

STUDENT ACTIVITIES IN HIGH
SCHOOLS WITH SPECIAL
REFERENCE TO
OREGON

by

R. W. Tavenner.

A THESIS

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HISTORICAL SKETCH

Fore runners of student governments were the prefect system of English schools which was in existence as early as 1300, and the monotorial system which was observed in India in 1623, suggested by Comenius in the "Great Didactic", and organized in England by Manchester in the latter part of the eighteenth century.

Villorino de Feltra in the middle ages recommended that boys share in the administration of the school on the principal of learning by doing, and Frotzendorf in 1490 introduced into his school a pupil government consisting of a senate, a council, and a court. Thomas Hill in the eighteenth century conducted an English school on the basis of student participation in control.

In America, Thomas Jefferson recommended a plan of student investigation of minor offenses to the faculty of the University of Virginia. Trinity College had a mock court, Amherst a house of students and a court of justice, and Yale and Union had student committees, all fairly early in American college development. Few high schools or grammar

Monroe, Encyclopedica of Education, Self Government.
Belting, Community and Its High School, page 205.
N.A. Jackson, Pupil Government in Secondary Schools,
Education, Vol. 42, page 197.

schools except a few in New York, Chicago, or Philadelphia had student government at the close of the nineteenth century. The main spread has come in the last two decades.

The student government movement in the lower schools apparently originated as an object lesson in civics, and the organizations copied the form of a city, state, or nation. The George Junior Republic, founded in 1895 by William R. George at Freeville, N.Y., has been a conspicuous success, but such forms proved cumbersome and unnatural in schools, and after the novelty wore off a simplification usually followed. ✓

At present we are in a nation-wide stage of experimentation. Reports of the work of individual schools are numerous in the periodical literature. The following are typical.

At Devil's Lake, North Dakota, the school is organized as a system of "boards", of which the Booster Board is the executive body, with finance, athletic, literary, social, and scholarship boards under it. It is a type of cooperative government, rather than self-government, and leadership is one of the main objectives. (1)

(1) Charles A Kittrell, An Important Factor in Teaching Citizenship, School Review, Vol. 29, p 366

At Mt. Vernon, N.Y., the "general organization" was chartered in 1914, with the approval of the school board. Students and teachers are considered members on an equal basis. (1)

At Kearney, Neb., the form of organization now in use has been slowly developed rather than devised. The experiences of other schools and local experimentation have been combined. (2).

The Citrus Union High School of California has a form that has taken seven years to evolve. At the head is a welfare committee where faculty and students cooperate. (3)

At Walla Walla, Washington, there has been a gradual extension of student control as the sentiment of the students for this work developed. The first year they took charge of the corridors, the second year this was extended to the assemblies, and somewhat later the teachers withdrew from the study halls. (4)

One of the most promising tendencies may be that illustrated at Akron, Ohio. There the older students

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- (1) Grace T. Lewis, Centralizin Student Activities in the High School, School Review, Vol. 31, page 612
(2) Cloy S. Hobson, An Experiment in Organization and Administration of Extra-Curriculum Activities, School Review, Vol. 31, page 116.
(3) Floyd S. Heyden, Democracy in High School Government, School Review, Vol. 30, page 187.
(4) H.W. Jones, Student Cooperation in School Government, Vol. 13, page 251.

have undertaken public service work within the school itself. They volunteer their time for such things as tutors to younger students, advisors for those in minor difficulties, leaders for civics and vocational field trips, committees for finding lost articles, visitors to sick students, and aids to the administration in a variety of ways. (1)

1) H.M. Horst, Student Participation in High School Responsibilities, School Review, Vol. 32, page 342.

THE FIELD AND THE PROBLEM.

There is a clear distinction in high school work between class-room instruction and the extra-curricular activities. The former is conducted in a formal routine, at scheduled hours, under the leadership of the teachers. The latter are informal and depend primarily on the immediate interest and initiative of the students. They came into existence mainly because of student demand and in opposition to faculty desire.

This thesis lies within the extra-curricular activity field, and deals with the problem of its control. It is generally conceded that the government of this phase of school work can well be done, in part at least, by the students themselves. This necessitates a definite methodology both for the part played by the students and that by the teachers and administrators, just as we have methodologies for class-room instruction. An attempt has been made to determine present practises in Oregon high schools and to reach conclusions as to advisable methods in what is generally known as the student body governments.

The thesis has been divided into the following parts:

1. A statement of the objectives in this field and

of the principles which should govern its administration, determined mainly from the literature of the subject.

2. A questionnaire study of Oregon high schools.

The information was secured by writing to the presidents of the student bodies during April, 1924, and the replies from the seventy-nine schools that returned the questionnaire were tabulated.

3. A discussion of the results of this study, with regard to the work within the individual schools.

4. An examination and discussion of the State organizations of high schools.

5. Conclusions.

Chapter I.

Objectives and Principles.

.....

OBJECTIVES.

I. Government has no value within itself, but only in that it makes possible the orderly pursuit by associated human beings of activities which do have value.

1. High school student body governments, therefore, have immediately only the purpose of securing the effective operation of the activities which they control. Further values must be those of the activities themselves.

2. But since governmental work is always necessary and all citizens of a democracy are expected to participate, their experience in high school has a preparatory value.

This value is partly direct, for many of the duties performed are identical with those of the adult citizen. The school government is real and deals with human beings differing very little, as a group, from adults so far as their reactions in this realm are concerned. It is probably the best type of government we could select for training and study for it is simple in form, its issues are clear, its candidates and officials personally known, and the results of its policies are plainly seen. It gives more activity for the average individual than he will have a chance for in the same length of time as an adult, besides being of more vital and immediate interest to him.

The value is partly indirect for many of the adult situations will not be identical, and the degree of transfer

will depend upon the extent to which such ideals as efficiency, just consideration, and personal responsibility are developed and generalized.

II. The extra-curricular activities contribute to part of the objectives of secondary education. Of the seven recognized by the National Education Association commission for the reorganization of secondary education--
(1)
health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character--four at least are involved.. Athletics contribute to health, all activities involving the welfare of the group contribute to citizenship and ethical character, and dramatics and music contribute to worthy use of leisure. In the case of a limited number of students, music, dramatics, journalism or athletics may give part of their vocational training. Likewise through providing activities that satisfy the diversified interests of individual students, the school fulfills its specializing or differentiating function, and in insuring common experiences, it meets the need of unifying or integration.

The student-initiated activities have certain advantages over the class-room studies. There is a greater certainty of interest being present, and if we subscribe to the doctrine of interest, then this fact is of fundamental

(1)"Cardinal Principles of Secondary Education" Bulletin, 1918, No. 35, Bureau of Education.

importance. "Interest and effort are different aspects of the same activity. When interest is present, effort is there." (1) The essential conditions of the true project method are present for the setting is a natural one and the student has a personally important end in view. The activities are social rather than individual enterprises so that group approval or criticism, the most powerful of all incentives and controls of human conduct are always active. Responsibility can be placed and will be enforced by public opinion. "Social training through actual participation in cooperative activity is an essential element in most forms of extra-curriculum work. This element is at a minimum in most curriculum work."

(2) The practical value of cooperation and goodwill in getting things done in group undertakings is far more clearly demonstrated than it ever can be in the teacher controlled class work.

III. The activities may be made to aid the class-room instruction. "Athletic clubs, walking clubs, and the like, afford some of the most valuable opportunities for physical education and should be closely correlated with curriculum demands for physical training and hygiene. Magazine clubs, the school paper, the dramatic club, the debating club, and similar activities afford valuable opportunities for training in English and should be closely coordinated with the English courses. Musical clubs of all kinds should

(1) P. E. Belting. The Community and its High School. p 191

(2) Alexander Inglis, Principles of Secondary Education, p 716

become parts of the school work in music. (1)

IV. In the administration of the high school the student activities are one of the important instruments. Through them the principal determines the spirit or morale of the institution. Discipline problems grow fewer as the students are active and interested, and the student officials and leaders become in no small measure administrative assistants.

