, teachers and pupils, in a conscious effort to form intelligent public opinion, is of great importance in educating citizens. The assembly is one place to form this opinion. Many high school problems that depend largely on public opinion demand the united effort of the whole group for their solution: What is the attitude of the whole school, pupils as well as



teachers, on the matter of scholarship? What responsibilities shall the pupils with their advisers assume in the direction of extra-curricular activities? What has the school done in the past to merit the estimation in which it is now held by the community? What are the resources of the school at the present time to aid it in improving on its own previous record? What is the school's spirit of sportsmanship for its own teams, its rooters, and for the reception of visiting teams? What is the relation of the individual pupils and of the whole school to the community? What is the school's attitude toward the care of the building, toward punctuality, and regular attendance? How shall the school receive its visitors to the building or to individual classes? How shall the pupils care for their individual or the school's property? What is the school's attitude toward clubs and athletic teams-- shall there be clubs and teams for every one or shall there be just three debaters and a "Varsity" baseball team? These are, of course, just a few of the more general problems that the whole school must solve.

The whole problem of public opinion in school is intimately associated with school spirit. School spirit with its emotional intensity shows its real self in every action of every pupil and every teacher in carrying on the day's work every day. There is a place for great emotional and intellectual exaltation in a great celebration. To arouse the emotions and not provide a favorable opportunity for their intelligent expression is a crime of the first magnitude. However, the school that has a united public opinion, school spirit, only when it goes out to lick its ancient



rival, cannot be said to have real school spirit.

Many schools have guided public opinion through the assembly. Several brief illustrations may add a concreteness to the theory that has been presented.

Whenever schools give up the silent, single-file passing in the halls in favor of a freer and more educative procedure, public opinion becomes of real importance. This example is given from the Morey Junior High School, Denver.

It became very evident to both pupils and faculty that there was need of traffic regulations in the halls. In order to ensure the cooperation of all, the "Keep to the Right" campaign was launched in the assembly by the 9A class. A program was given where right and wrong traffic regulations were dramatized on the stage by "Mr. Good Citizen" and "Mr. Bad Citizen". Speeches were made by the members of the class explaining civic traffic laws and their importance to public safety and order. The class marched in, bearing banners with "Keep to the Right" printed on them. Plans were developed for orderly and rapid passing out of assembly, each section assigned to a particular exit, and "traffic officers" appointed. Standards were made for each corner and intersection of passages in the corridors with the slogan printed on them. Following the assembly, the matter was taken up in the individual home-rooms where each group considered some specific way to aid in promoting the campaign. The plan worked out so successfully that the very few who did deem it smart to violate the plans soon joined the majority. The motto, "Keep to the Right," grew to



extend beyond mere traffic laws and came to mean RIGHT in all school conduct.

It is possible for an assembly program, properly developed, to affect school attendance. This example is selected:

The records of a certain high school showed that absence and tardiness became so great that the morale of the school was becoming greatly affected. The principal appealed to the students to come to school every day and to be there on time. His talk in the assembly on "punctuality" did not improve conditions greatly. The matter was discussed in faculty meeting and the home-room teachers made an appeal to the members of their home-rooms but the habit of coming late and remaining out of school seemed to grow. Finally it was decided to enlist a committee of five students to try its hand. The work was carefully planned by the committee and approved by the principal. The school's record for tardiness and absence for the year was secured and the records of three or four other schools similar in size were obtained. One assembly period was devoted to a report of the committee. One of the members of the committee took for his subject, "A Comparison of Records". He showed that the home school was by far the poorest of all in the matter of attendance and tardiness. The second speaker took for his subject, "Why Play the Game so Poorly?" This speaker made it clear that staying out of school or coming to school late was chiefly a habit which was not only a waste of time but a thing that was affecting the good standing of the school. The third speaker took for his subject, "Let's Go." He made



