



Student councils in Montana high schools: a comparative study of roles and perceptions  
by Robert Clifton Schaal

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

The purpose of this study was to determine: (a) if there was a difference in perception of building principals, building principals who were also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (b) if there was a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (c) if the perception of the participants differed between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (d) if the perception of the participants differed between members and non-members of the National Association of Student Councils.

The problem was investigated by: (a) a review of literature related to the problems, (b) surveying seventy-seven building principals, seventy-five building principals who were also student council advisers, sixty-six student council advisers, and one hundred thirty-one student council presidents and (c) tabulation, analysis and comparison of data gathered.

All the various types of comparisons made yielded significant differences but three yielded more differences than the others. They were: (1) building principals, building principals who were also student council advisers, student council advisers, and student council presidents, (2) size of student council, and (3) size of the school.

A higher percentage of building principals and building principals/student council advisers indicated that their student council was pupil centered and a model of democratic government than did student council advisers and student council presidents. More student council presidents indicated that their student council was seldom a part of the total educational program than did the other groups.

The study indicated that the larger student councils had leadership training programs, handled more business through committees, and had more orientation programs than did the smaller student councils.

Fewer of the small schools considered their student council as part of the total educational program, had leadership training programs or programs for evaluating their work as compared to the larger schools. The study indicated that the student councils in larger schools used more committees, had more input into chartering clubs and selection of assemblies than did those from smaller schools.

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COMPARATIVE STUDY OF ROLES AND PERCEPTIONS

by

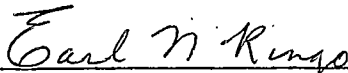
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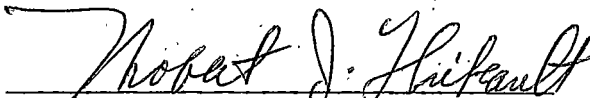
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## ABSTRACT

The purpose of this study was to determine: (a) if there was a difference in perception of building principals, building principals who were also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (b) if there was a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (c) if the perception of the participants differed between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (d) if the perception of the participants differed between members and non-members of the National Association of Student Councils.

The problem was investigated by: (a) a review of literature related to the problems, (b) surveying seventy-seven building principals, seventy-five building principals who were also student council advisers, sixty-six student council advisers, and one hundred thirty-one student council presidents and (c) tabulation, analysis and comparison of data gathered.

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Fewer of the small schools considered their student council as part of the total educational program, had leadership training programs or programs for evaluating their work as compared to the larger schools. The study indicated that the student councils in larger schools used more committees, had more input into chartering clubs and selection of assemblies than did those from smaller schools.

When the groups were compared as to years of experience and whether they were members of Montana Association of Student Councils or National Association of Student Councils or non-members, the data yielded a significant difference on only a few items.

## Chapter 1

### INTRODUCTION

There appears to be considerable agreement among writers and speakers that society in general and education in particular is in a state of change. A variety of groups, including students are asking for more participation in decision making (McGrew, 1970:124).

Giroux (1975:2) said, "there is no magic formula for producing mature democratic behavior in young people, but allowing them to share in the decision-making process of the school clearly affords them a means for learning to produce such behavior on their own." Giroux (1975:2) continued by saying, "if student representative organizations and student activity programs are to function properly, they must be recognized by administration and teachers as an integral part of the school community." Gainor stated that:

The title of student council should reflect a connotation of group interaction and subsequent decision making. Student councils should ultimately be faced with situations requiring skillful approaches to decision making and the ability to handle change in a positive manner (1973:129).

Much of the literature today speaks of the necessity for student involvement in their school's program. Lovetere (1973:132) stated that, "the general problem of how to involve students in the general operation of the school is advanced by the principles of participatory democracy." Lovetere listed the following reasons for involving students in the operation of the school:

1. It taps a source for new ideas.
2. People are likely to be more supportive of policies and programs that they feel they have shared in determining.
3. Participation in the democratic process is both educational and beneficial.
4. It allows others to get an inside view of the decision making process. It gives them a greater understanding of the limitations that reality imposes on a decision maker.
5. It gives the principal another perspective on the operation of the school.
6. It has a tendency to make faculty groups and student groups more responsive, more courteous, and more logical when dealing with each other.
7. It adds weight to recommendations that go to bodies outside of the school.
8. It provides a forum for "reality testing" ideas.
9. It provides a process where in potentially explosive issues can be defused and given adequate and deliberate consideration.
10. It compiles with the spirit of court decisions which imply student involvement and determination of practices and procedures in the school (1973:132).