V. Finally, a different viewpoint may be taken. Usually in educational theory we assume that school days are a preparation for later life, as if some all-important aim is to be realized only somewhere during the adult years. There is little justification for this. The morning is as real a part of the day as afternoon or evening, and high school years as much of life as any other equal amount of time. Anything that contributes to a vigorous, wholesome, satisfactory, joyous existence is worth as much then as at any age. "Unfortunate, indeed, is the pupil who goes through high school without experiencing the joys and benefits of friendly association with his fellow pupils for some definite and worthy purpose." (1)

Even if we do not concede this contention, it still remains that keeping high school pupils happy is the most practical way. "We feed children for present needs.... that is the best way of guaranteeing health for the

(1) R. W. Pringle Adolescence and High School Problems p. 221

future..... Satisfy present needs and other more distant needs will therefore be best served." (1) For one thing it reduces elimination, for there is abundant evidence that great numbers drop out of high school because they are unhappy there. High school can and should be a place where students like to go, and the activities do their share in making it so. Both for the participant and the spectator, they furnish a wholesome type of fun, and serve a community need as means of entertainment.

.....

IMMEDIATE AIMS FROM THE VIEWPOINT OF THE STUDENT.

At the close of the questionnaire sent out to student body presidents was placed a request to state the way in which their school had been most successful, the way in which it had failed, and the new or unusual things that had been done during the present school year. The replies give evidence of the conscious objects of these student leaders.

The successes named are listed below. The figures indicate the number of schools mentioning each item.

Athletics --	21
Financial --	9
The annual --	6
School spirit --	5
Debates --	5
Oratory --	4
School paper --	3
Efforts to secure a gymnasium --	3
Approval of community --	2
Cooperation --	2

(1) McMurray, How to Study. p. 53

Successes Continued.

Cooperation between students and faculty -- 2
Sent delegates to the State convention -- 2
Bought a piano
Built a tennis court
Bought athletic suits
Support of the business men
Harmony
Loyalty
Sportsmanship
Socially
Plays
Senior Play
Operetta
Programs
Self-Government
Progress toward self-government
More take part in discussions
Raised scholarship
Stiffer examinations
Discipline
Boosted Union High (Myrtle Point).
Everything in general

The failures were:

Athletics -- 2
Debate -- 2
School spirit -- 4
Support of athletics -- 3
Paper failed financially -- 2
Failed to get a gymnasium -- 2
Lack of interest by lower classmen -- 2
To get into debate
Committees did not learn to work alone.
Disagreements between athletes and others
In producing a play
Student body lacks an executive committee
Gymnasium burned down
Lacked interest in debate and oratory
Too much class spirit
Lack of spirit of responsibility
Program and literary committees
Too few student activities
Annual -- could not get support of business men.
Students won't join the student body or realize
they are a part of the school.
To get 100 per cent student body membership
To collect 15 percent of student body dues
Not enough assemblies.
Too full a program (Milton-Freewater)
Disrespect to speakers.
School scandal and school politics.

Failures Continued.

President does not delegate enough duties.
Too much outside influence.
Failed to restrain expenditures.
Only a few sincerely interested in the student body

The new or unusual things done:

Open house to the public.
Both boys and girls play soccer.
Student welfare committee established.
Carnival.
Girls' political party victorious.
Yell book printed.
Excursion up the Columbia River
Entered a national oratorical contest.
Every student appeared on an assembly program.
"Hello" on the school grounds.
Senior-junior rough and tumble fight.
Stores closed for the first football game
Purchased an athletic field for \$11,000.00 (Roseburg.)

ADMINISTRATIVE PRINCIPLES.

1. Practically all students should take part in the student activities, in proportion to their capacities, and in line with their interests.

Students of high native ability should become the school leaders, and additional activity work in many cases is more advisable than additional class work. Belting (1) advocates specialized clubs based on individual interests rather than the year class organizations to which the student belongs because of circumstances outside of his control.

2. Students should feel responsibility for their undertakings.

This is opposed to the normal tendency which is for youth to leave responsibility to adults. They want to be led, advised, and shielded from public censure, and therefore it rests with the faculty to insist that students do take the initiative, make their own decisions, and face the consequences in matters within their ability to handle. "If boys and girls are to respect and obey our laws and be tolerant toward those who execute them, a genuine opportunity to solve student-citizenship problems is excellent training. This is not theory. No one can fail to be deeply impressed with the faithfulness with which the pupils live up to rules of conduct which have originated in the student body, nor with the spirit in which pupils set about their job of handling a problem that has been really turned over

(1) Belting. op. cit. pp 245,271,337.

to them. Pupils are at their best when they can be made to feel this responsibility. A social atmosphere is impossible without pupil responsibility to some degree. It cannot be manufactured, created, superimposed, or forced upon the student body from above. It must be as natural as the expression of social instincts in adult life, and must spring from the student body itself." (1)

3. The students should be given much freedom.

This is not the easiest way for the faculty, which is rather to make all decisions, do all the directing, and perform all the harder parts of the work themselves. This may result in more finished products to present to public exhibition, or in a sounder financial policy, but not in student leadership, initiative, or responsibility. Students must many times be permitted to make mistakes. "It will sometimes call for considerable restraint on the part of the faculty or principal to prevent faculty interference when things seem to move too slowly." (2) "As to how much freedom is reasonable, hence safe and helpful, depends upon conditions, which include especially the moral and social status of the community whence the pupils come and the way the pupils have been previously dealt with; that is, those things which aid in determining the spirit, traditions, and ideals of the school.....

However, the school that does not work persistently toward

(1) F. G. Pickell, Training for Citizenship Through Practise. School Review, Vol 28. p. 518

(2) Pickell, op. cit. p. 528

freedom falls short of doing the best that can be done to develop strong men and women." (1)

4. A democratic spirit and principle should prevail.

Interpreting democracy as equal opportunity to use ability and a leadership of the most capable, this means that all the activities are to be open to any student that can profit by them.

5. Teachers should be in spirit members of the school group.

Except where they are depriving the students of beneficial training, the faculty may enter into the activities on very nearly an equal footing with the students, doing the part of the work that they can best do to forward the success of the undertaking. This will usually be in the capacity of advisor, making use of their greater experience, but there is no reason why they should not serve on committees, write for the paper, or take part in a play as occasion arises. The essential thing is that they share the emotional experiences of the students and care about the work being done. They should have special ability along some one or more of the lines of the activities that they have made part of their professional preparation, and administrators, in selecting teachers, should consider this. A person that can take no personal interest in the things that interest students should not be in high school work. On the other hand, if this

(1) Pringle, op. cit. p. 366

interest is to remain at its height, a teacher must not undertake too much. The faculty should be distributed among the activities in somewhere near an equal arrangement.

6. There should be faith and confidence in the students.

We have under-rated the capacity and the goodwill of high school students. Teachers have feared the students, a relic of the old days when the teacher's first purpose was to inspire fear in the student, and this has been a handicap. It results also in the students not trusting each other's ability. Friendly confidence, frankness, and fair play are the best and easiest basis for school relationships.

7. The form of the student body government should be simple.

Long and complicated constitutions, and those schemes which copy the form of a city or state government, defeat their purpose. The students should fully realize the import of each provision, and therefore it is probably best if the constitution be devised by students. Just what the form decided upon is makes little difference provided it functions in the hands of the students.

8. The organization of student activities should fit local conditions.

"The number and kind of social activities and organizations will depend upon the size of the school, the teachers available for the work of guiding them, and somewhat upon the interests of the community." (1)

There should be flexibility and a steady progress as new ventures are tried and tested out. The exact arrangement should grow up rather than be formed ready made.

9. The line between instruction and student activities should be less rigidly drawn than in the past.

Things learned in class work need to be used as far as possible in the other experiences of the student, and wherever the activities furnish material for class discussions, it should be used. The time consumed in activity work should be scheduled into the school day.

10. Wherever it is desired that school experience function in later life, the conditions for transfer of training must be observed.

Generalized results of an activity do not appear unless a definite effort is made to secure them. "The element to be dissociated and generalized must be brought into the field of focal attention.... Practise must be given in applying the dissociated and generalized element in new situations." (2) This generalizing must be done where such attention can be controlled, that is, in the class room or assembly. School events should be discussed under the leadership of the faculty if we expect desirable

(1) Pringle op. cit. p. 224

(2) Inglis op. cit. p. 400

citizenship ideals to develop from the experiences.

