Student participation in Glen Allen High School

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PREFACE

Interest in student participation in extra-curricular activities has increased during the last twenty years to a very high degree. My interest in the problem has developed because I have wanted to help meet the needs of high school pupils with whom I have been associated. With the cooperation of the faculty of Glen Allen High School, I have experimented with a program of participation since 1931.

In this thesis I have attempted to give a brief review of certain forms of extra-curricular activities from the time of Plato to the present. I have stated the principles on which student participation is based. The functioning of the program at Glen Allen High School is discussed with the hope that our experiences in this program will be of value to others who may attempt a similar program.

I wish to acknowledge the cooperation given in the preparation of this thesis by the faculty and student leaders of Glen Allen High School, and the valuable help of Professor W. L. Prince and Professor W. Daniel Ellis.

George H. Moody
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CHAPTER I

THE DEVELOPMENT OF STUDENT PARTICIPATION

Student participation in its present form is of recent development, yet basically it is quite old.¹ The first examples of student activities in the modern sense appeared in ancient Greece. Much attention was given to athletic sports in Athens and Sparta such as running, throwing the discus, and boxing. There was very little attention given to group games. In a way there was some opportunity for social experience in Sparta. At the public dining halls the young men were seated at tables which accommodated about fifteen persons. These groups were organized into clubs, membership in which was obtained by the vote of the group when one applied for membership.

Student participation was not unknown in school control. In the military schools of Sparta the boys

at the age of twelve were formed into companies under
the direction of older boys who were called "Irens". The procedure at Athens was a little more democratic.
At the University of Athens order in the student
body was kept by a senior prefect who was selected
by the class every ten days. In some cases the stu-
dents were known to have been responsible for the
selection of the head of the institution. The pre-
sident or the leader of the Academy after Plato's
time was selected by student election. In the Lyceum
there were a Master of Sacrifices and an Overseer of
Good Order elected each month from among the students. 

The student bodies of the medieval European uni-
versities had extensive opportunities for social in-
tercourse and for self-government. The student bodies
were cosmopolitan and were organized into groups
called "nations". The nation consisted of all the
students coming from any one country. These socie-
ties were recognized in the charters and they par-
ticipated in the selection of the heads of the uni-
versities, helped determine fees and lecture schedules,

(2) Jacobson, Paul B. and Brogue, Ellen "The Develop-
ment of Student Participation in School Government", The Bulletin of the National Association of Secondary
School Principals, March, 1940.
and carried on such other activities as they chose.\footnote{3}

In many of these universities the student body chose the community in which the school was to be located. At times when there was a difficulty to be adjusted between the school and the community this adjustment had to be made between the students and the governing body of the community. The students were very free spenders and the towns wanted to keep them in the community. If, when a difficulty arose, the students packed up their belongings to move on, a committee from the town's governing body would wait on them to prevail upon them to stay. In order to keep them in the town special concessions were often granted.\footnote{4} It is likely that the principle of allowing school authorities to deal with the misdeeds committed by students was established in this way.

Sports, games and physical exercises were a regular part of the work at Vittorino da Feltre's well-known school at Mantua, Italy. Trotzendorf, in his


\footnote{4} Findley, J. F., "Student Government--Medieval, Colonial, and Modern Style", \textit{Student Activities} April 1940
famous school established in 1531, used a monitorial type of instruction and shared a large amount of authority with student leaders. In doing this it was his purpose to cultivate a respect for the law, for he said, "those men will rule conformably to the laws who, when boys, have to obey the laws".\(^5\) He introduced a system of government consisting of a senate of twelve students, a council, and other officers. This system was similar in many ways to the form of a student participation in modern secondary schools.\(^6\)

Student activities held a place of some importance in English secondary schools centuries ago. A great deal of attention was given to athletic sports. Cricket was played at Westminster as early as 1746. This school and Charterhouse joined together in 1867 to form the association of football. The "Water Ledgers" at Westminster contain records of rowing dating from 1813.\(^7\)


Queen Elizabeth ordered the headmaster of Westminster to have a Latin play enacted each year at Christmas time to help the boys spend the time more profitably and to encourage them in "graceful gesture and pronunciation". Debating societies began to flourish in the eighteenth century when discussions of political questions became a matter of great interest in the public schools. There was an early interest in orations on classical themes. One of the earliest examples was an address entitled "Patronorium Laudes" which was delivered at Rugby in 1699. The earliest school publication of which there is a record, was established at Eton in 1786. The Rugby Magazine began in 1835 and similar publications were started in practically all the schools about this time.8

Several types of student government were developed by the English schools during their long history. The earliest was a prefect system which was established at Westminster College in 1383. Selected older scholars supervised the study and morals of the others

and reported to the warden any defects that needed to be corrected. The "Monitor System" was in use there in 1630. The monitors were in charge of the Hall, Church, School, Fields, and Cloister. In 1832 a more modern type of school government was established in the Hazelwood School near Birmingham. In this system there was a set of laws which were enforced by a court and a council in charge of the whole school.

The early New England high schools provided for a type of Extra-Curricular Activity program. Perhaps one of the most prominent activities was that of student government. The Hartford Female Seminary in 1832 had a form of student government in which they used an honor assembly. The students handed in notes telling of the rules they had violated during the previous day. In 1852 a system of student government was set up in which there was a sort of court, presided over by a teacher, to which were reported


offenders against the rules of discipline of the school. This court was held each day after the morning prayers. The pupils were given the privilege of offering suggestions for changes in the rules, but the teacher who was presiding held the right of veto of any change suggested and voted upon.

In these early schools there was some provision for athletics. As early as 1811 football was a popular sport at Exeter Academy. The first match game played by the school was with Andover in 1859. Perhaps the earliest baseball team in a high school was that of Worcester, Mass., organized in 1859. 11

Among the most prominent activities of the early high school were the rhetorical or forensic societies. Exeter established a rhetorical society in 1812. In 1841 the Phillips Debating Club was formed there. At Worcester High School the Enoleia Debating Club was organized in 1857. Many other schools followed these examples and established similar organizations.

From the early literary society grew the school publication. It was common practice in the meetings of these societies for students to read manuscripts

containing school news and literary compositions of the students. The earliest paper was edited at the Public Latin School of Philadelphia. Copies of this are still in existence. There were two papers edited at the Girls' High School of Portland, Maine. They cover a period from 1850 to 1863. It seems that these two papers were rivals and that they served as a medium of expression of student opinion. The first printed paper discovered by Grizzell was that published by the boys of the Hartford Public High School.12

"In tracing the history of student government the thread of continuity is oftter broken, sometimes it is completely lost."13 Various studies have been made attempting to trace the history of various forms of student participation. In a survey of two hundred sixty-nine secondary schools made by Galan Jones, it was found that no student councils existed in these schools before 1900. It seems that the council was


one of the latest activities established in these schools as the median date for the establishment of the student council was 1924. In a study of secondary schools in Michigan in 1938 Lent found that the median age of the council was nine years. The oldest council was only twenty-five years old.15

If these studies are representative of American high schools, it is safe to assume that this phase of student participation is a recent development in most high schools.

Student organizations in the state of Virginia have been in existence for a number of years, but the council idea is of more recent origin. It is only within the last fifteen years that the council has been prevalent in the Virginia secondary schools.

From a study made by Brogue and Jacobson in 1939 by questionnaires sent to schools throughout the nation, to which 1,948 replies were received, it was found that 81% of these schools had some form of student participation.

participation in school government.\textsuperscript{16} It is not safe to assume, however, that 61% of all schools have a well organized student participation program, since it is likely that only those schools with a program of which they were proud returned the questionnaires. There were only thirty schools from Virginia which replied to this inquiry.

The importance of such programs looms large in the thinking of educational leaders today. The regional associations of secondary schools have set up student participation programs as one of the areas of evaluation when the program of a given school is being evaluated.

CHAPTER II
THE PURPOSE OF PUPIL PARTICIPATION
IN THE MODERN SECONDARY SCHOOL

Too often have students and school administrators confused the purpose of student participation with that of "student government". Student participation has a broader meaning and greater possibilities than mere control, or "student government". Some teachers and administrators have tried schemes for student government which have been complete failures. In many instances such programs were short lived, and fortunately too, for they were detrimental to the administration and operation of the school. Such programs tend to the policy of the students' actually running the school. Too much emphasis is placed upon discipline by students and too little upon the cooperative plan of students and teachers working together for the common good of the school.

Briggs says that a student participation program is justifiable for two reasons: "First, they offer the school its best opportunity to help pupils do
certain desirable things that they are going to do anyway--viz., take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation, and intelligent obedience. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities and make them both desired and possible of attainment.¹ This statement of Briggs and the term "student participation" imply cooperative effort on the part of the pupils and teachers in the actual operation of the school. Pupils may have a large part in the administration of the school and still not have the legislative and judicial functions of control. If an organization of pupils is set up in a school for the simple reason that the school needs improvement in discipline, then that organization is destined to failure. Discipline is the last thing that should be turned over to students, and then only after careful preparation has been made. A high degree of morale

is necessary in a student body before it can participate in the actual running of the school. Any functions given over to students must wait until the time arrives when students merit the delegation of such functions.