Gainor stated that:

Too many student councils are pseudo-democratic. Students merely go through the actions and make decisions suggested by their school sponsor or administration. Students should be made aware of their operating boundaries and then be allowed to experience democracy in action (1973:130).

#### Statement of the Problem

Sterner (1963:31) wrote that the student council should be a place for the meeting of the minds of students, teachers and administrators. The Student Council Handbook had this to say about what the student council is capable of providing:

A student council will provide an effective voice for students only when it makes a commitment to represent all student

groups in the school, has a clear perception of its role within the total school program and defines its objectives in such a way that they can be understood and accepted by students, faculty and administration. If the understanding and acceptance are mutual there is no limit to the contribution that students can make to their education through the student council (1975:1).

With this in mind, the research was designed to determine:

(1) if there is a difference in perception of building principals, building principals who are also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (2) if there is a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (3) if the perception of the participants differs between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (4) if the perception of the participants in the survey differs between members and non-members of the National Association of Student Councils with regard to the role of student councils.

#### Need for the Study

Giroux (1975:1) said; "the need to define the purpose of student representative organizations is especially important in this time of educational, social and political change." According to Armstrong (1970:553) in recent years the student councils have received much criticism with regard to duties, membership and scope of authority.

Glatthorn stated that:

The tragedy is not that councils are bogged down in trivia, but that they are convinced that that is all they are allowed to do. Some how, under the leadership of the principal, the student councils of our nation have to find a more meaningful sense of purpose, a clearer sense of direction. An organization will live and flourish only as long as it performs a needed function. Consequently any attempts to keep a moribund council alive with suggestions of enthusiasm are bound to fail unless we take the more radical measure of rejuvenating what is at the heart of the council, its programs and its activities (1970:18).

Place (1973:2) agreed with this and then he commented about new approaches for student organizations by saying, "at present the best plan of action appears to be retention, remodeling and revitalizing the existing student councils."

Gluchman (1975:5) was of the opinion that a clear statement of the student council's role and responsibility was important in its operation. He felt that if students cooperated with administration in the development of operational procedures that the students could then operate more independently with fewer conflicts and administrative vetoes.

In several discussions with Montana school personnel the role of the student council and those involved with it has usually been a topic of concern. The writer hopes that this study will provide useful information for those involved with student councils in Montana high schools.

General Questions to be Answered  
From the Review of Literature

1. What is the historical background of student councils?
2. What traditional methods of organization have student councils used?
3. What are the stated goals of student councils?
4. What improvements are suggested in the literature for student councils?

Specific Questions to be  
Answered by the Study

1. Do principals, student council advisers and student council presidents perceive the role of the student council in Montana high schools differently?
2. Does the perceived role of student council in Montana high schools differ as the size of the school increases?
3. Is there a difference in the perceived role of student council in Montana high schools between schools that belong to the Montana Association of Student Councils and non-members?
4. Is there a difference in the perceived role of student council in Montana high schools between schools that belong to the National Association of Student Council and non-members?
5. Who selects the student council advisers of Montana high schools?

6. What position do student council advisers of Montana high schools normally hold?

7. What form of representation is used for student councils in Montana high schools?

8. Are student councils in Montana high schools perceived as contributing to the learning process of students?

9. Are all students eligible for membership in student councils in Montana high schools?

10. Are Montana high school student councils involved with their local communities?

11. Are all Montana high school students eligible to vote in student council elections?

12. What areas of administration do student councils in Montana high schools participate in?

13. What is the organizational structure of student councils in Montana high schools?

14. Is veto power used by administration with regard to student councils in Montana high schools?

15. How often do student councils in Montana high schools meet and during what part of the day?

16. How many student councils in Montana high schools have written constitutions and when were they last revised?

17. What grade point average requirements for student council



membership do student councils of Montana high schools have?

