

1981

A comparative study: The use of the student council as liaison between administration and student body

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A comparative study: The use of the student council as liaison between administration and student body

Abstract

The purpose of this study is to determine if changes have occurred in the role played by student councils as liaison agencies between student bodies and secondary school principals during the period of time between 1971 and 1981. If changes in that role have occurred, those changes will be described and discussed.

A COMPARATIVE STUDY: THE USE OF THE STUDENT
COUNCIL AS LIAISON BETWEEN ADMINISTRATION
AND STUDENT BODY

A Research Paper

Presented to

the Department of School Administration
and Personnel Services
University of Northern Iowa

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

by

Timothy D. Busby

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Entitled: A COMPARATIVE STUDY: THE USE OF THE STUDENT COUNCIL
AS LIAISON BETWEEN ADMINISTRATION AND STUDENT BODY

has been approved as meeting the research paper requirement for the
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Chapter 1

INTRODUCTION

In 1971 John Viviano conducted a study of the student councils in selected Iowa high schools to determine the effectiveness of these councils as liaison agencies between the student bodies and principals of the participating schools.¹

Viviano's study was conducted against a background of widespread student unrest, a common characteristic of secondary schools during the late sixties and early seventies. Today, ten years later, student unrest is no longer a dominant feature of the secondary school. Some observers, in fact, assert student apathy has replaced student activism in today's secondary schools, and there is some feeling that "traditional values" mark today the belief system of much of the nation's youth.

. . . student councils are dying in the independent schools--and in many public schools, too. Student government presidents are enchanted with the "potential power" of their organizations, but are almost unanimous in their frustrations at "getting anything done." Many heads would agree with Rollin P. Baldwin, director of the Baldwin School of New York City, that it is ". . . increasingly difficult to get the most worthy candidates to run for office. Even in a time of receding militarism," says Baldwin, "the kids are more

¹John James Viviano, The Use of the Student Council as Liaison Between Administration and Student Body. A Field Report Presented to the School of Graduate Studies Drake University. August, 1971.

interested in doing their own thing. There certainly has been a general falling off of interest in government, but at the same time students are less suspicious of administration."²

Given the contrast between today's secondary school student and the student of ten years ago, it is possible that the liaison role of the student council, studied by Viviano, may also have changed.

Purpose of the Study

The purpose of this study is to determine if changes have occurred in the role played by student councils as liaison agencies between student bodies and secondary school principals during the period of time between 1971 and 1981. If changes in that role have occurred, those changes will be described and discussed.

Procedure

The questionnaire used by Viviano in his 1971 study was used to gether the data for this study. (Appendix B) The questionnaire was distributed to the population which responded to the 1971 study, though some variation in that population has occurred over the ten year time interval. Specifically, the forty-six schools surveyed in 1971 experienced some reorganization, which left only forty-three schools as potential participants in this study.³

²Donald A. Roberts, Changing Patterns of School Governance (Boston: National Association of Independent Schools, 1974), p. 7.

³The Heartland Area Education Agency named the forty-three central Iowa schools which were selected and had previously made up the Iowa Central District Student Council which consisted of six Iowa counties--Polk, Jasper, Marshall, Poweshiek, Story, and Tama. (Appendix C)

The principal, student council adviser, and student council president in each of the forty-three schools were asked to respond to the questionnaire. (Appendix A) After three weeks, all those who had not responded to the original request were contacted by telephone and asked to return the completed questionnaire.

Limitations

Obvious limitations were recognized before beginning the research project. First, the instrument designed for the collection of data asked for opinions. This was felt necessary to measure the reactions of individuals to situations as they perceived them. Second, the questionnaire to be used was to be administered by mail, thereby creating some doubt as to the return. A third factor was that the questionnaire was to be administered to three different groups--principals, advisers, and student council presidents--with some of the same questions being asked of all three groups. As might be expected, there were some instances where answers varied; this did, however, provide more than one perspective. Hence, while this consideration constituted a limitation in securing consensus from respondents, it also constitutes one of the strengths of the study.

Definition of Terms

Administrator. Any person bearing the major responsibility for making decisions involving either curricular or extracurricular activity among secondary school students.

Student Council. A voluntary association made up of elected representatives of the student body and designed to carry out the functions of said organization as provided for by its constitution.

Adviser. An individual who counsels a student council in such a manner as to encourage, discourage, suggest, or recommend action in its various areas of activity.

Chapter 2

REVIEW OF LITERATURE

Student councils exist and function for several reasons.

Kent M. Keith cited three uses of the student council in secondary schools. In some schools the council's primary purpose is that of social coordination, while in other schools the council is to provide legislative experiences for student representatives. Keith felt that the third and most important purpose of having a student council is that the council provides student leaders with opportunities to strengthen their responsibility skills.