11. There should be a unified school spirit.

Pride and faith in their work makes for efficiency in it, and students should feel these in both classes and activities. They need, too, the inspiration that comes from success. School conditions should be made such that success normally rewards effort and right conduct is the easy way.

12. The phenomena of group psychology is present.

Public opinion is usually formed and operates in the high school just as it does in other human groups. It does not come by a reasoning process, but is determined by a dramatic situation, a prominent leader, or an emotional appeal. It fixes on a symbol, such as the school colors, or a slogan, and over-emphasizes loyalty to the local group, and enmity to the distant. The principal or other respected and prominent person can sway it wasily by such means. He should therefore be sure that all appeals be for worthy ends, and that his school be not exploited by outside interests. He should as far as possible substitute better methods. Especially in the smaller groups, such as the student council, some real thinking should be done. High school students should become something more than followers of popular fads.

13. Records should be kept, and future progress be based on past results.

Systematic investigation is needed in this field as much as in any other.

(Thomas H. Briggs has published (1) a similar set of principles for the junior high school, that were prepared by a committee from one of his classes in 1921. Here is likewise emphasised democracy with regard to admission to activities, simple form of organization with adaptation to local conditions, and participation by the teachers.

They give more emphasis to the forms of faculty control, advocating a sponser for each activity, the presence of a faculty member at every meeting, the centering of the school activities in the office of the principal, limitations on the number of things undertaken by the pupil, and checks on the student treasurers. That these things are more necessary in the junior than in the senior high school follows from the principal that "every pupil should in school have a gradually decreasing amount of control and guidance until he becomes at leaving time theoretically capable of self-direction."

One principle there stated is especially worth noting. "Whenever possible a definite time allotment in the regular program should be made. A definite time allotment will result in a much better spirit of cooperation on the part of the pupils, and many will participate who otherwise would not." The argument is that if the time is left indefinite parents, employers, and teachers will often be tempted to break in on the activity by requiring the presence of the pupil elsewhere. A definite time arrangement gives the activities a place of dignity and respect that they deserve as an educational force in the eyes of pupils, teachers, and community.

(1) Thomas H. Briggs, Extra-Curricular Activities in Junior High Schools, Educational Administration and Supervision, Jan. 1922.

CHAPTER II.

A Questionnaire Study of Oregon High School Student Activities.

A four page questionnaire was mailed to 156 Oregon high schools in April, 1924, addressed to the student body presidents, consisting of questions relative to the student body organization and activities. For convenience the field was classified as follows:

- I. The Student Body Organization.
- II. Activities involving other schools
 - Athletics
 - Journalism
 - Debating, oratorical and typing contests.
- III. Activities involving the community public.
 - Dramatics
 - Musical concerts
 - Other public exhibitions.
- IV. Activities involving only the school.
 - Social gatherings.
 - Clubs.
 - Assemblies.
- V. General arrangements and conditions.

In order to permit comparison of schools of different sizes, a grouping was made on the basis of the number of teachers employed. This gives about the same results as using the number of students, and was easier to obtain.

The groups were designated by letters as follows:

- A--schools with three teachers.
- B--schools with four or five teachers
- C--schools with six to ten teachers.
- D--schools with eleven to twenty teachers.
- E--schools with over twenty teachers.

The number of questionnaires sent and replies received from schools of each group were as follows:

	A	B	C	D	E	Total
Questionnaire sent	41	51	27	23	14	156
Replies received	20	20	17	17	5	79

The names of schools replying are:

A
 Bay City
 Cloverdale
 Creswell
 Drain
 Fossil
 John Day
 Merrill
 Nyssa
 Reedsport
 Richland
 Sutherlin
 Sweet Home
 Talent
 Troutdale
 Tualatin
 Umapine
 Umatilla
 Westport
 Willamina
 Wheeler

B
 Alsea
 Arlington
 Banks
 Boardman
 Brownsville
 Clatskanie
 Central Point
 Dufur
 Ione
 Joseph
 Junction City
 Knappa
 Mollala
 Myrtle Creek
 Odell
 Pilot Rock
 Powers
 Warrenton
 Wasco

C
 Bandon
 Beaverton
 Cottage Grove
 Coquille
 Enterprise
 Heppner
 Hermiston
 Lebanon
 Milwaukie
 Myrtle Point
 Ontario
 Prineville
 Redmond
 Seaside
 St. Helens
 Stayton
 University High School

D
 Ashland
 Baker
 Bend
 Forest Grove
 Grants Pass
 Gresham
 Hood River
 Klamath Falls
 McMinnville
 Milton
 North Bend
 Roseburg
 Silverton
 The Dalles
 Tillamook
 West Linn
 Woodburn

E
 Astoria
 Corvallis
 Eugene
 Salem
 Franklin (Portland)

It was assumed that few of the one and two teacher high schools are organized, and even if they were, that their small size prohibited student activities that could justly be compared with those of larger schools. For this reason they were not included in the list.

It is probable that most of the three and four teacher schools have no organization, and the small proportion of replies from the A and B groups is thus explained. Assuming this, the returns cover the state fairly well. Of schools having enrollments of a hundred or more, only the following are missing from the list: .

The Portland high schools other than Franklin, Albany, Medford, Hillsboro, LaGrande, Marshfield, Newburg, Oregon City, Burns, Dallas, Estacada, Independence, Lakeview, Rainier, Springfield, Toledo, and Union.

The results have been summarized and are given on the following pages arranged under the questions as they appeared in the questionnaire. As the type of information varies greatly, no uniform treatment is attempted, but for each question the form of presentation is used that seemed most advisable. Where a numerical treatment was possible, it has been used, and wherever the size of the school seemed to enter in, a table is given. In each table the letters indicate the groups of schools as given above, and the figures show the number of schools submitting the given reply. In many cases a variety of

answers were received and the answers that were from one school only are listed below the table.

The source of the data must be considered. In nearly all cases the blanks were filled out and signed by the student body president and give his or her viewpoint. Where quantities were involved they were asked to give estimates only for the reason that in most high schools records that would give the exact amounts are lacking.

While an attempt has been made to present in this chapter only the material contained in these replies, in some cases the nature of the answers made interpretation necessary, and some assumptions have been made that may have been unwarranted.

I. STUDENT BODY ORGANIZATION.

Have you a student body organization?

All the schools that replied are organized except Bend, John Day and Nyssa.

Is there a written constitution?

All the organized schools have written constitutions except Sweet Home.

About what part of the students know what it says?

	A	B	C	D	E	Total
All	2	5	3		1	11
Three fourths	5	2	1	2	1	11
One half	3	4	6	5	1	19
One fourth	1	3	2	4		10
Few	2	2	3	1		8

Quite a number.

Those who take active part

All but the freshmen

All are supposed to.

They know that part that concerns them.

Juniors and seniors.

How are they informed?

	A	B	C	D	E	Total
The constitution is read to assembled students.	8	8	10	4		30
Printed copies are distributed.	1	2	1	4		8
Printed in the school paper				2	2	4
Copies are posted on school bulletin board	1	2	1	4		8
Through discussions that arise		2	2	1	1	6
Copy is kept in the school library		1			1	2
Copy is kept on file in the school office		1	1	1		3

From older students.

Books are required to read it.

Through study and introduction by the principal.

Are student body meetings held during a school period
or after school hours?

	A	B	C	D	E	Total
During a school period	15	18	17	14	5	69
After school				1		1
Both	1	1		1		3

How often?

This table gives the frequency of the regular meetings of the student body. Many schools indicated that additional special meetings were held at the call of the president.

	A	B	C	D	E	Total
Weekly	2	1	2	3		8
Bi-weekly	3	4	2	3		12
Monthly	8	11	8	3	2	32
When business arises	3	3	5	4	1	16
Four per year				2	1	3
Three per year	1					1
One or two per week				1		1

Do you, as president, know in advance what business is
coming up?

Yes	--	49
Usually	--	15
No	--	1
Sometimes	--	4
Not necessarily		2

How?

Told ahead	--13
Through council meetings	--9
Told by students	--9
Through the principal	--7
By close association with work	--7
From discussion going on	--7
From committees and officials	--6
By the requests for meetings	--2
Written statements are handed in	
Yearly program is prepared	
Was vice president previous year	
Is on the "Steering Committee."	
From managers	
From the secretary	
From the faculty	
Prepares a list	
Has students ready.	