18. How many participants in the survey have attended a Montana Association of Student Councils meeting?

19. How many participants in the survey have taken a course in student activities?

### General Procedures

The procedures to be followed in this study started with an extensive review of related literature providing the background for the study. A survey questionnaire was developed to gather data on the role of student councils in Montana high schools. The questionnaire was developed to survey the perceptions of building principals, student council advisers and student council presidents with regard to the role of the student council in Montana high schools. The questionnaire was also designed to gather selected demographic data about the participants and the schools they were associated with. Comparisons of the perceptions among the three groups was made regarding the role of the student council in Montana high schools. The findings were analyzed and evaluated. From the analysis of the findings the researcher drew conclusions and made recommendations for improving student councils in Montana high schools.

### Delimitations

1. This study was conducted only in Montana high schools and

therefore, has limited applicability to areas of larger population.

2. Review of literature was limited to the library at Montana State University, interlibrary loan facilities at Montana State University, ERIC materials, dissertation abstracts, periodicals from appropriate professional associations and personal libraries.

3. This study was limited to the academic year 1975-76.

#### Definition of Terms

Student council. The most generally used term for student organization concerning itself with student affairs and interests.

Student council adviser. That person who directly has the responsibility for supervising student council activities, hereinafter referred to as sca.

School size. The four categories of schools used in this study are grouped as to the number of students enrolled. The groups, with a few exceptions, compare to the Montana High School Association activity grouping of class AA and A, (over 301), B (126-300), and C (0-125).

#### Summary

Some writers are of the opinion that in today's society students are asking for, and in many cases receiving, more opportunity to participate in the operation of the school. The problem is usually how administration can involve the students. Today's students are

not very receptive to artificial types of involvement. They want their efforts to be meaningful and contribute toward the goals. There are those that are of the opinion that the student council can provide students the opportunity for meaningful participation.

The need for this study was predicated upon a changing school community. During any period of change it is necessary to continually assess the roles of the organizations that make up the school community.

The purpose of this study was to determine the role of student councils in Montana high schools as perceived by building principals, student council advisers and student council presidents.

## Chapter 2

### REVIEW OF LITERATURE

This chapter will discuss the literature that is related to the history, roles and current trends of the student council found through the research. The following outline has been followed:

1. History of the student council.
2. Organization of student councils.
3. Stated goals of student councils.
4. Role of the student council adviser.
5. Role of the student council president.
6. Role of the administration.
7. Current trends.
8. Related studies.

#### History of Student Councils

The concept of student councils dates back a long way. McKown had this to say:

Although the expression "student council" is of recent origin, the basic idea is not by any means new. It was incorporated in Plato's Academy, in Aristotle's Lyceum, in Vittorino da Feltra's "Pleasant House," in the Monitorial and the Jesuits schools; and it was endorsed by such great early educators as Pestalozzi, Forebel, and Rousseau (1952:84).

Schoolland (1962:2) found through his research that the early New England High Schools did not provide much for the participation of students in government. He did find that in 1852 the Hartford Public

High School in Connecticut developed a plan that closely resembles the modern plan of student government. Schoolland reported that:

Beginning around 1900 the monitorial system was instigated in which monitors were appointed to carry on various responsibilities and there was a general transition away from a concept of student self government to a concept of student participation in the administration of school activities. With this came a gradually emerging philosophy of education in which Rousseau suggested pupil activity as an educational principle (1962:2).

The literature cited several incidents where the concept of self-government caused misunderstanding among the students, faculty and administration. McKown was not in favor of the term self-government and had this to say:

The use of the inaccurate expression "student self-government" is to be deplored. There is, in reality, no such thing as "student self-government," and there never will be for two good reasons.

In the first place, students lack the judgment that must accompany executive, legislative, and judicial power. They may possess, the ideals, ambitions, intentions and perhaps, even many of the knowledges essential to wise self-government, but they lack judgment. Judgment comes only with maturity, and maturity only with experience; the students lack both experience and maturity and consequently judgment also.

In the second place, there is a legal reason why student self-government is impossible. The principal of the school is officially charged by the community, through the board of education, with responsibility for the school, its equipment and its student welfare. The students are not so charged and could not be, even if it were desirable.

Hence, educationally and legally, the expression student self-government is an incorrect designation. It has been widely used because of its somewhat attractive and idealistic implication, and also it is a more compact, easily handled, and more commonly understood expression than participation in school control but it is a misnomer (1952:86).