. . . Student councils enjoy a special--and enviable--place in school affairs. As a body representing student interests, it can present the student case for change and can help create the school situation that students want. At the same time, as a body recognized by the administration and faculty, it is placed in a pivotal position through which it can interpret administration attitudes to the student body and coordinate student and faculty efforts for school reform.¹

School authorities should allow their student councils to participate in decision-making situations involving many aspects of their schools. If a successful council is wanted, this type of involvement encourages student recognition, and theoretically, more

¹Kent M. Keith, "Will student Councils Die?," Highlights, XIII (November, 1969), 1.

student interest in attaining membership on the school student council. Brimm and Bush cited the necessity of students' being recognized:

It is essential for students to become involved with life and to participate actively and fully in the purposes and activities of learning. Without the sense of belonging and responsibility which such involvement nurtures, character traits essential and basic to the individual are not fully developed. Unless a student helps to make the decisions which affect him and feels that he has influence with those he values, he is deprived of an essential sense of significance and control.²

G. M. Van Pool, in the introduction to Student Councils in Action, expressed a basic philosophy of the function of the school:

School is a part of life and not just a bridge to life. Therefore, a student must have an opportunity to practice and to engage in some of the activities which will fit him to be the kind of citizen we want and need in a truly democratic community. We must all, then, permit and encourage our students to act now as good citizens; to learn how to be a good citizen by doing now the things which a good citizen does. The school is not simply a preparation for life--it is life and the student council which operates on this principle, knowing and understanding the fundamental philosophy of student participation, is rendering a real service.³

The authors of the above-named book listed several objectives for student councils which they believe will help the schools to function this way in society. These statements are taken from various constitutions of different student councils:

²Jack L. Brimm, Doris Bush, "Student Reactions to Environmental Factors in the Schools," NASSP Bulletin, May, 1978, 67.

³Lester A. Kirkendall and Franklin R. Zeran, Student Councils in Action (New York: Chartwell House, Inc., 1953), p. iii-iv.

1. To establish a cooperative system of government with the faculty.
2. To give the students a part in school government.
3. To give students an opportunity to share in the management of student problems.
4. To cooperate with school authorities and community in promoting the welfare of the school.
5. To develop a fine and useful school spirit and to promote self-discipline and cooperation.
6. To provide an agency for training in democratic citizenship.
7. To promote faculty-student cooperation for school progress.
8. To give the student body the means of having a voice in school affairs.⁴

These are but a few examples which provide a workable approach to student participation.

George E. Mathes presented a paper at the annual convention of the National Association of Secondary School Principals in which he stated that the student needs the student council:

Secondary school youth need practical experiences in doing those things expected of adults in a democratic society. The school needs the student council because the quality of education is improved when students are involved in an assessment of the educational experiences provided and have input in the ways the school can better meet the needs of the student and society. Society needs the student council as a way to prepare youth for successful living. If our democratic society is to survive, it must have a majority of adults who understand, appreciate, and participate in our democracy. . . .

In summary Mathes stated

⁴Ibid., p. 26.

The student council is the best means schools have yet devised to teach the ways of a democracy to our future citizens. Our youth must have practical experience in democracy and find these experiences rewarding if they are to be loyal to democratic principles.⁵

A case study done by MacKenzie and Elwell examined the student council's role in the school decision-making process at a New York high school. The student body, faculty, and administration responded to a 37-item questionnaire which examined their attitudes toward student council activities and importance in school decision-making. The results indicated that a majority of the students and faculty felt that students were not involved in the decision-making process even though the principals felt that they were. Students were disenchanted with the performance of the student council. The students did not feel that the council solicited their opinions, and they did not think that the council served as a link between the students and the administration. While activities to increase student input into student council activities were initiated, efforts at increasing student input into the decision-making process met with little response from the administration even though the principal agreed to meet with council representatives every two weeks.⁶

Within the literature a recurring opinion is expressed that most student leaders today are willing to work through the system to bring about the changes they desire. As Keith noted, the basic

⁵George E. Mathes, "The Student Council: Who Needs It?" (paper presented at the annual convention of the National Association of Secondary School Principals, 59th, Las Vegas, Nevada, February 7-12, 1975).

⁶William J. MacKenzie and William C. Elwell, "A Case Study of Student Government in a Middle School," Research Report, 1975, ERIC Ed 114338, p. 51.

thesis is that working through the system is ultimately more effective than fighting against it.⁷ Hopefully by working through the system, high school students will meet their own personal goals as well as those of the people they are representing. It is also feasible that high student participation in the activities program has to be a goal of every secondary school administrator and activities adviser. The activity program can not perform its valuable function unless it meets the interests of as many students as possible. High participation, however, is easier to state as a goal than to achieve in practice. The administrator, the adviser, and the student president all have important roles to play in stimulating participation, and all ought to be alert to the emotional and intellectual needs of a variety of students.