Do you introduce this business yourself?

Yes	--	16
Usually	--	22
No	--	13
Not usually	--	22
Depends on the kind	--	1

Do you have to boost or limit discussion.?

	A	B	C	D	D	Total
Boost	16	15	9	9	1	50
Limit	2	1	1	3	3	10
Both			4	2	1	7
Neither		1		2		3
Depends on the question.						

What are the qualifications for membership in the student body?

Most of the schools have no requirements beyond being regularly enrolled in the school and payment of dues. Three mentioned satisfactory scholarship, one has adopted the provisions of the State athletic league, two require loyalty, and one demands participation in literary programs.

About how many students in your school?

	A	B	C	D	E
Median	45	65	144	300	101000
Range	29-62	44-123	118-222	196-577	550-1700

About how many belong to the student body?

	A	B	C	D	E	Total
All	15	12	4	2	1	34
90-100%		5	7	6	1	19
60-90%	2	2	4	5		13
40-60%		1	1	3	2	7

Are the faculty considered members?

Yes	--	48
If they pay dues	--	9
No	--	12
Are advisors		
Advisory members		
Optional		
Not voting		
Principal only.		

What are the dues per year?

	A	B	C	D	E	Total
None	4	2	1			7
50¢	6	2	1	2	2	13
75¢	1				1	2
\$1.00	6	2	5	2		15
1.50		5	2	3		10
2.00		7	4	5		16
2.50		1	2	2	1	6
3.00			1			1

Does paying the dues entitle the member to admission to games, to plays, to receive the school paper? Do you sell them admission tickets at a reduced rate?

	A	B	C	D	E	Total
Games	2	8	6	8	2	26
Plays	2	4	3	2	1	12
Paper		2	1	5	2	10
Reduced rate	4	7	12	9	2	34

One school includes the annual.

Do you have a council (sometimes called an executive committee?)

	A	B	C	D	E	Total
Yes	8	17	13	16	5	49
No	10	3	4			14

What students belong to this?

	A	B	C	D	E	Total
Three to five	7	12	4	5	1	29
Six to twelve		5	7	8	3	22
Over twelve	1		2	3	1	7

Student body officers	--	17
Student body officers and Class representatives	--	20
Student body officers and elected members	--	4
Student body president and class representatives	--	4
Class representatives only	--	3
Elected members only	--	2
All important officials	--	3

What faculty members?

Principal	--	29
Principal and one other	--	8
Principal and coaches	--	4
One or more appointed by the principal	--	6
All of the faculty (three teacher school) Advisors		
One elected by the student body.		
Coaches, advisors and one elected by student body.		

When does the council meet?

Whenever necessary	--	32
Weekly	--	9
Bi-weekly	--	6
Monthly	--	5
Before student body meetings	--	2
After student body meetings	--	1

Who do the most talking, the student or faculty members?

Students	--	32
Faculty	--	7
About even, or satisfactory	--	10

When is the election of officers held?

Near the end of the school year	--	40
Near the beginning of the year	--	15
At the end of each semester	--	10
At the beginning of the semester	--	7

When do the new officers take charge?

Immediately or soon after election	--	36
At the beginning of the year	--	28
At the beginning of the semester	--	6

What are the qualifications for student body officers?

President must be a senior	--	18
President must be an upperclassman	--	13
Vice president must be a junior	--	4
All officers upperclassmen	--	6
Certain scholarship standards	--	11
Eligibility requirements of the State athletic league	--	4
Must carry four subjects.		
First vice president must be a junior, the second vice president a sophomore.		

Underline the method of nominating officers: Nominations from the floor at a meeting; by the council; by a nominating committee; primary election. If some other method is used, what is it?

Nominations from the floor	--	44
Nominating committee	--	8
Primary election	--	8
By the council	--	2
By the council with supplementary nominations from the floor	--	8
By a nominating committee with other nominations from the floor	--	3
By the graduating class		
By boy and girl conventions.		

Are there any "parties" or other divisions in the school that influence the election?

Forty four schools answered that there were none. Only four schools have any form of political parties; in five the various organizations have some influence; in four there is some class rivalry; and in one the girls oppose the boys.

Are any officers (such as editor, yell leader, etc) appointed rather than elected?

Editors	--	--	11
Yell leaders	--	--	8
Business managers		--	7
Annual and paper staffs		--	5
Sergeant at arms			
Song leader			

Who appoints them?

The appointing is done by the council or the president for editors and staffs, managers and yell leaders.

The president appoints committees and officers to fill vacancies

The faculty, or faculty and council, appoint editors and staffs

Editors or managers may appoint their assistants.

Is the student body treasurer a student? If not, who takes care of the funds?

A student takes care of the money except in the following five cases:

Grants Pass..... a graduate resident
 Gresham..... the office
 Baker..... the principal
 Salem..... head of the commercial department.
 Franklin..... a teacher in the commercial department.

Are the funds kept in a bank?

All the schools reporting run a bank account except Umatilla.

What reports must the treasurer make?

This question evidently was not understood in the same way by all the presidents, some taking it to refer to oral reports at meetings, and others to mean written reports that are published or posted.

At student body meetings	--	18
At council meetings	--	6
Annual report	--	6
Semester report	--	12
Monthly	--	5
At the end of each athletic season	--	2
Whenever called upon	--	8
To the principal	--	2

At Gresham the books are posted daily.

Is a written order or requisition required before bills can be run against the student body?

	A	B	C	D	E	Total
Yes	4	7	8	15	4	38
No	6	12	8	2	1	30

Who signs this order?

Principal	--	13
Student body president	--	8
Principal and president	--	6
Secretary	--	2
Coach		
Manager		
Secretary		
Chairman of finance committee and principal		
Secretary and treasurer		

Manager and coach
Manager and principal

Who signs the checks?

Treasurer	--	47	} 16
Treasurer and principal	--	10	
Treasurer and president	--	2	
Treasurer and secretary	--	2	
Treasurer, president and principal	--	2	
Principal	--	2	
Secretary	--	2	
Faculty advisors			
Organization treasurers			

Are the class organizations (freshmen, sophomore, etc.,) considered part of the student body, or independent?

Independent	--	36
Part of the student body	--	21

Many of the same schools that reported the classes independent have class representatives on the student body council, so this distinction is probably not often made by the students.

Do the classes pick their own advisors?

Yes	--	50
No	--	18

Do you have roll rooms that are organized?

Redmond, Seaside, Bend, Forest Grove, Grants Pass, Roseburg, Eugene and Franklin report organized roll rooms. These organizations assist in the spreading of information by means of announcements, and the advertising and ticket sales of school events.

ATHLETICS.

Underline the games played against other schools: football, basketball, baseball, track, tennis, girls' basketball.

Name any other games played with other schools.

	A	B	C	D	E	Total
Football	8	17	15	13	5	58
Basket ball	18	17	16	17	5	73
Baseball	16	14	11	17	5	63
Track	8	15	12	13	4	51
Girls' basketball	17	17	16	17	2	70
Girls' baseball	3	3	2	5		13
Tennis	2	7	3	1	3	16
Volley ball		1		1		2
Wrestling				1	2	3
						Soccer football
						Golf

In what ways do you entertain visiting teams?

From the replies it seemed evident that in most athletic contests very little is done in entertainment of the visitors, and that where answers were given they apply to but few of the games played throughout the year.

Banquets or feeds	--	27
Parties	--	12
Receptions	--	10
Dances	--	8
At homes	--	2
Find them places to stay		
Reserved seats for the rooters		
Furnish dressing room		
Swimming		
Home parties.		
Music.		

What athletic managers do you have?

One for each sport	--	36
One for the school	--	24
One boys' manager and one girls' manager	--	4
None	--	6
Athletic Committee		

What are their duties?

Scheduling games	--	31
Arranging for transportation	--	14
Care of equipment	--	15
Care of finances	--	15
Advertising and collecting admissions	--	12
Sign letter awards	--	2
Secure officials for games		
Meet visiting teams		
Represent the school in county league		
Prepare a budget		
Investigate the eligibility of players		

Are letters awarded to boys? To girls? Are the "letter-men" organized?