In April, 1927, the idea of a nationwide organization of

student council sponsors was conceived by N. Robert Ringdahl and the first meeting was held in June 1927, in conjunction with the National Education Association meeting in Seattle, Washington (Coy, 1972:18).

According to Van Pool (1967:127) there was a national-student council organization for students started in 1931. However, the main thrust of the National Association came in 1942 when the National Association of Secondary School Principals assumed full responsibility for the association. Since 1942 the National Association of Student Councils has grown because of the influence of the Principals Association.

#### Organization of Student Councils

Bear (1962:15) said, "the student council is an important part of any good secondary school organization and program". He went on to say, "when properly organized and wisely managed it contributes significantly toward the attainment of the school's educational objectives".

McKown had this to say about the student council:

The council is not an end in itself, nor is it a thing apart from the school. Growing naturally out of the very life of the school and as an essential part of it the council can mobilize the school's forces for the promotion of a comprehensive, varied and educative program (1952:88).

As is the case in most concepts spread as widely as that of the student council there are different patterns of organization. Dodds

had this to say:

The particular pattern of organization for student councils and student government has been the subject of much study. Effective programs can be cited for practically any type, but an appropriate organization should provide for the representation of all students and for the performance of its function and at the same time be no more elaborate than necessary for the execution of its defined tasks (1960:253).

Representatives to the council are selected in a variety of ways. Frederick (1965:12) thought that the general representation of a relatively permanent group, such as a home room, a class or a grade group, is preferred over the special representation of officers of sub-organizations.

With regard to the representation on the student council Mathes concurred with the other writers when he said:

The student council should be representative of the entire student body. Just as the federal government is representative of all the people, so too, should the council represent all segments of the school. Several attempts have been made to classify councils on the basis of the groups represented. Most of these are of little value since councils almost always are found as combinations and seldom if ever occur as pure types. The important fact remains that the student council should never become just a group that represents a select few. Every student and every group should feel that it is adequately and fairly represented on the council (1962:19).

Frederick had this to say about the selection of representatives for the student council:

Representatives are commonly elected by free, secret ballot, more and more frequently by the use of public voting machines. Eligibility for membership is non-restrictive; it is based on membership in the student body. Some general organizations do specify the representatives must be in a certain grade group,

have a definite level of scholarship and be relatively free of other responsibilities. In general the wider concept of eligibility is preferred for the very important reason that it is desirable for all students to have the opportunity to practice the exercise of judgment (1965:12).

According to Frederick the following guidelines for student councils are acceptable:

1. Student organization, through which students may participate in managing their formal school life, fill very real and necessary functions.
2. Students and faculties must appreciate the value of the services performed by student organizations.
3. Representation must be total, truly representative and known by all.
4. A corollary to principle 3 is that every student is a voting citizen of the school.
5. Every student is eligible for election to the representative body and administrative staff.
6. Student councils should be given power of decision in defined areas.
7. Student councils should be given advisory roles in selected affairs.
8. The role of the administrator or faculty advisor is not that of veto-wielder, but that of a guide and helper.
9. The student organization should be the most important and most general of all student groups.
10. The structure of the student council is important but secondary to the principles suggested above (1965:21).

Dodds (1960:251) said, "it must be remembered that although, from the standpoint of the school administration, the broad purpose of the student council is to further the development of citizenship, that development will take place only if students have an opportunity in activities and undertakings that seem of genuine significance and importance to them".



Frederick offered this caution concerning student organizations:

Student organizations are elaborate and simple, legalistic and natural, imitative and original; they are all generally representative; they all work under a constitution and include a compliment of officers. Many older organizations are as burdened by traditions as in the Congress of the United States. But, organizations are means not ends. They are important, however, for in the American ideology the how is part of the what and the why (1965:12).

#### Stated Goals of Student Councils

The responsibility and duties that the council is to have should be clearly defined and understood; ideally they should be written down in a constitution (Dodds, 1960:252).

Frederick had this to say about the duties of the student council:

In operational terms student councils perform the services common to administration.

1. They conduct studies, investigations and research projects. They carry on problem solving activities. They gather data, facts and opinions on selected issues or proposals and use these as the basis for reaching decisions.
2. They make decisions and settle issues.
3. They delegate responsibility.
4. They initiate, promote, innovate and lead.
5. They consult.
6. They supervise and give or secure help.
7. They coordinate, integrate and articulate the diverse and inevitable complicated programs.
8. They look ahead and anticipate needs.
9. They inform.
10. They evaluate (1965:10).