The Understanding and Practice of Democratic Ideals

A student participation program not only tends to make school life more happy, but it promotes a feeling among the students that the program is one in which they definitely have a part. It creates in them a feeling of ownership. This causes them to realize that what they do either hurts or helps their "own." They know that they must rise above petty acts which are often directed at the teacher with the idea of getting even with her. Their morale is raised and the school becomes a more democratic institution. Hence, we may say that one of the functions of the program is the development of the democratic ideal.

Every individual in a democracy is a follower and some are leaders. Since this is true, there must be some opportunity for pupils to practice such functions. One of the accepted principles of educational psychology today is that one learns by experiencing. If
an individual is to participate in a democracy, he must be guaranteed certain freedom in thinking and this implies in return that he has responsibilities and obligations to temper his judgments according to the contributions and welfare of the group. If there is to be an effective administration of policies, there should be a complete understanding of the policies by all concerned. This complete understanding can best be acquired by participation in the formulation of these policies. Everyone responsible for the carrying out of any policy should have a part in making it either directly or indirectly. Not every pupil in a given school can have a direct part in making policies, but, as is true in the democracy of our government, everyone can have representation in making policies. In this procedure differences in points of view can be made known which influence the final agreement.

Every phase of democratic government can be recognized and practiced in a well planned participation program. As mentioned above, representative government can be taught pupils by actual participation. The students may learn from civics textbooks
what the characteristics of government are, but when they actually form and operate a democratic government, they get a more accurate concept of it. The student council is a means of teaching what representation is and how it operates.

Governmental finance is a problem of great concern in this nation today. Pupils may read about the balancing of budgets, but when they have the responsibility of making a budget, raising the revenue, and then making expenditures in accordance with the budget, the question of government finance becomes more meaningful. When pupils learn what the operation of their school participation program costs, they in turn have more reason to appreciate the things furnished them by the national, state, and local governments.

In our lives as citizens of this nation the right to vote is a privilege and a responsibility. If the boys and girls who are to be the citizens of tomorrow intelligently exercise the right of franchise, they must have training. The participation program gives this training. Everyone who is a "good"
citizen" must see the issues in government and intelligently act or exert his influence in behalf of those issues to which he conscientiously adheres. Boys and girls in school are faced with issues in their program. By facing these issues honestly and sincerely, they are better prepared to face the issues of life. Personalities in life often represent issues. The ballot is cast in favor of the person who represents the side of the issue which one prefers.

The Understanding and Practice of Desirable Social Relationships

Woodrow Wilson once said: "The development of the social life is the chief end of education."

In almost every statement of the aims of education one will find that the development of desirable social relationships is given a prominent place. It is generally conceded that man is naturally a social

animal, that he works, talks, plays, and lives with others. Certain phases of socialization can be developed by the regular activities of the formal classroom and in the natural intermingling of pupils on the playground, in the corridors, and in the lunchroom. Other phases of this process must be learned in their natural setting, a setting which is not formalized but natural to the process. The school today must realize this and provide an opportunity and a training which will help the individual to form and practice those relationships which in turn will help him to adjust to his society in a more effective and satisfying manner. In a classroom the student is working for his own individual development. The same is true in student activities, but he is working for himself in a broader sense. While he is a class officer or a member of a committee, the student council, or any other student group, a student must make a success of his undertakings not only for his own personal satisfaction, but for the welfare and satisfaction of the group. Group success is based upon the loyalty, cooperation
and service of the individual.

It is recognized by teachers and administrators that there is a definite need for pupils to be provided with some purely social activities. One of the problems of youth today is that of knowing and practicing the social graces. This is evidenced by the fact that in one school a large number of students asked the student council to make provision in the school's activity program for a clinic in which they could have these experiences. They realized that they did not know how to make introductions, ask a girl for a date or a dance, and many other similar things. Such a clinic is one way to approach this problem, but this alone cannot meet the need. The school dance or class party is an actual situation where these things mentioned are done and not just practiced. It is true that any social function sponsored by students has its many problems. If proper student morale is being developed so that students feel that their conduct reflects upon the entire group, we may rest assured that they will come close to eliminating many of the possible
problems. If pupils are so concerned about learning about proper conduct and manners that they ask for the privilege to learn, we may be assured of their seriousness of purpose and the effectiveness of their learning.

The Development of Desirable Pupil Interests and Aptitudes

Some individuals seem to have innate capacities to achieve most easily while others seem to reach achievements only through hard and patient training and effort. Every individual has the desire to succeed at some endeavor. Nevertheless, many are never able to do so. Too often this is due to the fact that their interests have never been developed along the line of endeavor for which they have some aptitude. The student participation program should have as one of its aims the development of special aptitudes of students by developing their interests and providing opportunities for such development. Some of the student's potentialities are discovered and developed through the medium of the classroom, but many are not, as the program is too restricted and lacks motivation. If a student has an ability
to write a news report, it may be assured that he will not put forth as much effort in writing for an English assignment as if the article were to be published in the school paper. The desire for recognition by having his production published is sufficient reason for this statement.

In the activity program there is a large and diversified list of activities in which he may participate. He is allowed a high degree of freedom in making his choices. The atmosphere in which he participates is congenial and thus his interests are stimulated and his efforts are motivated.

There is a high degree of homogeneousness in each group. The pupils are nearly the same age and maturity, and their interests are similar. The pupil has a part in setting up the activity and helps to decide how it shall be run. Again student morale plays a big part. There is the example of one school where it is the joy of most of the pupils to participate. Not infrequently does this program of participation lead to the vocational choice on the part of the pupil. This may be an incidental result or it may be an objective set up in the program. It
is better that it be incidental as this would permit a greater freedom in the selection of an activity. A boy might say that he does not expect to be a lawyer or politician and so ask why he should try for the debating team. Debating can be fun and when the student tries the team and is given a place on it, his pride is inflated. This may be the means by which he discovers that he has real talents which should be developed. It is certainly worth giving time and encouragement to an activity which has this result.

The Development of the Individual Personalities of Pupils

Just what type of personality he or she is developing should be a matter of concern to every boy and girl. Personal appearance is often an index of the habits and attitudes of an individual. The slovenly dressed person is likely to be slovenly in his habits. At any rate such a person makes an unfavorable impression on those whom he meets. He is put to a disadvantage on the first impression and such impressions too often are lasting. Personality is not to be considered merely the way one looks,
but how one acts and thinks. Habits of speech are of such great importance that they may detract from one's personality whether it be the voice or the use of English. The attitudes one expresses through his actions often cause others to shun him. The habits of boastfulness and sulkiness are things which people abhor in others. Personality has been defined as "the sum total of adjustment habits—behavior patterns—which the organism has acquired out of experience, primarily experience with or directed by other human beings."¹

The student participation program can and should help pupils overcome deficiencies in personality. Since the nature of the activity program is such that freedom of activity and expression is exercised, the personalities of the participants become natural through expression. There is a frankness among youth which is wholesome in its effect. Boys and girls can be made conscious of the value of a pleasing personality through their associations with pupils and pupils and

teachers. If they are conscious of values and want to correct deficiencies then some means should be provided for them to accomplish this. There is the example of the student body which became concerned about such matters and asked for activities which would help them. Speech clubs were organized in which they studied the art of conversation. In this the matter of voice was considered as well as the using of correct English. They learned also some of the courtesies characteristic of cultured people. The results were very gratifying. The pupils had a motive for their activity and the worthwhileness of it was assured from the beginning. Other students in the same school were interested in other phases of personality development and so they organized themselves into groups along the line of their interests. These, too, were most successful in their undertakings. When boys and girls have the desire to achieve worthwhile things and are given the opportunity, the results are usually most satisfying.

The Development of School Morale

The importance of school morale has been
referred to several times. Most administrators, teachers, and student leaders are interested in building school morale. Too often school spirit is something that is evident only during an athletic contest. Morale is something that is based upon a common understanding of problems and objectives in any group. This means that in a school the administration, faculty and students must have this understanding. School morale will not "just grow", it must be developed.

The student council and other leaders are the ones who must set the pace in so far as the students are concerned. If they are to lead, they must know what to do and how to do it. This may be helped by the study of what is being done in other places, either by reading or by trips for observation. A well planned visit to another school or to a student forum can do more for leaders than any discussions with the faculty, especially if the students feel that the faculty is trying to impose a program. Such a trip should not be primarily a social affair, but it should be planned so that students
know why they are going and what benefits they may expect to gain. This should help the leaders to develop their own program.

The school assembly is a means whereby morale can be built. The assembly must be significant and meaningful for the students. A program on school traditions planned and given by students would certainly have a wholesome effect on many. Morale is contagious and proper direction from this source would certainly reap results. Leadership clubs should be organized from which the students may get a concept of their possibilities. This was worked out in one school where there were regular meetings of officers, committee chairmen, and council members. This proved to be stimulating to the morale of this group and was in turn reflected throughout the entire student body.