Letters are awarded to boys	--	71	✓
Letters are awarded to girls	--	65	
Are organized		35	

What inter-class games are played?

Basketball	--	49
Baseball	--	23
Track	--	16
Football	--	15
Tennis	--	11
Girls' basketball	--	3
Indoor baseball	--	3
Handball		
Volley ball		
Girls' baseball		
Tug of war		
Horse shoes		

PUBLICATIONS.

Underline the publications you put out: weekly paper, bi-weekly paper, monthly paper, magazine, annual, news-notes in local paper. Name any others.

	A	B	C	D	E	Total
Annual	4	12	11	15	4	46
News Notes	13	9	9	11	2	44
Bi-weekly paper	1	3	2	8	4	18
Monthly paper	4	3	2			9
Weekly paper		1	1	2	1	5
Page in local paper		2			1	3
Semi Annual						
Yell book						

If you have a paper, how many are on the staff?

	A	B	C	D	E
Median	6	7	12	13	20
Range	5-14	3-13	5-16	6-20	15-30

Do others hand in material?

Twenty schools report that some material is provided by other students than those on the staff, although in most cases the amount is small. Eight schools report none.

Do the faculty write for the paper?

In eleven schools some material comes from the faculty. Twenty schools report none. At Woodburn one complete issue is prepared by the faculty each year.

What is the subscription rate?

25¢	per year	--	3
50¢	per year	--	8
75¢	per year	--	4
\$1.00	per year	--	2
1.50	per year	--	2
.05¢	per copy	--	5
.10¢	per copy	--	2
Free	to student body members.	--	5

About what does the paper cost?

The answers to this question were reported in such various ways that little comparison could be made. For ten of the larger schools the median cost per 100 copies was \$7.00 and the range from \$5.50 to \$11.00.

At the Dalles where printing is one of the courses of instruction the cost per hundred copies is but 58¢.

Gresham puts out a mimeographed paper at \$1.00 per hundred copies.

How many copies do you print per issue?

	A	B	C	D	E
Median	60	125	250	350	700
Range	50-150	65-200	135-400	250-1300	400-1200

About how many schools do you exchange with?

	A	B	C	D	E
Median	10	10	10	40	30
Range	5-15	1-50	0-15	15-70	3-90

Are most of your subscribers students or outsiders?

All of the schools replying to this question state that most of the copies go to the students.

If you have an annual, about how many are on the staff?

	A	B	C	D	E
Median	10	10	14	12	15
Range	9- 14	6- 15	8- 20	7- 25	15- 19

What is the price per copy?

	A	B	C	D	E
Median	1.00	1.00	1.00	1.25	1.25
Range	1.00-1.25	.50-1.00	.75-1.25	1.00-2.00	.75-1.50

How many copies are printed?

	A	B	C	D	E
Median	100	175	300	500	600
Range	60-200	60-250	135-500	200-1000	450-1200

About what is the total cost?

	A	B	C	D	E
Median	\$180	325	550	900	1350
Range	125-375	260-450	200-750	550-1100	1000-2500

Cost per copy	1.80	1.85	1.83	1.80	2.25
---------------	------	------	------	------	------

(This last item was calculated from the medians for the number of copies and the total cost.)

INTER-SCHOOL CONTESTS.

Do you have debates, oratorical contests, and typewriting contests with other schools?

	A	B	C	D	E	Total
Debate	5	8	12	15	4	44
Oratorical	8	5	14	16	1	44
Typing	1	6	11	14	3	35

Do your debates pay expenses:

Yes	--	13
No	--	18

Several schools stated that expenses were paid out of the student body fund, or by the school board. No admission is charged to many debates.

PUBLIC ENTERTAINMENTS.

After the following public entertainments write the number your school puts on each year: plays, operettas, minstrel shows, vaudeville, mixed programs, stunt shows, orchestra concerts, glee club concerts. Name any other kinds.

Number put on for each school per year:

	A	B	C	D	E
Median	5	3	5	9	8
Range	1-8	1-7	2-10	3-43	5-9

Kind of entertainments used:

Plays	--71
Operettas	--34
Mixed Programs	--28
Stunt shows	--17
Glee club concerts	--18
Orchestra concerts	--16
Vaudeville	--15
Minstrel	--9
May Day	--.2
Lyceum numbers	
Band concert	
County Fair	
Movie shows	
Annual high school sing	

Who directs the plays?

All but four schools reported that the directing was done by members of the faculty.

Drain used an outside coach this year.

Central Point sometimes has help from townspeople

Junction City is aided by a local banker

Franklin sometimes hires an outside coach

About how much money is raised by public entertainments each year?

	A	B	C	D	E
Median	\$150	250	400	600	1800
Range	\$85-500	75-450	60-500	200-3500	1500-2500

Does this money all go into the student body treasury?

Yes -- 35
No -- 22
Part of it-- 14

SOCIAL GATHERINGS.

Underline the social events: junior-senior banquet, senior party, sophomore party, freshman party, student body party, reception to the freshmen, faculty reception, school picnic.

Name any others.

Number of social events per school

	A	B	C	D	E
Median	5	7	7	8	7
Range	1-8	3-9	5-11	5-12	2-8

The events used are largely used in the above list, and the following were mentioned by one or more of the schools:

Freshmen return reception.
Banquet to letter-men.
Class picnics.
Literary society picnics.
Senior ball.
Junior prom.
Junior-senior prom.
Junior-senior masquerade.
Faculty-senior banquet.
Senior breakfast.
Faculty reception to the seniors.
Senior send-off.
May day.
Junior day party.
Boys' box social.
Basketball banquet.
Athletic party.
Snap day.
Loud clothes day.
Shirt and middy day.
Apron and overalls day.
Senior sneak day.
Senior flunk day.
Junior flunk day.
Junior senior skip day.
Beach party.
Rallies.

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CLUBS.

Underline the clubs in your school: girls' club, boys' club, girl reserves, debating club, dramatics club, science club, agriculture club, home economics club, Latin club, French club, Spanish club, English club, commercial club, radio club. Name any others.

Number of clubs per school:

	A	B	C	D	E
Median	2	2	2	4	6
Range	1-4	1-4	1-9	1-15	6-10

Girls' club	--	26
Boys' club	--	22
Girl reserves	--	13
Debate club	--	14
Dramatics club	--	21
Science club	--	5
Agriculture club	--	10
Home economics club	--	10
Latin club	--	10
French club	--	5
Spanish club	--	4
English club	--	3
Commercial club	--	10
Radio club	--	6
Literary society	--	4
Glee club	--	10
Tennis club	--	7
Hiking club	--	3
Hi-Y	--	6
Senior boys club		
Senior girls club		
Bachelors club		
Bird club		
Art club		
History club		
Tri-Y		
Band		

ASSEMBLIES.

How often do you have school assemblies?

Semi-weekly	--	8
Weekly	--	29
Bi-weekly	--	10
Monthly	--	7
Irregular	--	6

Does the principal or student body president preside?

Principal	--	44
President	--	15
Both		12

Does the student body president introduce outside speakers?

No	--	52
Sometimes	--	9

Are the programs arranged by the faculty, students, or a combined committee?

In all schools the general direction of the assemblies is in the hands of the faculty. For certain types of programs they secure the assistance of students, or where the specific program is presented by one of the student organizations, the arrangements may be entirely by students.

What sort of programs are liked best?

Musical	--	15
Mixed	--	14
Comic	--	10
Short plays	--	7
Outside speakers	--	4
Stunts	--	2
Lively	--	2

Literary programs.
 Class programs.
 Vaudeville.
 Snappy speeches
 Singing
 Pep program
 Not too much lecturing
 Something not too tedious
 Informal

GENERAL ARRANGEMENTS AND CONDITIONS.

What records are kept of student body work?

The only records named were the secretary's minutes of the student body and council meetings,

and the treasurer's financial accounts.

One reply suggested that the annual formed a record of student activities.

Is there a "point system" or other means of preventing too much work being loaded onto a few students?

Roseburg, The Dalles, University High, and Dufur claim to have point systems.

Corvallis and Gresham require that but one major office be held at a time.

Grants Pass makes a practise of rotating appointments.

Do you have "rules for rooks" or other discipline for the entering class?