Sterner (1963:43) said, "the student council in contemporary secondary schools aims to develop civic competence among youth by pro-

viding a means for youth to solve problems of interest and challenge to them". McKown (1953:88) expressed his concern that the student needed to learn by doing. He said, "the student may learn about but all of the learning about possibly would not of itself guarantee the establishment of desirable attitudes and habits". Gruber (1954:86) said, "democratic citizenship is learned exactly as arithmetic and woodworking are learned - by doing". McKown (1952:85) said, "it is logical to believe that educating the student for successful living in a democracy can best be accomplished by having him live in a setting which most nearly resembles that democracy".

Harris wrote that:

I have found that a progressive student council concerned not with its individual needs, but with those of the entire student body creates an increased school spirit which stimulates a sense of pride in belonging to a student body. This results in greater interest and academic achievement not only for the individual council member, but for the entire student body (1967:311).

Pfanstiehl (1975:4) said, "with an understanding of student needs, their abilities and the elements of support which the educational system can provide, responsible student involvement can be the most valuable resource available to modern educators".

Mathes (1962:17) said, "certainly one of the factors which has hindered student council participation has been a misunderstanding of the role of the council in the total school program". Schoolland (1962:5) said, "the student council is not separate from the academic

program nor in opposition to it; it is rather an integral part of the total school program".

Bear stated that:

The main function of the student council is to provide learning experiences for students. Its principal contribution to learning is the development of good citizenship, which is one of the cardinal objectives of the schools, both public and private. For this reason the student council is no longer considered to be extra curricular or an adjunct to the curriculum, but an integral part of it (1962:7).

McKown (1952:84) said, "even though some of the earlier student councils were developed for economy rather than for purposes of education the early educational writers justified it on the basis of its educational opportunities".

Frederick had this to say about the effect of the community on student council activities:

The activities of the student council in the promotion of the general school and national welfare are as varied as are the interests of Americans - particularly American youth. The students in any given community reflects the level of thinking of the people of the community. . . . the specific activities of the student council depends very definitely and revealingly on the level of citizenship in the community.

Schoolland (1962:5) said, "one thing that we should keep in mind in our consideration of the role of the student council in the school is that it is in effect a very real laboratory in citizenship and democratic living".

The goals as listed in the literature varied somewhat from writer to writer. McKown listed the following objectives for student

councils:

1. To capitalize for educational profit important fundamental drives.
2. To prepare the student for active life in a democracy.
3. To make the student increasingly self directed.
4. To teach and vitalize social cooperation.
5. To increase the interest of the student in the school.
6. To develop school morale.
7. To foster sentiments of law and order.
8. To develop special qualities and abilities (1952:87).

Gruber believed that the five most frequently stated aims were:

1. To furnish citizenship training.
2. To allow pupils to participate in or manage extra curricular affairs.
3. To promote proper student-faculty relationships.
4. To promote general welfare.
5. To provide for pupil expression (1954:87).

Van Pool listed the following aims as the most common at that particular time:

1. To promote student activities.
2. To develop harmonious relations between students and faculty.
3. To assist in the management of the school.
4. To develop attitudes of good citizenship.
5. To promote the welfare of the school.
6. To provide a forum for the expression of student opinions.
7. To develop student initiative and responsibility.
8. To provide a laboratory of citizenship.
9. To provide an opportunity for training of student leaders (1964:43).

Van Pool considered the standards formulated by Robert G. Vanderlip as the best available. He listed them as follows:

Criterion I. A good student council has clearly defined powers and responsibilities which it understands.

Criterion II. A good student council practices accepted democratic principles in its operation; its constitution and laws are carefully planned and democratically conceived.

Criterion III. A good student council is supported on the part of the faculty and principal by a true understanding of the council's role; in addition the attitude of the faculty and principal is sympathetic.

Criterion IV. A good student council has a sound functioning organization.

Criterion V. An effective student council has prestige, serves the school willingly and elicits the ready cooperation of the student body (1964:45).