Pupils must have an opportunity to work and to express themselves in a creative way if their morale is to be maintained at the highest. With an understanding that the direction of their creative abilities into wholesome channels will result in their doing good, students will do their best work.
CHAPTER III
THE STUDENT PARTICIPATION PROGRAM
OF
GLEN ALLEN HIGH SCHOOL

Glen Allen High School is a combined elementary and high school located in the Brookland District of Henrico County, Virginia. It has an enrollment of approximately 600 pupils. Two thirds of these pupils are in the high school department. They come from a rather varied population. Some of them live on farms while the parents of others work in the city of Richmond in a wide variety of occupations. A part of the student body is rural, and there is a large group of students who live in the suburban districts of Richmond. This gives a rather heterogeneous school population.

An experiment in student participation was started at this school during the session 1931-1932. Its development has been an evolutionary process.

The first effort was a type of club program which made provision for students to follow their interests in a club. Each club had a faculty
sponsor who attempted to assist the pupils in developing their interests. This type of program, however, was not successful. The faculty sponsor too often had to carry the greater part of the burden. It was not altogether democratic, as the role which the teacher assumed to keep the program going did not leave the pupils as free as they might be in developing their interests. This condition of teacher domination was caused by the fact that too many pupils joined the club merely for the sake of joining something. It was necessary to maintain order and the pupils themselves had not developed to the point where they could maintain such order. Without positive control by the teacher bedlam would have existed.

The problem then was to develop pupil responsibility and morale. This was a slow process. A conscious effort to this end was made within the regular class periods. It could not be done completely in this manner. Plans were made to help the pupils feel some responsibility for their school and their own program. This was to be in the form of a large students' organization which should have
some general supervision of student activities.

In planning for the initiation of such a pro-
gram the faculty discussed the matter and agreed
that the principal should call into conference a
number of outstanding students to discuss the
plans. It was decided that in a general assembly
of all students the possibility of such a program
would be discussed and a proposal be made by stu-
dents for setting up an organization.

Unfortunately, when the assembly was held, a
few students who were not prepared to discuss the
plan attempted to do so and by some of their state-
ments and attitudes killed the plan. The students
voted against such a proposal. A few students ex-
pressed the idea that they should govern themselves
and should not be responsible to the faculty and
administration for their acts. This was counter to
the entire purpose of setting up an organization,
since it was not planned as a governing body. Even
though such a plan was against the wishes of the
faculty and principal, they did not enter into the
discussion. Many of the students felt that such
an organization as was proposed had a place in
developing student responsibility and leadership, but that students should not be compelled to pass judgment upon the acts of their fellows nor to inflict punishment because of such acts.

Following this meeting no effort was made for five years to establish a general organization. The club program was improved and functioned more successfully, but it could not meet the needs of all pupils and it was not well coordinated. The pupils finally realized a need for the coordination of all student activities. The faculty sensed this and plans were made to form an organization to accomplish this coordination.

The faculty was called together the early part of the session of 1936-1937 to discuss the advisability of organizing a students' association. This was done only after the students had evidenced considerable interest in such an association. The faculty did not wish merely to follow some plan set up by another school, but wished to place the matter before the students in such a way that an organization to meet the needs of the students of this school
would be formed. Careful preparations were made before any suggestions were made to the student body. Leading students were called into conference by the principal and faculty members to discuss what the students thought were the needs of the school and what type of organization would meet these needs.

This preparation served as a guide to procedures in introducing the matter to the student body as a whole. The faculty was not afraid to experiment in democracy. They had a faith in the ability of students to plan intelligently, to work cooperatively, to make worthwhile decisions and to assume responsibility.

This attitude of the faculty encouraged the principal when the time arrived for him to bring before the student body the suggestion that a students' association should be organized.

When an assembly was called for this purpose and the students were asked if they cared to form such an organization, there was a general discussion by students and faculty as to the needs of the school
and how the needs might be satisfied. After a lively discussion for more than thirty minutes, a vote was taken as to whether or not a general association of students should be organized. The vote was unanimous in favor of setting up such an organization. Up to this point no mention had been made as to just what form the organization should take. After this was discussed it was decided to set up a temporary organization which was composed of a chairman, a secretary and a committee to draw up a constitution.

The constitution committee met with the principal and drew up a tentative constitution. This constitution was presented to the student body for revision and approval. The form adopted expressed the aims and purposes of the organization. It stated that the object was to promote the interests and welfare of the student body and to improve the school in general. The purpose was to foster and promote the various student activities.

In addition it provided for government. There was to be a president elected to serve for the school session. He was to be the executive officer of the
association. To be eligible for this office he must be a member in good standing. The vice-president was elected for the same term. The pupils elected as secretary and as treasurer were to serve concurrently with the president and vice-president. They could be members of any class in high school. A council was to be elected composed of members from each homeroom. The council and officers were to form the legislative body of the association. It is obvious that the council members could serve only during the school term, as the personnel of the homerooms changes each year.

The constitution provided for three faculty sponsors. These sponsors were to be selected by the officers in consultation with the principal. It was necessary to have the advice of teachers which the students would accept and therefore the students were given a share in this selection. On the other hand the sponsors should have the confidence of the principal as they were to work in close contact with him. Therefore, it seemed wise that the selection should be such as to meet with his approval.
The duties of all these officers were clearly set up in the constitution. Provisions for amending the constitution were set up in the By Laws.

After the adoption of the constitution permanent officers were elected. Throughout this entire procedure it was possible to see that the faculty's belief that the student body could accept responsibility as well as follow democratic procedures was thoroughly justified. The students did not merely follow the leadership of popular students, but they carefully weighed every decision that was made. Statements were challenged and reasons had to be given for every proposal set forth. An excellent example of democracy was evidenced when the president was elected. The person chosen for president was a girl who was the ward of a welfare agency. This fact in no way prejudiced the students, even though there was a relatively small number of such pupils in the school. She had been a member of the student body for two years. She first showed her interest in student affairs when she became active in a mathematics club and her homeroom club. Later she took part in dramatics and other
activities in which she clearly showed her ability as a leader. All of this was recognized by the students and she was elected by an overwhelming majority.

The other officers likewise were nominated from the floor and elected by a standing vote.

The task was then one of working out minor details and the setting up of working policies not covered in the constitution. One of the first tasks was the election of the council members by the home-rooms. The sponsors or advisors were selected and they then assisted in the working out of details. After the officers were selected they began the task of taking over certain functions and responsibilities not heretofore performed by students.

With this background in mind the writer wishes to discuss the functioning of the organization, which has grown each year in its ability to serve the needs and interest of the student body.

Election of Officers

The present procedure used in the election of the president, vice-president, the secretary and the treasurer while not the most democratic, yet was
designed to insure a capable personnel. The president must be a member of the junior class at the time of election. Half of the term of office this officer is a member of the junior class and half he is a member of the senior class. This insures that the person holding this office has reached a greater maturity than would likely be found in a member of the other classes. The vice-president when elected must be a member of the sophomore class. This provision is made in order that the training one gets in this office would serve to better qualify such a person for the presidency should the student body care to elect him to such an office. The secretary may be elected from any class in school. It is not thought wise that all officers should come from the upper classes. The treasurer must be a member of the junior class. It was found through experience that the more mature and experienced students should be elected to this office. The duties and qualifications of these officers are more clearly set forth in the constitution found on the pages of the appendix.

The procedure used in the nomination of the
officers is rather interesting. Each homeroom in school nominates a person for each office. These nominations are then certified to the student council. It usually follows that a person is nominated for an office by more than one homeroom. The council takes this fact into consideration along with the person's qualifications for the given office. Of the several persons nominated for an office the council selects two or three persons who will be voted upon for the office. This may not be the most democratic procedure, yet each homeroom has its own representative on the council who can support democratically the homeroom's nomination. In addition the weighing of the nominee's qualifications by the council insures the selection of a person who can most creditably perform the duties of the office. After the nominees have been selected a ballot is printed which resembles the ballot used in governmental elections. There is not the usual type of campaign such as those conducted in governmental elections. However, the nominees are given a chance to discuss policies in a general assembly of all the students. At such an assembly the student
running for a given office usually gives his qualifications for the office as well as some of the policies for which he stands.

The election is conducted by an election committee, or rather, election officials just as is a civil election. The officials are selected by the council. They are picked on the basis of qualification as well as representation of student groups or homerooms.

These experiences are so similar to those in adult life that a student is given an opportunity to learn by actual participation some of the responsibilities and privileges which he will experience as an adult. Since the students take these experiences seriously it is safe to assume that they will be better fitted for participation as citizens when they reach their majority.

The members of the council are elected by the homeroom. Each room on a given date holds an election in which students are nominated from the floor and that room's council member is elected by acclamation. The homeroom teacher serves as a chairman for the election. Before nominations are made the
teacher discusses the position of council member, giving the qualifications and responsibilities of the person needed for the position. In most instances interested and efficient persons are elected. However, there are times when the effect of popularity enters in and the most efficient person is not elected. This is a thing that may happen in any democratic organization.