	A	B	C	D	E	Total
Yes	4	10	7	8	1	33
No	11	8	9	8	4	39

This discipline is not very extensive or severe, as indicated by the following replies:

Unwritten tradition.

Carried out by the letter-men.

None known--hazed to some extent.

Looked after by sophomores.

Sophomore vigilance committee

Sophomores make rules

Initiation--see that they behave--we are not strict.

Rules effective until the first football game.

Do as upperclassmen tell them.

How do you prevent several events coming on the same date?

A calendar of events is kept	--	23
The principal schedules all events	--	16
The council sets dates	--	3
There is a special committee		
No special provision is needed in small schools		

What can be done if an officer fails to do his work?

How many times has this been done this year?

	A	B	C	D	E	Total
Recall	3	3	5	6	1	18
Impeachment	1	3	3			7
Asked to resign	1	3	2			6
Council recalls		1		1	2	4
"Shown up" in meeting.		1				1
Number of times used	2	1	1	6	3	13

Do you think, as student body president, that you are securing the backing of the students, or the faculty, and of the community?

The following number of affirmative answers were found for each case.

Students	--	66
Faculty	--	74
Community		55

Does the faculty help too much, or too little?

Too much	--	10
Too little	--	3
The right amount	--	46

Underline any of the following influences that are working against the student body undertakings: students live too far from the school building, automobile craze, radio craze, dancing craze, motion picture habit, general indifference. Name anything else.

	A	B	C	D	E	Total
Indifference	10	17	12	9	4	52
Live too far	7	8	5	11		31
Dancing	5	6		3		14
Movies	2	2	1	3	1	9
Lack of money	1		1	1		3
Radio		2				2

No cooperation from town
 Outside organizations
 Puppy love
 Laziness
 Do not talk enough in assembly
 Indifference of underclassmen and studios members
 Students act without faculty advice.

From the signatures to the questionnaires, of
the student body presidents that replied, there were:

Boys	--	56
Girls	--	15

Chapter III.

DISCUSSION OF THE QUESTIONNAIRE STUDY.

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VALUE. The study covers the State fairly well, and since the returns came from the one student in each school who may be expected to have given the most thought to student activity affairs, it is reliable in showing the situation as the student sees it, so far as the important features were reached. In any questionnaire study the questions already set limits, place emphasis, and suggest answers. This would be especially true with high school students.

Such a set of questions can only gather in external facts, which may be the least important thing about a school. They show the form, but little of the spirit, and no form or arrangement is of value unless it works. We have as yet no standards by which to measure this field, except such objectives and principles as stated in the first chapter, and opinions must therefore form a large part of any discussion.

THE CONSTITUTION. All organized student bodies have a written constitution, and make some effort to have its provisions known to all members. It is very apt to be over-emphasized. The important thing is that it be short and clear and in terms of the average student's vocabulary; so that what it means as applied to the daily events of the school can be understood by all. They need

to know it only because they use it. The dead timber in it ought to be forgotten.

MEETINGS. Perhaps the strongest evidence that school authorities are recognizing values in the student organizations is that fact that part of the official school time is allowed for them. In practically all the schools studied, a class period or the assembly hour is used for the student body meetings. Once a month is the most common arrangement for regular meetings. This is too long an interval unless supplemented by many special meetings. The arrangement used in many of the schools of calling meetings as occasion demands is a good one, provided the president keeps in close touch with the principal to prevent too frequent a break in class work. The tendency in the larger schools seems to be to avoid student body meetings and rely on the council to carry things along, because of the confusion resulting in calling large numbers of students away from their daily schedule, and the difficulty in making large meetings effective.

The town meeting of New England is the best example of democratic government we have had in America, for the whole thing was right there where it could be seen. The high school, at least those of not more than two or three hundred students, has the same advantage. If the meeting has a real purpose, it will be active, for the time is always short. The problem is to distribute the activity. A wrong idea of the function of the presiding officer has grown up. A majority of the returns state that the

president not only knows what business is coming up, which is probably desirable, but that he introduces it himself. If this means that he does most of the talking, and the rest do nothing more than vote on motions made by a few leaders, there will be little desirable training. A majority of the presidents state that they have to boost rather than limit talking.

The vast majority of high school students are not good public speakers. This is a problem in English training primarily, for it is not because they lack the vocabulary or the ideas, but they are afraid to try. "Don't make a fool of yourself" is one of the strongest social restrictions we know, ground into us from the days when we were told that "little children should be seen and not heard." It acts as a powerful inhibitory force whenever the youth finds himself in a group any larger than that he is accustomed to. But once this barrier is overcome, progress seems easy. We have some excellent speakers in high schools, and it will be noted that it was in the larger schools where more who had acquired this ability were present, that the presidents had to limit the talking. To give this most desirable facility in oral expression to all, or nearly all students, is one of the immediate jobs ahead of the high school. Organization meetings, assemblies, class rooms, and public events, all must be used to the utmost as training ground.

MEMBERSHIP. Most of the schools have no special qualifications for membership. The individual has already met stringent requirements in effecting an entrance into the school. The desirable condition is that everyone in the institution belong, and even the payment of dues, which now is the one universal requirement, might well be taken from the list. Let the tax dodgers be dealt with some other way.

Several schools mentioned scholarship standards as qualifications for membership or office holding. This attempt to boost the classroom work through the attraction of the student activities cheapens both. Its extension has resulted from its apparently successful use with athletics. But if we succeed with modern objectives, the class room will become equally attractive. Both departments must stand on their own feet and bring their own rewards of conscious value to the student.

ELECTIONS. Most schools nominate candidates from the floor during a student body meeting, and this is probably all that is needed in the smaller schools, provided that the matter is thought about beforehand, and a number of nominations are made. If not, the selection of the official may be settled right there, and be largely a matter of accident. Because of this many schools have adopted other methods. Nomination by the council is strongly recommended by some school men, for they can take plenty of time to give careful consideration to all possible candidates. A nominating committee is, of course,

equally effective, provided they have equal sources of information. In either case further nominations may well come from the floor. We must not take all the power away from the common people, for democracy has not yet been pronounced a complete failure.

Divisions of the school are reported unusual in Oregon, and this is certainly to be desired. The only justification for political parties ~~use~~ the existence of real issues of differences of opinion, and these are never an element in student elections. It is merely a question of personal qualifications for the office, and students should be left free to think of these alone.

The time of election and inauguration of the new officials is unimportant except for two considerations. First, the student government should be able to start promptly with the new year. There is a large "turn over" in Oregon high schools both of students and faculty. From twenty-five to fifty percent will be new students unfamiliar with the organization. Second, new officials must have some chance to learn their duties. For these reasons the plan, used by over half the schools reporting, of electing officers near the close of the school year, and having them take charge either at once or at the beginning of the new year, seems best.

APPOINTMENTS. Popular election can consider only general qualifications in a candidate. For positions requiring specialized abilities, appointment by one person.

or one small group, and giving the appointing body also power to remove, is coming to be the common method in both industrial and political life. Many high schools are adopting it, though the majority still elect editors, managers and yell leaders. The council is the best appointing power, though it may make full use of faculty advice.

COUNCIL. This is the most important feature of a student organization. It is used by nearly three fourths of the schools reporting, which include practically all of the three groups of larger schools.

The council is in control of the organization between the student body meetings. It can meet quickly and take immediate action as occasion arises. For this reason it is best that it be a small group. Half the councils reported have six or less members. An older type that tried to have every organization in school represented, is now found in but one or two.

The council is a face to face group, or discussion group, rather than a crowd. A less formal atmosphere is possible, there is freedom from crowd reactions, and real thinking is possible.

The council is main point of application of faculty control. The faculty and the students do represent two different interests and viewpoints, and if they are to exist in harmony, they must come together with mutual understanding. The faculty is represented on the council in all but five of the schools reporting, and in the large majority

of cases, by the principal alone. He is the logical member, for he brings the greatest fund of information from the administrative and instructional department of the school. He is not there for the purpose of issuing orders to the student leaders, but to furnish the facts as they are needed and to present his side of each case. Otherwise, he is simply a member of the group, and if the reports stating that students do most of the talking are correct, he is not attempting to dominate the situation in Oregon schools.