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some timely suggestions for improving the conditions and closed  
 by securing the pledge from all students to make a supreme  
 effort to put their school at the top of the list in attendance  
 and punctuality. In a short time the principal found that it  
 was not necessary to worry about attendance and tardiness.  
 Public sentiment had done the work. The conscious forming of intelligent public opinion may be  
 carried further by assemblies devoted to transacting the school's  
 business, especially its extra-curricular business. Here may be  
 the campaigns and the culminations of school elections, the install-  
 ation of student officers, the awarding of insignia or of any form  
 of special recognition. The assembly may take on the form of a town  
 meeting to consider the needs of the school, initiate and carry out  
 plans for improving the internal life of the school, or promoting  
 better relationship with outside groups. These assemblies that plan  
 action for the whole group are usually devoted to backing up the  
 team that is to meet the ancient rival. Such an assembly points the  
 way to action. The combative spirit of this same group can through  
 assembly periods strive for the honor of the school in eliminating  
 abuses or promoting school virtues new or ancient. The assembly may  
 aid in tuning-up the whole school. The united efforts of pupils and  
 teachers to promote the school's best interests, to sing their best  
 songs, to produce or listen to their best plays, or debates, to  
 learn what various departments of the school are doing, furnish the  
 bases of public opinion. Even to HEAR individuals or a group present  
 worth-while ideas, which they ~~can~~ understand intellectually and



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emotionally and believe in, is in itself a tuning-up process for the hearers and of still greater value to the more active participants. When an assembly committee, composed of teachers and pupils in active cooperation with the whole school has planned and directed the presentation of an assembly program, the mental attitude and mood of the school at the close of the assembly is not an accident.

Practically everything that is done in the high school is, somewhere in the course of its development, dependent on public opinion in the school. Public opinion, as every one knows is variable, fickle, sometimes blind, but always powerful. It is the business of the school to guide the formation of intelligent public opinion in discussion in home-room, class meeting, student council, in school publications, especially in the newspaper, and in assembly. It is likewise necessary that every member of the school shall feel the privilege and the responsibility of developing intelligent public opinion. To this end a knowledge of the real facts about the school are necessary.

## 2. The Assembly as a Means of Exploring Various Phases of School Life

Many assembly programs can explore new fields of interest for a majority of the pupils. In an assembly carried on mainly by its pupils, each department of the school should reveal the possibilities of that department for the whole school. Many pupils say they will, or will not, elect Art, Music, or Biology, when they know very little about the work in these courses. How can they choose wisely that which they do not know.

The principal, or members of the faculty, or the pupils, or speakers from the outside, may explore to the school some phase of the



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of the city's life, its industry, art, or music in such a way as to lead the pupils to desire to know more of these important fields. Representatives of the trades, of different lines of business, or professions may explore these activities so that pupils may think of them more intelligently and with more respect. Former pupils may return from college and so speak that more of the pupils will strive to continue their education after they leave high school. Musicians within and without the school may explore and present some phase of music so attractively that pupils will want better music. However, if outside speakers are to be used, they can, as a rule, be of service only when they aid in inaugurating some movement that is to be followed up or in helping to develop some phase of a movement already under way.

Another way of exploring new fields of interest for pupils lies in having the various school clubs give an account of some of their excursions or present some of their activities as an assembly program. Some art club could tell a story of a trip to a picture gallery, to the forest, prairie, or seashore, so that nearly every pupil would want not only to go, but to go with eyes that see.

It may be helpful to show still further by brief illustrations, how many schools, widely separated, have explored the work of the school in the assembly.

If one recognizes the fact that there is a tendency for country boys and girls to present in their assembly program everything except an interpretation of their immediate environment, the following program is of real importance. The classes in vocational education presented this program;



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blessed are the meek

The stage was set with a display of apples and other fruits, vegetables, melons, grain, sewing and millinery. Ribbons, won at the Indiana State Fair the previous week, were placed on the exhibits. In a prominent place there was a display of medals and cups won at the same time. Those whose exhibits were taken to the Fair explained briefly how and why the exhibits were prepared and how they ranked in the contest. In this way they showed us the preparation made in class work. Then the apple judging team gave a demonstration of its work by judging the fruit on display. This was followed by a similar demonstration by the garment judging team. At this time the department of Vocational Education presented to the school the trophies won and these were accepted by the Principal.