The Student Council

The student council at Glen Allen is the core of the participation program. It serves to unify all the activities of the school. It is the policy making group of the student body. Since each and every homeroom is represented on the council it has direct contact with all the pupils in the school. It is the duty of the council member to bring before the homeroom any question or policy under consideration. The faculty is represented on the council. This gives to the faculty group some idea of the thinking of pupils on school policies.

The council serves as the finance committee of the Students' Association. It must approve all
expenditures. It makes and administers the budget for the school year after financial needs of the various groups have been submitted.

Before any campaign is made in the school, the council approves and sets up the machinery for such. It fosters many services in the school, such as provisions for needy students, selling tuberculosis and Christmas seals, helping with health drives and clinics.

The council takes great pride and interest in the welfare and reputation of the entire school. It feels that the participation program is most worthwhile and the members are ever seeking new and better ways of doing things. The needs of the school are carefully studied. An effort is made to adjust the program in the light of these needs.

The council is very sensitive to the value of school morale. Continuous efforts are made to improve this morale. During the session of 1940-1941 there was a feeling that the students were lacking in courtesy. A committee was appointed to make a survey of conditions. This committee through personal
observation, made a survey in a very quiet manner. It was found that in some instances that pupils were not as respectful of the rights of others as could be desired. There were instances when the selfishness of individuals was rather pronounced. These findings were brought to the council for study and recommendation. It was decided that an effort should be made to make pupils courteous conscious. An assembly was called to discuss the problem. A number of students served on a panel to discuss the question. It was gratifying to see the earnestness of the entire group. Those on the panel offered suggestions and a large number of the audience participated. As a result of this program and the subsequent discussions in the homerooms and classrooms, there was a definite improvement in courtesy in the school.

One encouraging thing about the council is that the members do some individual thinking. The decisions made by the group have not always been what members of the faculty may have desired yet they have been made according to the pupils own opinions, which the writer believes to have been honest and sincere.
Perhaps a better insight into the working of the council may be had by listing some of the notices sent out from the council. The following are a few examples:

December 1, 1940
Please File

Notice

Please include on Requisition Slips the items to be purchased and suggest place that offers best price of article as the approved requisitions will be turned over to Mr. Johnson, Miss Keene, and Mr. Watkins, who will form a central purchasing committee to see that all items are secured at best price and delivered promptly.

Elizabeth Darhanian
Secretary

December 1, 1940
Please File

Calendar of Meetings

Assemblies in auditorium at Activities Period
SCA General meeting--first Tuesday in each month
Teacher sponsored assembly--second and fourth Tuesday in every month
A religious program (auditorium program committee) Third Tuesday in every month
Class Meetings in auditorium at activities Period
Senior Class--second Monday in every month
Junior Class--Third Monday in every month
Sophomore Class--fourth Monday in every month
Freshman Homerooms--second Monday in every month
Council and Committee Meetings
Student Council—Every Thursday
SCA Committees—Every Thursday
SCA Committees and Student Council meet in
auditorium—First Monday in every month

December 1, 1940
Please file

Information Concerning
February P.T.A. Meeting

1. The Glen Allen High School SCA will present the program and entertain the P.T.A. at the regular February meeting.
2. All rooms in the school will be open for inspection after refreshments have been served on the stage in the auditorium.
3. Work of the pupils may be displayed in rooms if desired.
4. Two students should serve as hosts in each room. They should remain in rear of auditorium until patrons are invited on stage. The hosts are to go to their respective rooms immediately.

Carnival, October 25, 1940

1. Concessions are to be given by each homeroom.
2. Any number of students may help.
3. Each homeroom is solely responsible for its concession and must supply all materials needed.
4. Only SCA members may participate.
5. Hand in name of concession, price, and the number and names of students participating by Monday, Oct. 21, 1940 to Carl Morrissett. (This information may be put in SCA mailbox.) We hope to make at least $100 from the Carnival.

Please Help Us!
December 1, 1940
Please file

Notice

All material for programs must be given to the chairman of the commercial committee two days before the performance is to be presented. If elaborate covers are desired material must be in one week before performance. If this request is not complied with, the commercial committee will not be responsible for making programs.

STUDENT ACTIVITIES
1940-1941
Faculty Advisors
Miss Keene and Mr. Johnson

Student Cooperative Association Committees

<table>
<thead>
<tr>
<th>Activities</th>
<th>Faculty Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panthian</td>
<td>Miss Winston</td>
</tr>
<tr>
<td>Commercial</td>
<td>Miss Lynch</td>
</tr>
<tr>
<td>Publicity</td>
<td>Mr. Phaup</td>
</tr>
<tr>
<td>Athletics</td>
<td>Mr. Watkins</td>
</tr>
<tr>
<td>Literary</td>
<td>Miss Keene &amp; Mr. Johnson</td>
</tr>
<tr>
<td>Welfare</td>
<td>Miss Smith</td>
</tr>
<tr>
<td>Social</td>
<td>Miss Fennell</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>Mr. Murrill</td>
</tr>
<tr>
<td>Auditorium Program</td>
<td>Miss Wright</td>
</tr>
<tr>
<td>Safety Patrol</td>
<td>Mr. Peele</td>
</tr>
</tbody>
</table>

Class Organization

<table>
<thead>
<tr>
<th>Class</th>
<th>Faculty Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Miss Keene</td>
</tr>
<tr>
<td></td>
<td>Mr. Murrill</td>
</tr>
<tr>
<td></td>
<td>Mr. Phaup</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Miss Holzback</td>
</tr>
<tr>
<td></td>
<td>Mr. Peele</td>
</tr>
<tr>
<td>Junior</td>
<td>Miss Kelly</td>
</tr>
<tr>
<td></td>
<td>Miss Smith</td>
</tr>
<tr>
<td></td>
<td>Miss Wright</td>
</tr>
</tbody>
</table>
Senior Business Miss Lynch
Programs Miss Winston
Activities Mr. Johnson

Literary Activities

Public Speaking Miss Kelly
Public Reading Mr. Phaup
Debate Mr. Peele
Spelling Mr. Murrill
One-Act Play Miss Keene
Personality Clinic Miss Keene & Mr. Johnson

Entertainment

Carnival Miss Kelly
Three One-Act Plays Mr. Johnson
                      Miss Keene
                      Miss Smith
Minstrel Miss Verdery & Mr. Phaup
Operetta Miss Holzback

SCA Pursuit of Personality
1940-1941

1. Meeting to be held at Activities Period every Friday in January and February.
2. Discussion leaders will be announced as soon as the survey of groups desired has been completed.
3. P.T.A. program sponsored by SCA will be presented February 24.
4. The following groups have been planned. Please check ONE that you wish to join:
   ___ College Entrance
   ___ What to Say (Conversation for boys and girls)
   ___ What to Wear
   ___ Glamour for Girls
   ___ Personal Appearance for Boys
   ___ What Next? (Manners and Courtesy)
How to Socialize (Party Etiquette)

The Business Woman

How to Study

If you do not wish to join a personality group please check:

I prefer study hall

(signed)____________________

Note: Social Dancing groups will be planned as a recreational feature.

December 4, 1940

Please file

SCA

Plans for Election of Officers

Friday, Dec. 6, 1940

Representatives give the following information to homeroom:

1. Each homeroom is to nominate not more than 3 people for each of the officers.
   (a) President (must be a Junior)
   (b) Vice-President (must be Sophomore)
   (c) Secretary (may be from any class)
   (d) Treasurer (must be Junior)

2. Officers will be nominated in homeroom period Tuesday, Dec. 10, 1940. Know whom to suggest before the meeting.

3. Urge homeroom to nominate people who are capable and willing students and those who will accept the office as a position of honor and trust.

4. If members in homeroom do not know some one who is capable in school, do not nominate.

Thursday, December 12, 1940

Representatives ask teachers to take
charge of nominations. Discuss briefly qualifications.
Representatives give list of nominees to Elizabeth Darhanian at end of homeroom period.
Final selections of candidates will be made from nominees turned in by homerooms by the Student Council.

Thursday, December 12, 1940
Student Council selects nominees.

Wednesday, December 18, 1940
List of nominees posted on main bulletin board and each homeroom by the secretary.

Thursday, January 7, 1941
Voting at the polls.

Tuesday, February 4, 1941
Installation of officers.

Tenative Calendar of SCA Activities 1940-1941

October 25 - Carnival
October - November -- Football
November 1, 2 - Delegates to State SCA Meet
November 15 - Night of One-Act plays
November 29 - Shelton Amos Players
December 13 - Minstrel
December 19 - Open House
Jan.-Feb. - Personality Clinic
February 14 - Open House in honor of out-going and in-coming SCA officers
February 24 - SCA Entertains PTA
March - Faculty Basketball Games
April 3, 4 - Operetta
April - Delegates To District SCA Meeting
April - District Literary Contests and Track Meets
May 1 - May Festival (Open House)
May 8, 9, 10 - State Literary and Athletic Meet
May 30 - Senior Play
June 1 - Sermon
June 6 - Commencement

(Other activities will be added from time to time)

Information Concerning the Organization of Student Committees

1. Advisors name chairman and recommend committees (Pupils in good standing), by October 21. Put information in SCA mailbox in the office.
2. These suggestions must be approved by Student Council.
3. Committees will meet every Thursday at Activities Period in the following rooms:

   Student Council          SCA office
   Welfare and School Improvement  208
   Athletic                Library
   Bulletin Board          203
Work should be planned so that each committee will hold a meeting every week. Reports of each committee's work will be made from time to time.