FINANCES. In nearly all Oregon schools a student treasurer is elected. The idea that this places too much responsibility and temptation on an immature individual therefore seems hardly justified by the experiences of this large number of schools. It forms valuable training which should not be wasted on a teacher. Where several checks on his work, such as the frequent reports, the requisition system, and the double signature on bank checks now in use by many schools, are employed, the temptation is slight, for neglect of his work is quickly evident to the school public. This is an example of the placing of responsibility of the most desirable type.

Beyond the fact that good business methods are to be desired, the exact arrangements make little difference, and are the sort of problem that students may well work out for themselves. Where the accounts are made subject matter of the commercial department courses, the situation is still better for instruction and activity are desirably combined.

CLASS ORGANIZATIONS. The classes are historically older than student bodies, and that may be the main reason we have them so firmly established. If Belting is right that they should give way to organizations founded on interests, then it may be that their only justification is that they form convenient subdivisions of the larger organizations. Even this may not be true, for in larger schools, it may be even harder to assemble a sophomore class, for instance, than to call a meeting of the entire school. Roll rooms are a more natural division as the students gather there daily, and we may find them growing in importance in the future.

ATHLETICS. Games form the oldest and most universal student activity and are undoubtedly done the best. Standards are well established and a high type of skill is developed. All schools in the State that have sufficient number of boys to form the teams play the half dozen established games. Girls so far have but one universally played game, that of basketball. Indoor or playground baseball is reported as played by thirteen schools as an inter-school contest and the number will probably increase rapidly.

PUBLICATIONS. Annuals are the most common and most uniform of the publications. The high schools have long had good examples in the college year books, especially in Oregon where the "Oregana" of the University of Oregon and the "Beaver" of the Oregon Agricultural College are placed each year in every high school library by these two institutions. Newspapers, on the other hand, are still in the early experimental stage and vary greatly in form and purpose. The writing of school items for publication in the local paper is an older practise and is in wide use. It is especially useful to the smaller school which cannot meet the expense of a separate publication.

From the English training standpoint, the paper is far more valuable than the annual, which is essentially a picture book with little original text. The paper, however, is usually a liability financially. It is an attempt to copy the ordinary newspaper without having any advertising value. No schools are attempting to secure a large circulation outside of the student body. This is the logical development, for it would not only make it a worthy advertising medium and permit at least weekly publication, without which there is no "news" value, but it would serve to interpret the school to the community without distracting from the other two purposes of an expression of school sentiment, and a connecting link with other high schools.

PUBLIC ENTERTAINMENTS. This is the main source of revenue for student organizations, and a very satisfactory one. The public thus pays for this department of the school, but without considering it as a form of taxation. It is one form of placing responsibility, for when an admission charge is made the students must give the audience their money's worth or meet public discredit. The training received by those that participate is a very desirable type.

It has its drawbacks as often conducted. A full length play or other full evening entertainment is a lot of work, it is usually rushed, the directing teacher is placed under a nervous strain for two or three weeks, and the routine of the school more or less interrupted. Here again we need a correlation with classwork, a careful consideration of the time schedule, and an equal distribution of the activity.

There is probably a chance for elevation of taste in the type of entertainment chosen, if the reports of the large number of stunt shows, minstrels and vaudevilles is indicative.

In general Oregon schools are doing a commendable amount of this form of training. All schools are doing something. Milton-Freewater (McLaughlin High School) a union high school where the community-center feature is emphasized, reports 43 events for the year, but concedes that their program was probably overloaded.

CLUBS. Oregon is not doing a great deal in the way of organizations based on the different departments of class work and intended to allow fuller play of the students' interest in these fields. What these clubs become, depends mainly upon the faculty advisors, and as a profession we are yet lacking in a technic for such work. It certainly is true that our whole school system is defective in that students mainly sit and watch others do things. If clubs mean that they are going to do more things themselves, they are worth while. There are plenty of interesting things that should be tried before youth and its enthusiasms passes.

SOCIAL GATHERINGS. All schools report some social events, but if the number given is for the entire school year, it is not enough to give very much of the social graces. The shyness and awkwardness of early adolescence is not an easy thing to overcome, and attendance at one or two evening gatherings a year will hardly make a start. The reports seem to indicate that very seldom is the outside public invited so that the influence of numerous adults is probably lacking. Again, teachers as a whole are probably deficient in ability to direct this very difficult field.

ASSEMBLY. There is a general belief that the assembly aids the formation of public opinion in the school, secures the right mental attitude of the whole school to its problems, and insures a sense of unity.

The programs should grow out of the class work, should widen and deepen student interests, and should be widely participated in by the pupils. (1)

The assembly is the faculty's chance to reach the student body, and in most schools the reports show that the faculty retains direction. There is much teaching that can be done to the school as a whole, and especially the generalization of ideals growing out of the various school events and activities. There is a place for some "preaching", providing it is remembered that concepts cannot be communicated without common experience. The "lessons" so clear to us as adults because we have generalized them out of events of long years, are meaningless to youth that has yet to meet such experience. The replies that stated that the students preferred assembly programs that were "not too tedious" or "not too much lecturing" were referring to this persistent but vain tendency of adults to advise youth ahead of time.

CONTROL OF OFFICIALS. In spite of the fact that many schools reported definite systems of dealing with those who neglect their duties, there were few cases where these were used. Many reports stated that they never have such officers. Some cases will occur, however, even in the best of schools. The school that reported that their remedy was to "show them up in meeting" may be on the track of the best treatment. It has been suggested that the council call the offenders in and

(1) Fretwell, Extra-Curriculum Activities of Secondary Schools. Teachers College Record: Jan. 1924.

"hold them over the coals" in place of removing them from office, with the idea that it is better to aid them to a success rather than condemn them as a failure. Again it is a question of the social sentiment as the controlling force, and it should distribute both praise and blame.

POSITION OF TEACHERS. There was no criticism of the faculties in these reports. High school students have confidence in their teachers, and are finding them the best helpmates they have. There was no lack of assurance of the support of the faculty of student enterprises, though there was in some cases, in that of the students, and in more cases, in that of the community. Where there was any comment on the amount of help of the teachers, it was that they did too much and thus lazy students were relieved of tasks they should do.

This study gave little information on the actual situation in the schools in regard to the position taken by the faculty.

A DESIRABLE TYPE OF STUDENT BODY GOVERNMENT. One of the returns contained the suggestion that the high schools need a description of a "definite plan for a good student body government". Such a plan might mention the following features:

1. The student body government will control only the student activities of the school.

2. It will be simple in form and flexible enough to meet changing conditions and permit changes in the list of activities governed.

3. Its membership will include the entire school and individuals find their place of service according to their abilities and interests.

4. It will cooperate with administration and instruction to the more effective operation of all.

5. It will be in operation throughout the school year, deriving all powers from meetings of its assembled members held during the school day, and directed in the interval between such meetings by a small council.

6. Its offices requiring general abilities will be filled by an election system that insured deliberation in the choice. The elected officers will fill positions requiring specialized abilities by appointment, retaining the power to make corresponding removals.

7. Finances will be taken care of by student members by good business methods controlled by such checks as a budget and requisition system, frequent reports, and the inspection of accounts.

8. The work will be well distributed both among students and teachers.

9. Responsibility will be imposed and maintained on all members through the operation of public opinion, criticism, and sentiment.

10. There will be a universal goodwill and school pride.

CHAPTER IV.

State Organizations of High Schools.

Oregon has had for a good many years vigorous State athletic and debate leagues. They hold yearly meetings during the State convention of teachers, with a teacher or administrator representing each school, and with boards of control, composed of administrators, in charge during the year. They are therefore organizations operated by faculty members for the control of these two student activities.

The athletic league has been steadily gaining in strength and has had a most beneficial effect in insuring clean athletics. Practically all the high school boys athletics in the State except that of the Portland high schools are conducted under its rules. Girls' games are on a more uncertain basis, and the jurisdiction of the league over them is still in question, and may remain so until physical educators are better agreed in the desirability of girls inter-school athletics.