Probably all pupils recognize that music is a vital part of high school work and joy but all pupils and teachers do not always recognize what the school is doing or can do in music. The South High School, Grand Rapids, Michigan, presented in the assembly, the boys' glee club, the girls' glee club, the mixed chorus, the orchestra, the string quartette, and the band. P. S. Chum, in commenting on the results of this assembly and the previous work that made it possible, says:

The excellence of the program rendered stimulated public opinion in the worthwhileness of good music, as shown by the rapt attention as well as by the comments of pupils afterward. It created a desire on the part of the pupils to become members of the different organizations; musical instructors were besieged by pupils desiring to join musical organizations.



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the interest and appreciation of individual members of the school community and the development of a sense of unity and common purpose.

Assemblies may help to explore interesting reading for those with a special interest in a particular field and at the same time

for those who have but a general interest in that field. Many schools have given poetry assemblies presenting seasonal poems, poems for particular occasions, original poems, favorite poems, or poems that some group thinks everybody might enjoy. Finals in school contests may be held as assembly programs and thus

give all the schools a chance to profit by the explorations of some of the schools' ablest members. Pupil campaigns and elections of whole-school interest can explore immediate problems on which the school must act. The work of the school nurse may be dramatized in such a manner as to pave the way for intelligent action and appreciation. There have been programs of camping activities by Scouts and by others who have been in camp the previous summer that have promoted an interest in the outdoor activities that camping makes possible.

3. The Assembly Can Aid in the Integration of the School---

As the result of the development of an intelligent public opinion based on a real exploration of the school, there can develop a real school unity. The pupils are divided into classes according to their academic advancement; further divided by their curricular; and still further by their recitation groups and extra-curricular interests. How can unity prevail when there is, of necessity, almost infinite variety of individual differences? The assembly can aid in developing desired unity by stressing factors and interests common to all; by singing together; by programs that explore for pupils and teachers the interests and activities of



the various phases of the school's life; by the support of the school's representatives in inter-school contests; by assembly programs in which representatives of the whole school participate. The assembly may bring to the pupils and teachers, by knowledge, by spirit, by habit, the consciousness of a new found unity of the social group. Each pupil and teacher may get a view, not only of his privileges, but of his responsibilities for the interest and happiness of the whole group, and he may, through successful participation, form the habit of contributing his

small best for the good of the group. The development of an assembly program along any of the possible lines of a real assembly---thirty-nine of which have been listed---can make for a common body of knowledge that tends to integrate and unify the school. The working-out of these programs, as one means of solving school problems, tends to develop an emotional attitude that makes for unity of feeling as well as an intellectual appreciation of common factors in the life of the school.

**4. Assembly May Serve to Widen or Deepen Interests---** A nature study club, in an assembly report on a field trip, may provide a situation wherein one may get a new interest in flowers, birds and bugs, winds, rivers and trees, mountains, plains, or the open sky. New interests are caught and usually caught from people.

The library club, with the assistance of the librarian, in one school gave a program of the routine work of the library, of the physical and misuse of books, that widened and deepened the interest and appreciation of individual responsibility



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for library activities. Some of the worst offenders somehow caught better library manners.

The Tower Hill School, Wilmington, Delaware, had a book assembly program that was excellent. During Book Week the senior English class gave an assembly play in which books discarded to an old cellar came to life and discussed themselves and their readers.

5. The Assembly Can Aid in Developing Appreciation--- There can be a fostering of an appreciation of the necessity of basing conclusions on facts, of seeing the other fellow's point of view, of recognizing the desirability of such regulations, in school and out, as make for the present and future living; and appreciation of the arts--not simply fine arts,--but all the arts whereby man lives. Dr. H. M. Swartz has pointed out a clear example of an assembly that was called to consider plans for further organizing and directing the social hour, and other high school functions in one school.