4. The reports are to be prepared on sheets which may be obtained from the Secretary. The reports should be read to the council at the regular meeting, and then handed to the Secretary, moving that the report be adopted.

SCA
ACTIVITY INTEREST SURVEY

Name----------------Class--------Date--------
Please check each group.
I am not interested in taking part in athletics----

I would like to take part in:
Basketball----------------
Baseball----------------
Track-------------------

I am not interested in participating in literary activities--------

I would like to take part in:
(Contest) One-act Play------
Public Reading------
Public Speaking----
Debating----------
Spelling--------
Short Story-------
Poem-------------
I am not interested in taking part in school activities.--------

I am interested in taking part in:
- Assembly programs--------
- Dramatics----------------
- School Newspaper--------
- Safety Patrol----------

I am not interested in accepting any offices in school--------

I am not interested in accepting offices in:
- The Students' Cooperative Association-----
- Homeroom Classes--------

I am not interested in being on committees--------

I am interested in serving on:
- Athletic committee ( )
- Social committees ( )
- Welfare ( )
- Literary ( )
- School Improvement ( )
- Auditorium Committee ( )
- Chapel Committee ( )

Notices

If you have any funds that should be turned in to the SCA, please give them to the secretary as soon as possible.

Committee sponsors or chairman, please turn over to the secretary by noon, May 30, 1941, any money left from cash fund of $1.

All bills against the SCA must be turned in to the secretary by noon, May 30, 1941. Be sure that all bills are turned in by this time.

Please cash all checks drawn against the SCA promptly.

All committees are requested to turn in an itemized budget to the secretary by May 1, 1941.

Please keep minutes of all meetings up and
return with envelope when called for by the secretary.

You may get SCA stationery for all correspondence from Miss Keene. (108)

You may get poster board for SCA work from Mr. Johnson. (109)

These notices are listed as a means of showing a few of the activities of the council. They have been selected to show the varied nature of the activities.

The Merit System of Awards

For a number of years it has been the practice of high schools to give school letters or monograms for participation in inter-scholastic athletics. In some schools letters are given to pupils for participation in inter-scholastic literary contests. The above practices were followed by Glen Allen for a number of years. The Student Council, two years ago, felt that recognition for other types of school activities should be made. A committee was appointed to make a study of plans in use in other schools. After studying various schemes, the committee took from each those things which would be applicable to the local situation and developed a plan which was
recommended to the student council. The suggested plan was revised by the council and committee working together.

As this was a great change from the traditional policies of the school a campaign was made to acquaint the student body with the philosophy and provisions of the system of awards. Copies of the plan were mimeographed and posted in the classrooms. The members of the council and merit system committee discussed the proposals in the various home-rooms. After this period of discussion and study a meeting of the students was held in the auditorium. The system of awards was adopted without a dissenting vote.

The provisions of the merit system adopted at that time have since been changed. Athletes were not given any preferential treatment under this plan. They did not question this at the time but during the early part of the next session, some members of the varsity team began to question the fact that they might play on a varsity team and not win a school monogram. Some of them talked to the president who asked them to appear before the council to bring their complaints. The members of the council wished to
keep the system in effect until it had been thoroughly tried for one year. However, they were opened-minded enough to say that the matter should be brought before the student body for final decision. It was realized that a great deal of feeling existed among the students on the question. An assembly was called for the purpose of finding a solution to the problem. One of the members of the basketball team made a motion that members of the varsity athletic teams be excluded from the merit system and that they be given school monograms. The motion was seconded and was placed before the students for discussion. As the time allotted for any one meeting was limited and as there were so many students who wished to discuss the matter pro and con, it was necessary to hold meetings for several successive days. After all students had been allowed to speak who cared to do so, a vote was taken and the motion was carried. As a result the merit system was amended so as to read as follows:

**SCA Merit System**

The points listed below represent the maximum number of points to be given for participation in any activity.
<table>
<thead>
<tr>
<th>Major Field I</th>
<th>Major Field II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship (June Average)</td>
<td>Literary Contests</td>
</tr>
<tr>
<td>A-10</td>
<td>Try-outs 10</td>
</tr>
<tr>
<td>B- 5</td>
<td>Alternate 20</td>
</tr>
<tr>
<td>C- 1</td>
<td>Represent school 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Field III</th>
<th>Athletic Contests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who did not Basketball Baseball Track make B Team but are good (picked by coach)</td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>4</td>
</tr>
<tr>
<td>B Team</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Field IV</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCA</td>
<td>Class Organization</td>
</tr>
<tr>
<td>President</td>
<td>30</td>
</tr>
<tr>
<td>Vice-President, Secretary</td>
<td>Senior 15</td>
</tr>
<tr>
<td>Treasurer</td>
<td>25</td>
</tr>
<tr>
<td>Homeroom Representatives</td>
<td>15</td>
</tr>
<tr>
<td>Committees</td>
<td></td>
</tr>
<tr>
<td>Chairman</td>
<td>10</td>
</tr>
<tr>
<td>Members</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: Freshman and Sophomore groups receive 4 Credits

<table>
<thead>
<tr>
<th>Major Field V</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Dramatics</td>
<td>3 Act</td>
</tr>
<tr>
<td>Main characters</td>
<td>15</td>
</tr>
<tr>
<td>Minor characters</td>
<td>5</td>
</tr>
<tr>
<td>Stage manager</td>
<td>5</td>
</tr>
<tr>
<td>Prompter</td>
<td>4</td>
</tr>
<tr>
<td>Stage Hands</td>
<td>2</td>
</tr>
<tr>
<td>Ushers</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Newspaper</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor-in-chief</td>
<td>30</td>
</tr>
<tr>
<td>Associate Editor</td>
<td>25</td>
</tr>
<tr>
<td>Feature Editor</td>
<td>15</td>
</tr>
<tr>
<td>Reporters</td>
<td>8</td>
</tr>
</tbody>
</table>
C. Perfect Attendance 20
D. Library Assistants, Laboratory Assistants, etc. 15
E. Serving at student functions not mentioned or classed under any other activity. 5

Regulations Governing Merit System

1. A student may hold only one executive position for which 15 or more points are given.
2. A student may be manager of only one varsity athletic team.
3. A student may serve on only one SCA permanent committee.
4. Only students in good standing (passing at least 3 classes on all reports except the first one) may hold office in any organization sponsored by the SCA. If he loses his standing, he is to be dropped for the current school year. Points will be prorated accordingly.
5. Only students in good standing are to take part in all activities within the school (except assembly programs) which are sponsored by the SCA. If a student loses his standing, no points will be awarded for participation.
6. State regulations will govern all activities in which Glen Allen enters in competition with other schools. A student will not receive points for participation in such activities for the time he may not be in good standing.
7. A student must have at least 50 points to compete for an award. Not more than 50% of the total points may come from one field. Students must participate in activities in at least three major fields. Not more than 10% of SCA membership for current year may receive awards. Awards will be given to individual students who have the approval of the majority of the faculty.
8. The coach or advisor of any activity may recommend that full or part credit be given the participant. All points are to be distributed at the discretion of the faculty advisor for that particular activity.
9. Regular Merit System Participation Slips must be filed with the SCA Secretary within a week after conclusion of activity. Yearly activities should be reported on the first of May.
Last year, the first year the system was in effect, students, who were not members of athletic teams, were given school monograms. It has helped to dignify and increase participation in various school activities. If awards are to be given for any activity, it is only fair that all other activities be given due recognition.

**Participation in Intra-School Finances**

The youth of today are accused of not knowing the value of money. If they do not, it is the obligation of the school to help correct this as well as give to the students some experiences in the handling of the funds of the public. Glen Allen Students' Association has set up a system of financial control that definitely seems to help meet these needs.

The student council sets up and administers a budget each year of almost $1000. Each committee is asked at the beginning of the school year to list its financial needs for the year. These are to be itemized as far as possible. It is not just a case of saying that the committee will need fifty dollars to carry on its functions, but all budget requests must be justified. After all committees and
functioning groups of the organization have submitted their estimated needs, the council then has the task of assembling these into a budget. If one group submits a budget larger or smaller than is needed proportion to the needs of in/other groups such a group is asked to make a further study of its needs. It is the hope that every committee or group will function effectively for the welfare of the whole school. It is recognized that adequate funds are necessary for this. This is the reason the council is anxious that each committee study carefully its financial needs before budget requests are made. When the budget is finally completed it is posted in all classrooms and on all bulletin boards. The financial needs are set up and published so that students may all know how their money is to be spent. The budget is then passed by the council if there are no complaints raised by the student body.