One final note is that student councils exist in an amorphous state. They are charged with the "conduct of student affairs" and attempt to serve as liaison between the student body and the administration. The councils are expected to listen to the populace, clarify and simplify their demands, guess at the administration's probable reactions, and, with that guess as a moderating factor, then forward any proposals to the head of the school. This is a big undertaking for anyone, let alone a young, inexperienced student.

In summary, authorities concur on the importance of the student council as a learning experience. But, as McKenzie and

⁷Kent M. Keith, The Silent Revolution in the Seventies, (Washington, D.C.: National Association of Secondary School Principals, 1971), p. 12.

Elwell found, the decision-making process often excludes the student. However, apparently the modern student leaders prefer to work within the system to bring about desired changes.

Chapter 3

PRESENTATION OF DATA

This chapter presents the selected results of a questionnaire constructed by John James Viviano in 1971 and used by this author in 1981. Both instruments were administered by mail to basically the same group of schools. The analysis of data from the 1981 study is restricted to those questionnaire items used by Viviano in the 1971 study, a procedure dictated by the need to draw comparisons between the findings of Viviano and the findings of this study. The presentation of the data will be primarily in tabular form.

Population and Sample

The three groups making up the population of this study are (1) principals, (2) student council advisers, and (3) student council presidents in Iowa. That portion of the population which was sampled consisted of (1) principals, (2) student council advisers, and (3) student council presidents of the forty-three high schools once comprising the Iowa Central District Student Council. Due to reorganization of the AEA (Area Education Agency), the Iowa Central District Student Council was disbanded. This same geographical area is now made up of only forty-three schools.

Names and addresses of the sample subjects were obtained from Mr. Milton Schultz, once the director of the Iowa Central District Student Council located in Marshalltown, Iowa. Further data were obtained from a study entitled, "The Use of the Student Council as

Liaison Between Administration and Student Body," presented to the School of Graduate Studies, Drake University, in 1971 by John James Viviano. (Appendix B)

The overall return on the questionnaire was 92.8 percent in 1971 compared with 79 percent in 1981. The difference of almost 14 percent may be explained by some responses received with some of the uncompleted instruments. They indicated that over the past several years there have been numerous similar questionnaires and opinionnaires making it too exhausting to give attention to each. Individual and group returns, including both numerical and percentage figures, are indicated in Table I.

Table I
Questionnaire Return Figures

	Principals	Advisers	Presidents
Questionnaires Mailed	43	26	43
Questionnaires Returned	34	20	29
Percentage of Return	79	77	67

In the 1971 study, at least one response was received from each of the forty-six schools surveyed. This study shows responses from only 34 of the 43 schools surveyed. Viviano had access to the files of the then existing group of 46 schools comprising the Iowa Central District Student Council. Rosters of advisers and student council presidents have not been updated or kept, making it difficult to receive the desired 100 percent return.

Viviano mailed 46 questionnaires, having a 98% return from the principals, a 91% return from the advisers, and an 89% return from student council presidents.

The comparative rate of return in the two studies is displayed in Table II.

Table II
Comparative Questionnaire Return Percentages
by Groups

1971		1981		1971		1981		1971		1981	
98%		79%		91%		77%		89%		76%	
Principals		Advisers		Presidents							

According to the 1971 study, 74% of the schools had 0-10 students participating and 26 between 11-25 participating in the activities of student councils.

The 1981 study shows slightly more student involvement as indicated in Table III.