The president of the council announced the purpose of the assembly. The condition under which the social hour and other parties could be carried on was presented by the junior class president. The responsibility of the pupils in seeing that social proprieties were understood and observed was discussed by the president of the senior class. The financial side--the desirability and necessity of limiting expense--was presented by the treasurer of the council. Recommendations of the student council and directions for further discussion in the home-rooms,



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directions for the final voting to accept, modify, or reject

the council's recommendations were offered by the council

including the final voting to accept, modify, or reject

the council's recommendations were offered by the council

president. Results: A keener appreciation by the pupils

of what to do and how to do it as expressed in a con-

structive policy which they had a real part in making.

Appreciations may be developed so that individual worth triumphs over racial consciousness. Take this example:

In the spring of 1920 in the McKinley High School in Honolulu,

there was the usual election of officers. Nineteen races were

represented in the student body. One-third of the number

were Japanese; another third were Chinese. There was a

large group of Koreans. In the world at large there was much

antagonism among these people. Shantung was on the front page

of every newspaper, the plight of Korea was everywhere

discussed. Yet in the election, a Korean student sponsored

a young man of Japanese ancestry for the position of

president of the student body, and in the election it was

found that fully two thirds of the Chinese students voted

for him.

The school assembly can produce a real democracy. Such a

democracy is based on appreciation--an appreciation sometimes

more in evidence in youth than age.

The assembly period is used by many schools for the in-

stallation of all-school officers. This should always

be a ceremony of dignity and intellectual earnestness.

6. Special Days---The assembly may be used to celebrate

special days in the life of the school, community, state, or



...of the ...

There are so many special days and weeks that the school cannot undertake to celebrate them all. Intelligent selection must be made as to what special days or weeks will be celebrated. Such celebrations as do exist should grow out of the life of the school. Observations of great days should be full of intellectual content, of beauty, of emotional earnestness, or of spiritual exaltation. They should never be trivial or perfunctory.

There is with us a firm belief that pupils are educated by what they do; that it is not what the teacher gives, but what the pupil gets that counts.

In so far as possible the pupils themselves should share in the planning, in the development, and in the presentation of the assembly program. Teachers as well as pupils should participate. So many of us teachers are so self-conscious, so tongue-tied, such bundles of inhibitions, that often we should be utterly miserable in attempting to do ourselves what we should like our pupils to do.

The Assembly Can Aid in Administrative routine.--There can be announcements, reports of committees of faculty or pupils of interest to the whole school, directions from the office, or from the student council, and discussion of the whole school questions in a town-meeting type of assembly. While announcements may be made by the principal or teachers, by a pupil representative of the group most concerned, or by reading of the daily or weekly calendar of events, an increasing number of

schools have all announcements mimeographed in the daily



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bulletin sent to all home-rooms. This daily bulletin plan makes for efficiency and saves time. In schools where such a plan prevails, there may still be some very few announcements to be made in assembly--the more skillful the administrator, the fewer. Campaigns or rallies may be inaugurated in assembly and carried on in the home-rooms, or started in the home-rooms or elsewhere, and brought to a climax in the assembly. While this town-meeting assembly is probably the most difficult of all types--difficult to ensure real discussion and economy of time--it can be of real worth if discussion has been previously developed in home-rooms. In any case, it requires wise planning.

Outside Speakers---Assembly speakers may be drawn from outside the school. Such speakers can sometimes help solve common problems of pupils, or set standards or correct misbeliefs. Such outsiders wisely selected and properly "primed" can, of course, bring new material, or possibly a new point of view, or a new technique. This is quite true of artists, especially musicians, but outside speakers should not be brought in unless the subject matter is in a definite, planned way connected with the work going on in the school, or unless the topic and the WAY IT IS PRESENTED will be of immediate value in giving a new direction to some phase of school life. Many speakers, in vocational guidance, for example, have exceedingly worth-while material, but not all of them have the ability to present it so that high school pupils get it. High <sup>schools</sup> principals and teachers should be relieved of the pressure from the outside to let every famous visitor who comes to town speak in assembly. Certainly every