The question then arises as to how this money is to be raised. For this purpose an activities committee is organized. This committee is charged with the problem of setting up a calendar of events by which funds are to be raised. These are spaced
in such a way as not to place too great a financial burden upon the pupils and their parents. When the calendar of events has been adopted, special committees for the production of these events are appointed. By having a committee for each event or function, it is possible for a large number of pupils to have a chance to participate. It is recognized by both faculty and students that the raising of money is not the only purpose of these school functions but that many other advantages accrue to the students and community.

This school has adopted a pay as you go plan. Large purchases are not made unless the money is on hand to pay for them. As stated above, purchases are made in accordance with the budget. There is a definite procedure to be followed before any article can be purchased which is strictly adhered to by both teachers and pupils. Perhaps the procedure can best be understood by giving an example. Suppose some paper or other supplies are needed by the staff of the school newspaper. The editor of the paper makes out a requisition on a standard form. This is signed by the editor and the faculty sponsor. It is given to the secretary
of the Students' Association who presents it to the student council. If there is no question as to the necessity of purchasing the requisitioned supplies, and if it is provided for in the budget, it is passed as a routine matter. The council holds a meeting once each week to pass on needed purchases or expenditures. When a purchase is approved by the council, the secretary makes out a voucher which is given to the treasurer. The treasurer writes a check, which is signed by himself and the principal. The supplies are then purchased by an authorized person. If the goods are to be charged and paid for later, the voucher is not issued until the bill for the goods arrives. Every opportunity is used to discount all the bills. This may seem a rather involved procedure, but it operates very efficiently and swiftly. It serves to show pupils the value of systematized financial procedure.

In order to provide for participation in financial matters by a large group of students, two things are done. First, every student pays an annual membership fee of twenty-five cents, and second,
committees usually vote upon the necessity for expenditures before a requisition is made. By doing this, more students feel that they have a responsibility in financial matters. Too often the average citizen is not greatly concerned in governmental finance. He wants every sort of thing done by the government, but he fails to realize that he has to pay for it as a citizen of the government. It is hoped that the experiences had in this school will serve to acquaint the pupils with the problem and responsibilities of governmental finance.

A copy of the budget for the school year 1940-1941 is given below. In reality this budget gives only the expenditures as it is impossible to state the amount of income that may be derived from the various school activities.

**SCA Budget for 1940-1941**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dues</em></td>
<td></td>
</tr>
<tr>
<td>Va. Literary and Athletic League</td>
<td>10.00</td>
</tr>
<tr>
<td>SCA State Dues</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.00</strong></td>
</tr>
<tr>
<td><em>Library</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75.00</td>
</tr>
<tr>
<td><em>Athletics</em></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>100.00</td>
</tr>
<tr>
<td>Baseball and Basketball</td>
<td>30.00</td>
</tr>
<tr>
<td>Referees</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130.00</strong></td>
</tr>
</tbody>
</table>
### Brought Forward

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning Uniforms</td>
<td>$9.00</td>
</tr>
<tr>
<td>Bats</td>
<td>$5.25</td>
</tr>
<tr>
<td>Balls</td>
<td>$15.00</td>
</tr>
<tr>
<td>Baseball equipment and uniforms</td>
<td>$6.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$50.00</td>
</tr>
<tr>
<td>First Aid</td>
<td>$10.00</td>
</tr>
<tr>
<td>Telephone and postage</td>
<td>$4.00</td>
</tr>
<tr>
<td>Upkeep physical ed. equipment</td>
<td>$3.00</td>
</tr>
<tr>
<td>Athletic monograms</td>
<td>$25.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$17.75</td>
</tr>
</tbody>
</table>

**Total:** $218.00

### Panthian

**Publication (15 issues, 450 copies to issue):**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Reams white paper</td>
<td>$26.00</td>
</tr>
<tr>
<td>4 Reams colored paper</td>
<td>$6.00</td>
</tr>
<tr>
<td>4 lbs. Mimeograph ink</td>
<td>$10.00</td>
</tr>
<tr>
<td>4 bottles Correction fluid</td>
<td>$2.20</td>
</tr>
<tr>
<td>7 boxes stencils</td>
<td>$22.75</td>
</tr>
<tr>
<td>1 box staples</td>
<td>$1.50</td>
</tr>
<tr>
<td>3 Reams typewriting paper</td>
<td>$1.50</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$0.45</td>
</tr>
<tr>
<td>Postage</td>
<td>$10.00</td>
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<td>Service to Students</td>
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**Total:** $131.00

### Dramatics

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<tbody>
<tr>
<td>Play Books</td>
<td>$5.00</td>
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<tr>
<td>Stage equipment</td>
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**Total:** $30.00

### Personality Development

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<tr>
<td>Personality Clinic</td>
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### Social Activities

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<td>Open Houses (2)</td>
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<tr>
<td>May Festival</td>
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</tr>
<tr>
<td>Miscellaneous</td>
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<tr>
<td>PTA Founder's Day</td>
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**Total:** $65.00

### Carried Forward

**Total:** $589.00
Brought Forward 589.00
Office Supplies 31.00

Literary Activities

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<tr>
<td>Miscellaneous</td>
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45.00

Commercial Committee

1 Ream master ditto paper 1.54
8 Reams ditto paper 4.48
50 Sheets ditto carbon 3.00
6 Reams mimeograph paper 4.50
1 box stencils 3.25
1 bottle correction fluid .55
4 pkgs. typing carbon .40
1 Ream typewriting paper .50
2 pkgs. envelopes .60
1 Ream yellow sheets .35

Miscellaneous .83 20.00

Committee Fund 10.00
Welfare Committee 5.00

General SCA Expenditures

Printing 32.00
Trips OState, District, County 25.00
Monograms 35.00

92.00

State Literary and Athletic Trip 60.00

Miscellaneous 48.00

900.00

Student Committees

It is felt that the work of the association can best be carried on by placing responsibility on committees. By spreading out responsibility, a much
larger number of pupils are given a chance for participation. The committees are of two kinds: standing and temporary committees.

The standing committees functioning at the present time are: Auditorium Program, Athletic, Bulletin Board, Newspaper, Publicity, Membership, Safety Patrol, Social, and Welfare.

The organization and function of these committees are given below:

PUBLICITY COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Furnish publicity for school events--public and private.
2. Publish articles in city newspapers.

AUDITORIUM COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Make schedule of type of auditorium program to be presented and secure speakers or arrange for groups.
2. Invite speakers for certain types of programs.
3. Write notes of thanks to guest speakers.
4. Post term schedules for program on the main bulletin board. Keep schedule to date.
5. Draw up suggestions for homeroom teachers so that varied educational and interesting programs may be planned.

SAFETY PATROL

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Provide for safety of students at all times.

SOCIAL COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Plan refreshments for social events which the SCA sponsors.
2. Make plans for social events which will be announced.

PANTHIAN COMMITTEE

Membership:
Staff

Duties:
1. Edit the paper. All material for first draft must be submitted to Commercial Committee at specified time.
2. Assume responsibility for all literary details, and all proof reading except stencils.
3. Furnish Publication Committee with dummy at specified time.

BULLETIN BOARD COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.
Duties:
2. Remove out-of-date notices daily.
3. Keep announcement board neatly arranged.
4. Request that announcements be neatly written or typed.
5. Keep monthly schedule for use of auditorium posted and up to date.

SCHOOL IMPROVEMENT COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Award plaque for most attractive room.
2. Notify rooms weekly of their weaknesses.
   (charts will indicate these.)
3. Keep yearly chart of weekly awards posted on bulletin board.
4. Keep reception room attractive and in order.
5. Watch condition of lavatories and plan improvements.
6. Keep school a healthy and attractive place.

COMMERCIAL COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Publish Panthian.
2. Stenographic work for SCA

WELFARE COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.
Duties:
1. Carry on Red Cross Campaign.
2. Distribute baskets to needy at Christmas and Thanksgiving.
3. Send cards or flowers to members of faculty or student body who are ill and miss five full days from school.
4. Provide for general welfare of school.

ATHLETIC COMMITTEE

Membership:
Chairman and those necessary to carry on work of committee.

Duties:
1. Plan athletic program.
2. Approve athletic schedule.
3. Regulate athletic expenditures according to budget.
4. Advertise athletic contests.

One hundred and thirty-nine students make up the personnel of these committees. This shows the spread of responsibility among the student body.

As the occasion arises, making a temporary committee necessary, one is set up to meet the need. Often the members of such committees may be members of other committees. This is done because more able persons can be placed on the committees. These pupils accept their responsibility with determination and their work is usually of a most high order. The pupils realize that they not only benefit the school by their work but are benefitted themselves.
School Boy Patrol

There is no better place to develop personal leadership than in a school boy patrol. The students on a patrol must have demonstrated their ability as followers before they can be leaders or accept a place on the patrol. It is necessary that there must be order and system in a school. It is not the purpose that all of one's activities be regimented but that the rights of others must be respected. Through certain controls by students valuable lessons are learned which are of immediate value as well as of value in later life. Order must be observed in the corridors and on school buses. It is far better that this be done by delegated students than through strict faculty supervision. Traffic in crowded halls must be regulated or else valuable time would be lost during the school day.