The debate league has a large enrollment of schools and each year conducts State championship contests. But it does not exactly fill the need, mainly because formal debating, at least of such questions as are used, is not a natural adolescent activity. The questions are selected by the State library mainly on the basis of the amount of reference material that happens to be on hand. The result is that high school student bodies refuse to sit through

lengthy debates on some international controversy for which they have no background, and the complaint goes out that the students do not back debating. Our returns show that the contests do not pay expenses in admissions in the majority of schools. No matter how valuable the training for the four to six students that make the team may be, it is a relatively expensive form of instruction for it takes a large amount of one teacher's time, and unless it involves more of the student body, it can hardly rank with the other activities as a student enterprise.

The report of membership in these two leagues was as follows:

	A	B	C	D	E	Total
Athletic	8	20	16	17	4	65
Debate	5	10	14	12	3	44

Four years ago the University of Oregon invited delegates from the high schools to meet in Eugene to discuss problems relative to publications. At that meeting there was formed a State high school press association. The next year the presidents and secretaries of student bodies were included in the invitation and an organization of student body officers was formed. In 1923 there was a remarkable increase in the attendance, and in 1924 eighty high schools were represented by 346 delegates that included student body presidents, secretaries, editors and managers of publications, representatives of girls leagues, and faculty advisors.

These conventions and the new organizations are the most vigorous and promising movement in high school student affairs that has ever taken place in the State. They have

reached the stage that calls for careful consideration by those in control to insure that the movement will not die out for lack of direction. The delegates have come so far largely because of the novelty and the chance to see the University. If they continue to make the expensive trip it must be because the individual schools that are paying their expenses, are securing real benefits.

Of the interest of the schools there can be little doubt. Reports were asked for of the number of delegates sent to the last Eugene convention, to the educational exhibit of the Oregon Agricultural College in March, and to the girl reserves convention in Salem. The totals were: to Eugene, 165, to Corvallis, 217, and to Salem, 22.

The following lines of development suggest themselves:

1. A more definite organization should be worked out. What is the relation between the press association and the student body officers organization? They are organized separately but have been meeting in joint session during part of the convention time. This last year representatives of girls leagues were also present. Should there not be one large organization over all of these branches? And if so, should it not include the State athletic league and the State debate league? This brings up again the problem of the faculty relation to student activities, for the athletic and debate leagues are completely dominated by the faculty. The students have

nothing whatever to say. It is a survival of the old idea that they are not to be trusted with such matters. But if they are not capable of discussing their athletics and debate they should not be discussing journalism or any other of the activities. There is an inconsistency that must be straightened out sometime.

2. The relation to the University should be more definitely stated. President Campbell stated that the idea of the convention arose with certain university students who found better ways to do things after they got to college and wished to pass the information back to those still in high school. The invitations came from the University student body organization, the programs and other arrangements made by representatives from that body, the School of Journalism, and the Extension Division, and the delegates were entertained by the fraternities and sororities. Some modification of these arrangements will be desirable as the high school people perfect the new organizations, and can easily be worked out in the near future by conference of those concerned.

3. The high school students should have a larger part in the convention programs. They need the training and experience, and whenever they can say a thing that needs to be said as well as an adult, they should be given the preference. In the practical points their ideas will be better, for it is their own interests that will be concerned.

Students should aid in making up the programs, they should form the bulk of the committees and be the leaders in what is done.

4. An official publication for the organization would be needed. Some of the money spent on the individual school papers and annuals might well be used to pay for it.

5. A program of investigations of student activity problems should be entered upon and an attempt be made to reach practical conclusions. To eliminate the difficulties of committee work, let a school be appointed to try out a specific experiment during the year, and asked to report its findings to the next convention. Let new methods and new activities be put to actual test, and then the experience of the whole State brought together.

6. Careful records will be needed. A useful requirement for membership would be the submission each year of a carefully devised form filled out with accurate information of the student activities of that school. Something of this kind is the only reliable basis for future procedure.

CONCLUSIONS.

1. The majority of Oregon high schools of three or more teachers and nearly all of those with one hundred or more students have student body organizations. Meetings are held monthly or oftener and during school hours, membership includes all or nearly all students and teachers, a small council is in continuous control, elections are commonly for the school year, and finances are handled by student treasurers subject to several checks and controls. All schools have class organizations, and several of the larger schools have organized roll rooms.

2. The activities that are universal and more or less standardized in method are athletics, debate, public entertainments, and social gatherings. Those less commonly employed and varying in practise are newspapers and clubs based on individual interests.

3. The relationship of students and teachers is one of cooperation rather than either extreme of complete student self government or autocratic faculty direction. Faculty influence is applied through the council and assembly, and as advisory members of the organizations. Confidence of the students in the intent and ability of the teachers is practically universal.

4. The outlook of the individual high school is broadening as more contacts with other schools are being established. The State athletic and debate leagues are

well established, and a press association and student body officers organization have made a vigorous and promising start.

5. There is little direct evidence from the questionnaire study as to the extent to which the objectives set forth in the first part of this thesis are being realized. The organizations are making possible the practical operation of the activities, and there is obviously some contribution to the joy of life of the students. Of the preparation for future citizenship and the contributions to the objectives of secondary education we have as yet no means of measuring. The aid to classroom work and to administration could not be stated in a questionnaire from students.

6. There is conformity with some at least of the administrative principles. Responsibility is being placed on individual students, there is freedom for expression by the students in the councils and elsewhere, and the diversity of arrangements show adaptation to local conditions. In most students more students should be engaged in the activities, and the records now kept are not adequate.

SIMILAR STUDIES.

1. In 1917, E.H. Wilds made a study (1) of student school governments based on a survey of the literature, questionnaires, and personal letters from school principals. Returns were received from 63 schools.

He found little difference in the number of activities carried on by large and small schools. He concluded that the older activities were being stressed at the expense of the newer forms that had a greater educational value. The attendant evils grew less as more intelligent supervision was given. The most prevalent defects were overloading of individual pupils, the difficulty of securing capable and willing teachers, and financial troubles.

2. Nelson A. Jackson (2) in 1921 sent 101 blanks containing nine questions to superintendents and principals in thirty-one states. He received 59 replies from public high schools and 26 from private institutions. He found that 53% of the high

(1) E.H. Wilds, The Supervision of Extra Curriculum Activities, School Review, Vol. 25, page 659.

(2) Nelson A. Jackson, Pupil Government in Secondary Schools, Education, Vol. 42, page 197.

schools had no system of student government, and only 14% had a fairly complete organization. The returns showed that the organized schools were mostly in the east, centering around New York.

3. C.O. Davis (1) reports an investigation by the North Central Association of the training for citizenship given by the schools which are members of the association. Questionnaires were sent to the principal of each school and 1180 replies were received.

The results showed that 306 schools had student self-government, 666 had school papers, and 863 had debating clubs. From the personal opinions of principals it was found that in their estimation student organizations were third among effective methods of building habits of good citizenship. Stressing ideals of conduct by the teacher came first, good teaching second, and placing responsibility on the students personally was fourth.

4. P.E. Belting (2) gives the results of a study by the High School Principals Association of Illinois made in 1920-21 of the extra curriculum activities in 145 Illinois schools. Athletics was found in all schools, literary and musical organizations in

(1) C.O. Davis, Training for Citizenship in the North Central Association, Proceedings of the National Associations of Secondary Principals, 1920, page 45.
(2) P.E. Belting, The Community and its High School,

5. J. Kenneth Satchell (1) studied 150 schools in Pennsylvania in 1922. He found student participation in 42% of these schools. Teachers maintain contact with the activities as advisors and members of the council, through the principal, through student committees that meet with the faculty, and as home room teachers. Many of the organizations were but recently formed. Only 13 claimed an existence of over five years.

6. A.P. Archer (2) reports a study made at a meeting of high school principals during a session of the Iowa State Teachers Association in 1922. All sizes of schools were represented in the 62 papers secured. Of these 21% had student councils, and 14.5% had some other form of organization. There are some special qualifications for officers in 34% of the schools, and these were based on scholarship in 14%. Faculty sponsors were appointed rather than chosen by the students in just half the cases.

He concludes that a great many schools are not trying any form of student self-government, and of those that are many are not very democratic in giving authority to the students.

(1) J. Kenneth Satchell, Student Participation in School Administration, School Review, Vol. 30, page 733
(2) C.P. Archer, School Government as an Educative Agency, School Review, Vol. 31, page 430.