Bear, writing for the National Association of Student Council Handbook, listed the following principles:

1. The functions and objectives of the student council must be clearly understood and accepted by all.
2. The student council can act only within certain limits of authority, which must be thoroughly understood.
3. The student council must be positive in its approach to development of good school citizenship.
4. The student council should concern itself only with real and significant problems of the school.
5. The student council's plan of organization should be consistent with its function.
6. The student council must have favorable conditions and adequate time must be provided if it is to be successful.
7. The student council should represent the interests of the entire school (1962:11).

A faculty committee sponsored by the Nebraska State Department of Education formulated the following nine reasons which provide a partial answer to the question of why a school should have a student council:

1. It will provide opportunities for qualified students to accept responsibility within the scope of their maturity and abilities and within the limits of authority prescribed by the school.

2. It will provide an opportunity for students to act in real situations and permit them to make decisions for which they are responsible.

3. It will act as a reliable sounding board to convey to the faculty and administration the opinions and attitudes of the student body.

4. It can be a real force in the improvement of teacher student relations by bridging the gap between the students and teachers.

5. It can be useful in more accurately interpreting the general school policies to the students as a whole.

6. It will provide opportunities and outlets for leadership within the school.

7. It will help members to understand their proper responsibilities to the school and thus improve school morale and inter-school relationships.

8. It gives students opportunities to succeed or fail in undertakings through their successes and failures.

9. Most important of all, a student council provides the framework in which young people may actively participate in democratic processes.

The reasons for having a student council are many. Gruber (1954:86) said, "student participation in school control, rightly conceived, should provide wholesome experiences for the students and make the whole school program more effective". Sterner (1963:31) said, "a basic role of the student council in the modern secondary school is to act as a partner with the principal and the faculty in planning and managing school projects".

Frederick had this to say about the objectives of student government:

The objective of student government, in educational terms, include all the approved value aims of education. The list can be expanded endlessly: responsibility, initiative, leadership, fellowship, self control, self reliance, cooperation, respect

for law and order, honesty, obedience to law and effective citizenship. It is sufficient to say that student councils are useful - if guided by competent persons - in developing the basis for and the ideals of good citizenship (1965:9).

In justifying the student council and activities in general the Western Interstate Commission for Higher Education stated that these activities, when properly structured, served to "conduct rather than insulate, strengthen rather than substitute, total educational growth" (Hall, 1961:407).

Hess believed that the student council could help develop desirable personalities. He said:

Basically the school's mission is to develop a well-integrated personality, whether he be a leader or a follower. Potentially everyone is a leader - in fact everyone leads someone. The student council provides one of the best avenues through which personality can be developed. Through the student council we develop leadership - and personality is the essence of leadership success (1952:420).

Pfanstiehl had this to say about goals:

A democratic government which is built on laudable ideals but which operates on a less desirable set of goals is hardly conducive to mature citizen involvement. Adults who can illustrate, through action, the efficacy and self worth of operating within the system to achieve goals compatible with youth value system are likely to gain the respect of the students (1975:6).

Throughout the literature referring to goals of student councils the ability of this concept to assist in the teaching of good responsible citizenship is stressed. The importance of this seems to be pointed out by Schoolland (1962:5) when he said, "all knowledge

available to a man in the fields of science, industry and business profession is quite useless if there is no knowledge of how to live with and understand his fellow man".

#### The Role of the Student Council Advisor

Most writers agree that the advisor plays a very important role in the student council. Sterner (1963:1) said, "the faculty members who advise the student council have a most important assignment. If his methods or goals are undemocratic, much undesirable learning will take place. However, if he guides without being dictatorial, students can learn to make decisions wisely and well".

Glatthorn had this to say about the effect of the advisor role on the council:

With the young naive teacher who equates permissiveness with leadership, the council flounders from a lack of direction and wastes its time in "fun and games". With the old war horse, who thinks the whole thing is a game the council turns into just that - a game of pseudo democracy in which nothing meaningful is ever accomplished except endless meetings with students going through the motion of leadership. With the faculty dictator great projects are undertaken and carried out to success by the tired advisor while the students learn the lesson that adults will always run their show (1968:17).

Sterner (1963:1) said, "in a large measure the personal qualities of the student council advisor will determine the success of the council regardless of how democratic the school principal or the council constitution may be". Glatthorn had this to say about the importance of the advisor:







































































































































































































































































































































































































































































































































































































