A place on the patrol is one of honor and responsibility. Recognition of this is given by the student body. The patrol boy must be courteous and friendly. He must be a good sport as well as be faithful to duty.
The patrol in this school has charge of traffic in the corridors and in the auditorium. These boys have regular meetings in which they discuss their problems and make recommendations for improved conditions.

Safety on school buses is a concern of parents and school officials. The bus driver cannot watch the road and the children at the same time. The exuberance of youth often leads to conduct on buses which might result in unhappy incidents. It is the duty of the patrol to help prevent this. If it does occur he is on his honor to report such to the driver and the principal. The patrol does not have a court and pass judgments and inflict punishments on students. This is the responsibility of the school administration. The loading and unloading of buses must be systematic and orderly. The patrol helps young children in crossing streets and roads. This often prevents accidents.

The experiences of the patrol help to develop many desirable characteristics in the student. It is a benefit to the patrol and the other students as well.
School Assemblies

The school assembly is potentially one of the greatest of the educative factors in a public school. It serves as one of the unifying factors of a school and is a means of further development of school interests. Intelligent public opinion can be fostered by the assembly. Sharing of experiences is an art which must be learned. The assembly is one means of developing this art. There are values to be derived by the individuals as well as those obtained by society as a whole. The pupils have a chance to participate before a group much larger than that of the regular classes. The individual must learn how to conduct himself in audiences. This can be done in a democratically planned and administered assembly program. Pupils are provided with opportunities for developing leadership and self-expression as well as an appreciation of the fine arts in such a program. There are so many values that can be listed which come from such a program, but suffice it to say that it is of so much value that no well organized school program neglects this phase of school life.
The assembly at Glen Allen is not merely a program for announcements, lectures on proper conduct and the like. It has a definite program worked out by a special auditorium committee. The assemblies are held regularly each week. The committee makes up a long time schedule of programs which provides for a variety of experiences for the pupils. Each teacher in the high school is asked to be responsible for at least one program during the school session. The teacher may either use a regular class group or a homeroom group. Some of the assemblies have been based upon regular classroom activities. A good example of this was a program given by an English class. This group took characters from the literature they had studied and portrayed these in suitable costumes. The audience or student body was asked to bring pencil and paper to the assembly. The pupils were to identify the characters portrayed. This was not only an interesting program but it tied up with the learning situation in the class, and as a result, students took a greater interest in the study of the literature selections. The students realized they must have
an appreciation and understanding of the characters before such could be interpreted to the student body.

Another helpful and interesting program was given by the commercial students. This was a little drama which gave pupils guidance in the art of seeking a position. The program had enough humor to make an appeal, yet it gave some useful information. These two examples serve to illustrate this type of program.

There are programs which are inspirational in nature. During the time the personality clinic was in progress, the students gave programs based upon the activities of their group. Another type of program given during the clinic consisted in having speakers from outside the school speak on a timely topic. Great care was exercised in the selection of the speaker for such an occasion. During the school year the auditorium committee arranged for a number of devotional programs which were led by a minister. The committee made its own selection of the speaker and assumed the responsibility for making all arrangements and conducting the assembly.

Another type of assembly is the general meeting
of the Students' Association. At these meetings, reports are made by officers and committees as well as by students who have attended some conferences.

At other times pep meetings are held. Then there are occasions when the student body gets together for a "sing." Such programs have had a helpful effect as they foster a community of interests.

**Dramatics and Other Speech Activities**

Dramatics and speech activities have assumed a very prominent place in the program of activities. It is felt that many needs of a child can be met through this program. One need is the development of the child's personality. Through participation one develops his initiative, self-reliance, and poise. Before an individual can assume a place of leadership and effectiveness in dealing with others, he must have these personality traits. This program is designed to help develop such traits in the pupils. They learn the value of emotional control and its implications. One's effectiveness often depends upon voice control. The ability to stand on one's feet and express one's thoughts is too often lacking in adults. This program provides for the development of this. Life-like
situations are often a "give and take" proposition. In debating is found an excellent opportunity to develop this. Not only does this program provide for the development of the individuals own capacities but it helps him to see and appreciate the personality of others.

The dramatic and speech activities include not only formal activities to which the general public is invited but various types of assembly programs in which the students gain valuable experiences. In the field of dramatics there are the night of one-act plays, the one-act contest play, the operetta, and the senior play. The night of one-act plays is sponsored in order that more students may have a chance to participate. There are numerous committees connected with these programs which give pupils valuable experiences. Some of them are busy designing and building sets, others are designing and making costumes, others are working on lighting while still others are assisting the teachers in directing the plays. By having three plays in one evening, more students are given a chance to act in a dramatic role.
When one considers in addition the great number of pupils who try for parts in the plays it is clearly seen that a very large group of pupils are benefited by this activity.

The one-act contest play is sponsored each year in connection with the State Drama Contest. Within the last six years this school has won the State contest three times and has gotten honorable mention twice. This means that the quality of drama produced is on a high level. On numerous occasions actors in these plays have been singled out for their particularly fine acting. It is interesting to know that on one occasion more than ten times as many pupils sought parts in the play than there were parts for them. In order to give more pupils playing roles in the 1940 contest play, two casts were trained for the final production. The play given was a poetic fantasy; one cast was coached to present the play in the usual manner while the other presented the play as a ballet. These two performances won for the school the State championship.

The operetta is given each year to foster a greater appreciation of music as well as dramatics.
The cast usually includes about sixty students. The stage set is always very artistically designed. One member of the faculty is particularly gifted in this work. The students who assist in building the sets are very fortunate in that they learn an art which gives them an appreciation for stage settings as well as an opportunity to gain some skills which have some utilitarian value.

The senior play as the name implies is a project of the senior class. However, it is sponsored to a degree by the Students' Association. The Association assists in the advertising and makes what other contributions it can to make the project a success. When the calendar of events for the year is made up it is given a place in the entire program.

There are other dramatic programs in the form of assembly programs. These are often a product of a given class. This brings about a tie between extracurricular and curricular activities.

During the school session approximately one half of the student body will have had an opportunity to have participated in the school dramatic program.
The other speech activities may be divided into two classes: those of a contest nature and those not in a contest program. The Virginia High School Literary and Athletic League sponsors contests in public speaking for boys and for girls, public reading for boys and for girls, and debating. Each year the pupils of this school make a very creditable showing. In the State contest in May 1940 there were seven literary events for class B schools. Glen Allen students had contestants in five of these events. In only two events did they not qualify in the district competition for the State meet. Out of the five groups of contestants three of these won State championships. They were in competition with class B schools from all over the State. This is a record that no other school has made for one year's competition. It seems also that this record speaks for the quality of work done.

The speech work which is not of a competitive nature consists of participation within the school and the participation away from the school. At school the students in their meetings and assemblies prepare and give talks to members of
their groups. Often the assembly programs consist of discussions by pupils on some problem common to all. Here they are not only getting valuable experience but are helping to build policies. On many occasions when some visitor is to speak in assembly some student presides and presents the speaker. All of this gives the pupil poise and confidence in himself. There are times when a school project is to be presented to the members of the student body in the homeroom period. This is done by students after they have become acquainted with the problem at hand.

Glen Allen students have taken the leadership in student participation work in this section of the State. They are in demand for participation not only in district programs of the Virginia Students' Cooperative Association but in state-wide programs as well. Two years ago a student was district chairman while another student was the state chairman. Both of the students presided with grace and assurance. They were a credit to themselves and to their school as well.

During the past few years since the Students'
Association of Glen Allen High School has been affiliated with the State organization there have been one or more students each year taking places of leadership in the district and state meetings. Particularly has the program of personality development been of great interest and concern of students in all parts of Virginia and other states as well.

After the State meeting in November, 1939, one of the Glen Allen pupils wrote an article for Student Life, a magazine with national circulation. Immediately after this article appeared, letters came to this student from a large number of schools in Virginia and several from schools outside the state.

At a district meeting during this school session the writer listened to a group discussion conducted by students of a number of schools on the subject, "How Can High School Students Help Improve Classroom Activities Through their Participation." The discussion leader was a member of the sophomore class of Glen Allen High School. It was a revelation to hear the excellent ideas of these boys and girls. The writer was particularly impressed with the skill of the leader in holding the discussion
to the point/with her valuable contributions to the discussion.

The actual growth observed in pupils through their participation is convincing proof to the writer of the value of such activities.

Socializing Experiences

Boys and girls of high school age often lack experiences which help them to develop the social graces. They are usually timid and show a hesitancy in meeting people as well as a lack of freedom in associating with those with whom they are casually acquainted. This organization has attempted to help pupils overcome this.

In January, 1939, the student council felt that some activities should be provided that would supplement home and other out of school experiences and would further the personal and social development of the high school pupils. The idea was thoroughly discussed by these forward looking boys and girls. Among the questions raised were: What can such a program do for our student body? What experiences will be provided? Will it be compulsory for pupils to attend? Who will serve as group leaders? Will
the pupils really want such a program?