Table III

Active Student Participation in Student Council

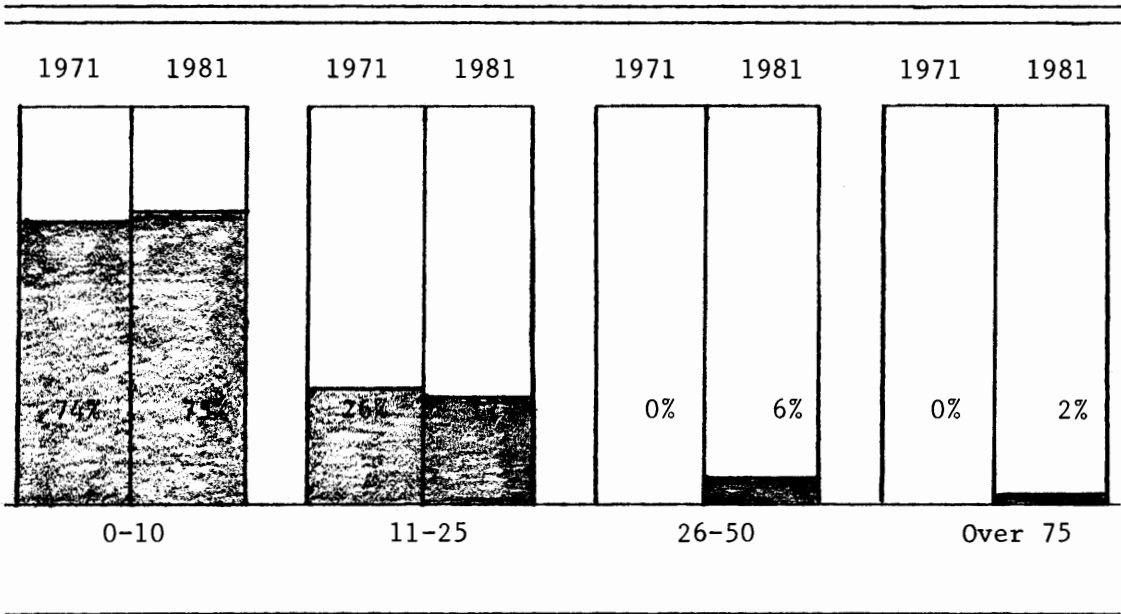
	Number of students actively participating				
	0-10	11-25	26-50	50-75	Over 75
Percentage of schools	75%	17%	6%	0	2%

Table IV presents the comparison between the participation reported in 1971 with the figures reported in the 1981 study.

Table IV shows a high degree of similarity between the participation rates reported in 1971 and those reported in 1981. Eight percent of the schools in the 1981 study show participation rates considerably higher than any school reported in the earlier study.

Table IV

Comparative Student Participation
in Student Councils



Viviano found student council meetings were held at least once a week in 43% of the schools, twice a month in 33%, and once a month in only 24%. The 1981 respondents indicated meetings were held less frequently as shown in Table V. In 1981 more than half the schools met only once a month, or less frequently. Nearly that many schools were meeting on a weekly basis in 1971.

Table V
Frequency of Student Council Meetings

	Number of Respondents	Percent
Once or more a week	13	16%
Twice a month	75	30%
Once a month	33	40%
Less than once a month	12	14%

When the role of the student council as a sounding board for *student grievances is examined, both the Viviano study and this study* show almost the same pattern of responses from those who believe councils "frequently" serve this function. In 1971, 11% of the principal-adviser group and 15% of the student group believed the council "frequently" served as a sounding board. In 1981, 13% of the principal-adviser group and 14% of the student respondents held this view, as shown in Table VI.

Table VI

The Student Council as a "Frequent" Sounding
Board for Grievances

	Number	Percent
Principals, advisers	7	13%
Students	4	14%

Viviano's findings showed 78% of the principals and advisers and 58% of the students felt the student council to be an "occasional" sounding board for grievances. Principals-advisers and students were closer together in their perception in 1981, as shown in Table VII.

Table VII

The Student Council as an "Occasional"
Sounding Board for Grievances

	Number	Percent
Principals, advisers	34	63%
Students	16	55%

The Viviano study found that 11% of the principals-advisers group felt the student council was seldom a sounding board for grievances and none felt the council was never a sounding board; yet 22% of the students indicated it was seldom, and 5% indicated it was never a sounding board.

Again 1981 principal-advisers and student groups are closer together in their perception, as shown in Table VIII.

Table VIII

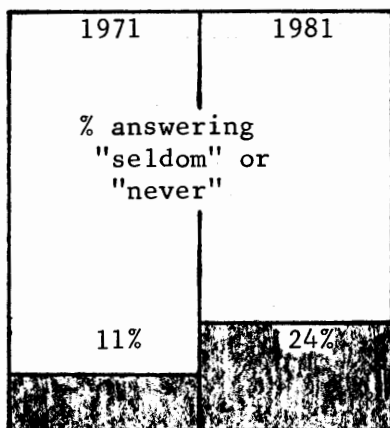
The Student Council as "Seldom" or "Never"
A Sounding Board For Grievances

	Seldom		Never	
	Number	Percent	Number	Percent
Principals, advisers	13	24%	0	0
Students	9	31%	0	0

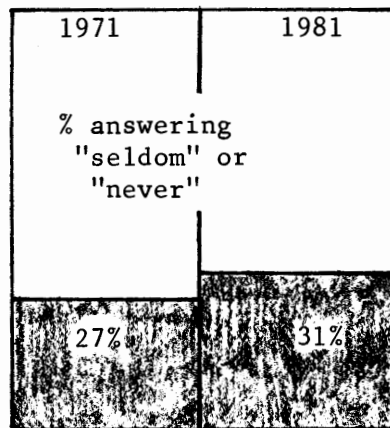
Table IX presents the comparison between the views of the principal/adviser group and student group in 1971 and in 1981.

Table IX

Comparative Perceptions of the Student Council
"Never or Seldom" Used as a
Sounding Board for Grievances



Principals-Advisers



Students

It is evident from these data that in 1981 principal-adviser responses reflect the perception of 31% of the student respondents that the student council seldom or never is used as a student grievance mechanism to a far greater degree than was true in 1971.

The question concerning the degree of respect the two groups felt the school's administrators showed the student council disclosed in the 1971 study that 21% of the principals-advisers felt that the school administrator "highly" respected the student council, 74% felt that student councils were "moderately" respected, 4% felt that the student council was "tolerated", and none felt the student council was "ignored." One percent was not reported in the Viviano study.

In 1971, 24% of the students felt that the school administrator highly respected the student councils, 56% felt the respect was moderate, and 17% felt that the student council was tolerated. Three percent were not reported.

The investigator's 1981 study found larger percentages of both principal-advisers and students perceiving the school's administrators as having higher respect for the student council than was true in 1971. Smaller percentages of 1981 principals-advisers felt the administrators "tolerated" the student council than did the 1971 group. However, a larger percentage of 1981 students felt the council was merely tolerated than was true in 1971. The degree of respect reported in 1981 is shown in Table X.

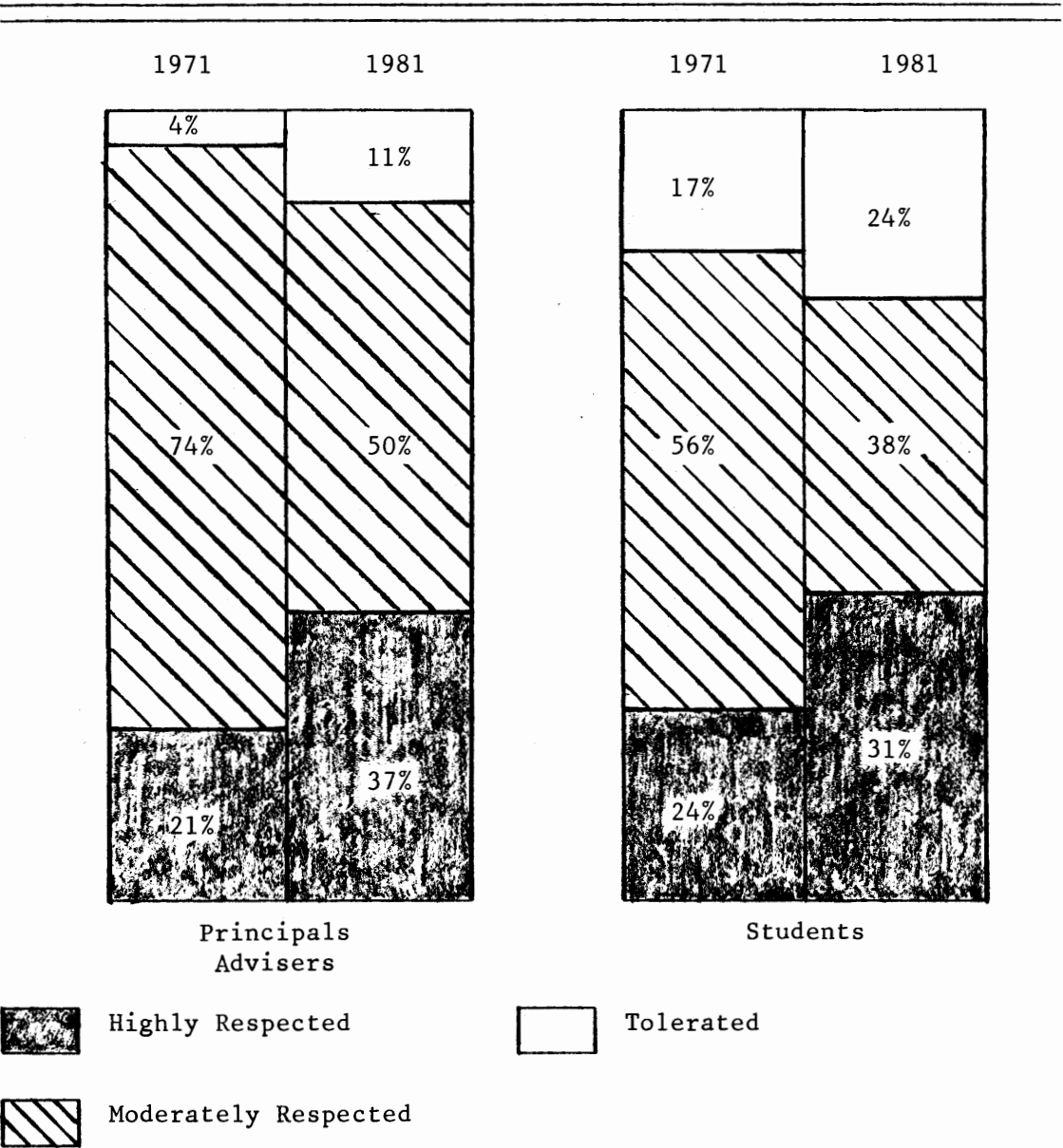
Table X

Respect For Student Councils Exhibited
By School Administrators

	Highly	Moderately	Tolerated	Ignored
Principals-advisers	39%	50%	11%	0
Students	31%	38%	24%	2%

Table XI presents the percentages of the two respondent groups choosing the available options in 1971 and in 1981.

Table XI
Comparative Perception of the Respect For
Student Councils Exhibited by
School Administrators



Both responding groups in the 1981 study show a higher percentage of respondents who believe administrators merely tolerate student councils now than was true in 1971. Students in the current study are more inclined to this view than they were ten years ago, though a higher percentage believe their administrators highly respect the student council today than was true in 1971.

The Viviano study showed that 82% of the principals-advisers felt the student council was looked upon as an integral part of the total school program by school administrators; 18% did not. Seventy-one percent of the students had the impression that administrators viewed the student council as an integral part of the total school program; 29% did not. The 1981 study shows similar results, as shown in Table XII.

Table XII

The Student Council as an Integral Part
of the Total School Program

	Yes	No
Principals-Advisers	83%	17%
Students	79%	21%

The percentage of variation in the perception of both groups over ten years seems to have changed remarkably little in this area, with nearly four of every five respondents believing administrators do view the student council as an integral part of the school program.

Principals-advisers and students were asked whether their schools had witnessed one or more incidents of student unrest in the past three years. "Unrest" was not defined. As might be expected there was considerable variance in the figures reported by each of the groups involved.

Viviano reported principals and advisers in one combined group throughout most of his study. However, on the question of unrest, he reported principal's and adviser's viewpoints separately. The study showed that 33% of the principals, 21% of the advisers, and 49% of the students felt that student unrest was evident in their schools. Sixty-one percent of the principals, 69% of the advisers, and 51% of the students felt that student unrest did not exist.

The 1981 study indicates that fewer members in all three groups feel there is unrest today. However, a higher percentage of students than either principals or advisers continue to sense unrest, as was true in the 1971 study. Table XIII presents the data from the 1981 groups.

Table XIII

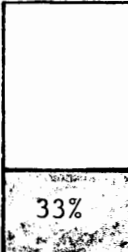
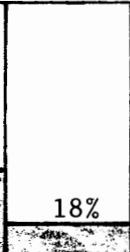
Perceptions of Student Unrest in the Schools



	Yes	No
Principals	18%	82%
Advisers	5%	95%
Students	34%	66%

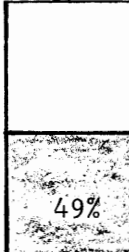

Of all groups, as in 1971, advisers were least perceptive of unrest, and students most sensitive to its incidence.

Table XIV presents the comparison among the responses of each group in 1971 and in 1981. The disparity between the percentage of principals and students who believe there is unrest in the schools has varied little in the two studies.

Table XIV
Comparative Responses of Those Perceiving
Student Unrest in the School

1971		1981	
			
33%		18%	

1971		1981	
			
21%		5%	

1971		1981	
			
49%		34%	

Principals	Advisers	Students
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Chapter 4

SUMMARY OF DATA

Although a lower percentage of returns than in 1971 was obtained in this 1981 study, questionnaire returns varied from 67% in the case of student council presidents to 79% in the case of principals.

The numbers of pupils involved in student council work were very similar in 1971 and 1981 reports. However, in a few schools in 1981, unlike 1971, unusually large numbers of participants were reported.

The frequency of student council meetings is less in 1981 than in 1971, when 43% of the schools reported once-a-week meetings as against only 13% reporting that pattern of meetings in 1981.

Few principal-advisers and few students in 1971 viewed the council as a frequent sounding board for grievances. Reports in 1981 were similar. In 1971, 78% of the principals and only 58% of the students felt the council served as an occasional sounding board. In 1981 that feeling was held by 63% of the principals and 55% of the students, a reduced divergence of viewpoint. Likewise the two groups of respondents were closer in 1981 than in 1971 in viewing the council used "seldom" as a sounding board for grievances.

Findings in 1981 indicated a perceived higher degree of respect for the council by administrators than was true in 1971. Both groups in 1971 felt administrators saw the council as an

integral part of the school program. The 1981 results showed principals-advisers and students, in slightly larger incidence, reporting that viewpoint.

In 1981, fewer of both groups than in 1971 felt student unrest was evident in schools. However, as in 1971, students were most likely to sense unrest, advisers least likely.

Conclusions

In the process of accumulating the data provided by the survey instrument, two factors appear to be of principal importance: (1) administrative attitudes toward the student council and (2) the student body's perception of the student council. Should a negative attitude be taken by either the principal or the student body, any liaison effort undertaken by the student council would appear doomed to failure. A successful effort would, however, be enhanced by both parties.

All evidence gathered in the investigation of 1971 and 1981 points to the fact that the success or failure of liaison efforts is dependent upon the perceptions and attitudes of the persons involved and the people it affects. The existence of an atmosphere of distrust or negativism in any form is almost certainly a predecessor to failure.

Principals-advisers and students are now closer together in viewpoint than in 1971. Generally, administrators have accepted the importance of the council, but in a scene of less unrest, council meetings are less frequent, but is this necessarily a positive sign for our schools in particular and society in general?

The evidence clearly illustrated eased tension between principal-adviser and select representatives of student councils today as contrasted to a decade ago. This could be a sign of greater respect for authority on part of the student and greater empathy for the student on the part of the principal-adviser. Yet there is a possibility of a more invidious relationship occurring. There could be less interest today on the part students play towards their student government. In this case, student body leaders could be playing a nonrepresentative role, which would not bode well for any role student government may pretend to play.

The fact that fewer meetings are held also presents administrators with both positive and negative possibilities. Fewer meetings provide student leaders and principal-advisers greater opportunity for more productive educational pursuits. But does this indeed occur? Are principal-advisers more productive and efficient today than ten years ago? Do students apply more time in achieving educational goals? While these questions are significant, they are beyond the scope of this study.

Principal-advisers and student leaders obviously benefit personally from the relative decline of grievances brought up in current student government meetings as compared to ten years ago. The reduction of stressful encounters pitting students against administrators, certainly yields psychological dividends. But is it at some cost to the social development of the potential leaders of tomorrow? Confrontation is not always pleasant but that does not necessarily mean that it is not educationally valuable.

Principal-advisers today profess better respect for student government than they did ten years ago. Is it because student leaders are "better" today, or is it because student governments provide less work and effort today than ten years ago for principal-advisers?

The results of this study indicate a more serene relationship between student leaders and principal-advisers. Superficially, less student unrest could be equated with greater student contentment. This would enable schools to function more effectively as educational institutions rather than combat zones. The evidence presented, however, leaves room for nagging doubt. After all, if student government is a facade for an apathetic or disillusioned student body, then student government is not a pertinent educational device and perhaps serves less purpose today than ten years ago. These observations are, however, merely possibilities, with no hard statistical data to support either the positive or negative potential related to the accumulated data.

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APPENDIXES

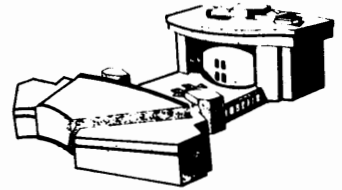
UNIVERSITY OF NORTHERN IOWA
CHARLES CITY, IOWA 50614

Department of School Administration
Personnel Services
319 273-2605

APPENDIX A
SAMPLE SURVEY COVER LETTER

UNI

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Education Center

April 22, 1981

Dear Sir:

I am a graduate student at the University of Northern Iowa and am now seeking my Master's degree in Secondary School Administration. I am asking for your help and the help of your Student Council President and the Student Council Adviser in completing the enclosed questionnaire, which deals with the Student Council as a liaison unit between school administrators and the student body.

This same questionnaire was completed by your school in 1971. I am reproducing it today to determine if any substantive changes have occurred during the ten years which have elapsed since it was first administered.

All replies will be treated confidentially, and no school will be identified in the final study.

Since I hope to have the data gathered by the end of this school year, I would appreciate your completing the questionnaire and returning all three copies to me in the self-addressed envelope at your earliest convenience.

Thank you so much for your assistance. I appreciate it very much.

Sincerely,

Tim Busby
Graduate Student
Department of School Administration
and Personnel Services

TB:ms
Enclosure

APPENDIX B

QUESTIONNAIRE-OPINIONNAIRE

Please indicate your response by filling-in or placing a check mark in the appropriate blank.

1. What is your position? (If you are both Principal and Adviser please check both.)

☐ Principal
☐ Student Council Adviser
☐ Student

2. What percentage of the student body actively participates in the Student Council?

☐ 0-10%
☐ 11-25%
☐ 26-50%
☐ 51-75%
☐ Over 75%

3. When does the Student Council hold its meetings?

☐ Before school
☐ During school
☐ After school

4. How frequently does the Student Council hold meetings?

☐ Once or more per week
☐ Once per month
☐ Twice per month
☐ Less than once a month

5. Is the Student Council looked upon by the student body as something more than a "social co-ordinator?"

☐ Yes
☐ No

6. Is the Student Council a sounding board for student "gripes?"

☐ Frequently
☐ Occasionally
☐ Seldom
☐ Never

7. Is the Student Council respected by the school administration?

☐ Highly
☐ Moderately
☐ Tolerated
☐ Ignored

8. Does the school administration look upon the Student Council as an integral part of the total school program?

☐ Yes
☐ No

9. Does the Student Council in any way act as a "go-between" between the student body and the school administration?

☐ Yes
☐ No

9a. If yes, has the Student Council been effective in the role of "go-between?"

☐ Highly
☐ Moderately
☐ Not at all

10. Is there a student group, other than the Student Council, which acts as a "go-between" between the student body and the school administration?

☐ Yes
☐ No

10a. If yes, please explain.

10b. If yes, has the group been effective in the role of "go-between?"

☐ Highly
☐ Moderately
☐ Not at all

11. In the past three years, has your school witnessed one or more incidents which you would characterize as "student unrest?"

☐ Yes
☐ No

11a. If yes, how may?

☐ incidents

12. Is your high school a public or private institution?
- ☐ Public
☐ Private
13. How large is the student enrollment in your high school?
- ☐ 0-325
☐ 326-675
☐ 676-1,000
☐ over 1,000
14. How many senior high schools are there in your community?
(If more than one, please indicate the exact number.)
- ☐ one
☐ more than one ()
15. What is the approximate size of your community?
- ☐ 0-2,500
☐ 2,501-5,000
☐ 5,001-25,000
☐ over 25,000
16. Using percentage figures, please indicate the employment make-up of the community.
- ☐ Labor
☐ Clerical
☐ Management
☐ Professional
17. What is the primary source of income for the community?
- ☐ Agriculture
☐ Industry
☐ Retailing
☐ Professions
18. What is the percentage of minority group population in your community?
- ☐ Less than 1%
☐ 1-5%
☐ 6-10%
☐ 11-20%
☐ Over 20%
19. What is the percentage of minority group population in your school?
- ☐ Less than 1%
☐ 1-5%
☐ 6-10%
☐ 11-20%
☐ Over 20%

20. If you are a Principal or an Adviser please indicate your age bracket.

☐ 22-32
☐ 33-43
☐ 44-54
☐ 55-65
☐ Over 65

21. How many years of experience have you had as a Principal or an Adviser?

☐ 1st year
☐ 2-6
☐ 7-12
☐ Over 12

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ARE STUDENT COUNCIL ADVISER.

22. Are you a member of the administration?

☐ Yes
☐ No

- 22a. If yes, what is your position?

☐ Principal
☐ Assistant Principal
☐ Other (please specify)

23. What is the attitude of the faculty toward the Student Council?

☐ Favorable
☐ Mixed
☐ Unfavorable

24. How many hours per week do you devote to Student Council?

☐ 0-3
☐ 4-6
☐ 7-9
☐ 10 or more

25. Have you taken any college level courses in student activities?

☐ Yes
☐ No

26. As Adviser do you receive compensation in any tangible form?

☐ Yes
☐ No

27. Do you enjoy working with Student Council?

- ☐ Very much
- ☐ With reservation
- ☐ Not at all

28. Through what process were you selected as Adviser to the Student Council?

- ☐ Appointed by administration
- ☐ Volunteered
- ☐ Other (please specify)

APPENDIX C

ALL SCHOOLS INCLUDED IN THE SIX CENTRAL IOWA COUNTIES SURVEYED

Jasper County

1. Baxter Community School District
2. Colfax Community School District
3. Lynnville-Sully Community School District
4. Mingo Community School District
5. Monroe Community School District
6. Newton Community School District
7. Prairie City Community School District

Marshall County

1. Green Mountain Independent School District
2. L. D. F. Community School District
3. Marshalltown Community School District
4. Semco Community School District
5. West Marshall Community School District

Polk County

1. Ankeny Community School District
2. Bondurant-Farrar Community School District
3. Des Moines Independent Community School District,
comprised of these six separate high schools, which were each
surveyed:
 - a. Tech
 - b. North
 - c. Roosevelt
 - d. East
 - e. Lincoln
 - f. Hoover

Poweshiek County

1. Brooklyn-Guernsey-Malcolm Community School District
2. Grinnell-Newburg Community School District
3. Montezuma Community School District

Story County

1. Ames Community School District
2. Ballard Community School District
3. Collins Community School District

Story County continued

4. Colo Community School District
5. Gilbert Community School District
6. Maxwell Community School District
7. Nesco Community School District
8. Nevada Community School District
9. Roland-Story Community School District

Tama County

1. Dysart-Geneseo Community School District
2. Garwin Community School District
3. Gladbrook Community School District
4. North Tama Community School District
5. South Tama Community School District