This group of leaders realized that a great deal of work would be necessary if such a program should function effectively. It was agreed that participation must be voluntary if any good could come from it. There were some general plans set up for discussion groups. The month of March was selected for this concentrated effort. The groups were to meet at activities period once each week. It was thought that with groups would be ample to care for the needs of the student body. Teachers were selected to serve as sponsors or advisors for the various groups.

After these plans were made a committee of three was appointed to carry out these plans and set up others that might be needed.

Real work then began. The information was given the publicity committee in order that a publicity campaign might be started. The Bulletin Board Committee consented to display appropriate material on all bulletin boards. The Typing Committee agreed to make copies of the plans for the Publicity Committee
as well as ballots by which the pupils could select the activities in which they wished to participate. The Auditorium Program Committee promised to present suitable programs in assembly.

The committee of three worked out detailed plans for the organization of the groups. The Publicity Committee and the other committees went into action. Posters were made for display. Some of these were humorous or otherwise designed to attract attention. Newspaper articles and editorials were written for the school newspaper.

The Auditorium Program Committee arranged a series of educational and entertaining programs for assembly. After these efforts to inform and interest the pupils the ballots were distributed for the pupils to make their selections. These were signed and returned to the committee for counting. It was found that more than ninety per cent of the pupils had signed up for one of these groups. Extra groups had to be formed to take care of their needs.

In these group discussions the pupils raised their individual problems and they frankly discussed
them in an informal manner. If the problem was of such nature that research was necessary to obtain a solution, a committee of students was appointed to make the necessary study. This group reported its findings to the entire group. These reports were discussed and their application to the problem was made. It was quite interesting to observe the interest and enthusiasm with which the pupils attacked these problems. These conferences continued over a period of approximately four weeks. After they were concluded there was a summing up period in which the conclusions reached, which were of general interest, were reported to the entire student body. In certain instances the pupils dramatized some incidents or experiences. After the series of conferences the program given before the student body proved to be of so much interest that it was repeated at a meeting of the Parent-Teacher Association. This program was enthusiastically received by the parents and their comments were very complimentary.

The following is a list of some of the topics studied and activities in which pupils participated:

1. How to meet and introduce people
2. Manners and dress for boys

3. Manners and dress for girls

4. Preparation for college entrance as well as facts about college life

5. How to be a host or hostess

6. The art of conversation

7. Social dancing through which the pupils learn how to dance, and the boys learn how to ask a girl for a dance and to "break in" on another boy.

A reference to the table on page 9f will show what the students themselves think of these activities.

Each year since that first program, it has become a regular part of the yearly program.

Each year there are two or three parties held at the school for the entire membership. These parties often begin with some kind of program consisting of a dramatic skit, ballet dancing by some of the members, group singing, or vocal and instrumental music by some of the members. The gymnasium is then opened up for dancing, or other group activities. At one end of the gymnasium some of the girls serve at the punch bowl.

Since the inauguration of these parties the
growth of the pupils in the ability to participate with freeness and grace is very noticeable. There have been no unfavorable responses on the part of pupils in evidence. It is the opinion of the faculty that these experiences have made a great contribution to the worthwhile growth of the pupils.
CHAPTER IV

AN EVALUATION OF THE STUDENT PARTICIPATION PROGRAM OF GLEN ALLEN HIGH SCHOOL

It is a difficult task to get an effective evaluation of any social process. There are so many things that cannot be measured by objective standards or means. When subjective evaluation is applied the personal interests and attitudes of the person making the evaluation must be taken into consideration. No matter how much one wishes to be unbiased in subjective evaluation, there is still a chance for bias to influence conclusions.

The writer has tried to be objective in examining the program at Glen Allen. It is fully recognized that other factors may have entered into the growth and development of individuals and the benefits derived by the school, and that these may have been overlooked. Nevertheless the writer is confident that through nine years as principal of the school he has been able to make some conclusions that are thoroughly justifiable.
The school has been benefitted. Its whole program has become more democratic in principle and practice. Students have been allowed to help formulate and execute school policies. This has gone over into the classroom in providing more desirable learning situations. A better student morale has been developed. The financing of extracurricular activities has been placed on a more secure and effective basis. The quality of student activities has been placed on a high level. The amount of participation has greatly increased and the students have benefitted personally through their participation.

It has been stated that the development of the program has been an evolutionary process. It is not assumed that it has reached perfection. There have been instances where errors have been made.

A few years ago the school was using a report card furnished by the County School Board which made provision for the grading of pupils on several aspects of citizenship. The student council felt that a student should prove worthy in every respect before he could represent the school in any type of
inter-school competition. A rule was made by the council that any student given an unsatisfactory grade on any one or several phases of citizenship by more than one teacher would not be eligible to compete against other schools.

One of the first persons affected by the rule was a star athlete. Two teachers had graded him as having been unsatisfactory in his conduct and attitudes. This boy had a conference with the teachers but they could do nothing to help him as they felt they could not gracefully change his grades. He then appealed to the student council. When he appeared before that body, he frankly admitted his errors and asked that he be placed on probation for a given time. If his actions should not prove satisfactory, he would have nothing else to say. After the group heard him, they went into an executive session. This was an example of excellent thinking and reaction on their part. They questioned which would be best for the boy, to take his punishment or to have them put him on probation. The effect on the morale of the school was discussed. They questioned whether or not students would take advantage
of this situation. They wanted to be fair to the boy and all other students. Their thinking was logical and sincere. They decided to place the boy on probation. The procedure used in this instance was thoroughly democratic as personal bias or prejudices were in no way evident among the pupils. The sequel to this was a happy one as the boy in question proved to be a more desirable school citizen. It would be hard to evaluate the great good derived by all students participating in this situation.

Another excellent example of democratic procedure was the occasion of changing the merit system as was discussed in the preceding chapter. In this instance the pupils demonstrated a thorough knowledge and observance of parliamentary procedures. As stated previously the feeling over the provisions of the merit system was very pronounced. Even in such a situation when the problem was being discussed in an open meeting the pupils exhibited self control to a very high degree. Each person respected the rights of others. On more than one occasion there were as many as ten students standing quietly
waiting to be recognized by the president of the association who was presiding. The president did not attempt to coerce or in any way influence any speaker. If a person was out of order, he was quietly told of that fact. No person attempted to speak until he was recognized. The whole procedure was one of direct democracy at work.

The students have learned to respect the true worth of individuals. During the last election one person was elected to an office strictly on the basis of his contributions of work in the school. More than one teacher remarked that he or she was delighted to see students cognizant of this boy's contributions. The student was not one who was extremely popular as he had been a very retiring individual. There have been other instances when honors were voted to students in similar situations.

If student participation is to be most effective, there must be almost universal participation. If the number of students is limited who take a part in the activities, the greatest good cannot come to the school as a whole. The few who do participate will of course be benefitted but the school morale will
not be enhanced. Those who do not participate will feel that the others are being favored and thus cliques will be formed. The faculty and student council have tried to spread the participation but it seems that it has not been as universal as might be desired. Most of the adverse criticism that has been made in any way concerning the work of the program has come from those who do not participate. This was due to lack of understanding and appreciation. The records of the association show that the students most interested in the program of the association were those who have participated most. Perhaps increased participation can be accomplished when the pupils become more appreciative of the opportunities offered them. An effort has been made to accomplish this fact. During the session of 1940-1941 the council held meetings to formulate ways and means of creating a better understanding. Open forums were held in which the pupils discussed the progress and work of the association. These meetings helped to bring about this better understanding.

The writer wished to make a survey of the participation and secure opinions of the pupils concerning
their association. The following questionnaire was prepared with the aid of the Council and faculty sponsors.

**AN EVALUATION OF THE GLEN ALLEN STUDENT COOPERATIVE ASSOCIATION**

1. Have you held an office in the SCA previous to this time? _____ What and When? ______

2. Do you now hold an office? _____ What? ______

3. Have you been a member of the Student Council previous to this year? _____ When? _____ Are you a member now? ______

4. Have you been a chairman of a committee previous to this time? _____ What and When? ______

5. Are you a chairman of a committee now? _____ What? ______

6. Have you been a member of a committee previous to this time? _____ What and When? ______

7. Are you a member of a committee now? _____ What? ______

8. List the functions (athletic, social, public entertainment, etc.) of the SCA you have attended this year: ______________________________________________________

9. Check the inter-school activities in which you have participated: '37-’38 38-’39 39-’40 40-’41
   a. Football __________________________________________
   b. Basketball _________________________________________
   c. Track _____________________________________________
   d. Baseball __________________________________________
   e. One-act play contest _________________________________
   f. Debating contest _________________________________
   g. Poetry contest ___________________________________
91

'37-'38 '38-'39 '39-'40 '40-'41

h. Short story contest_____________________________

i. Public speaking contest_________________________

j. Spelling contest_______________________________

k. Music_______________________________________

l. SCA representative____________________________

10. If you tried out for one of the events in item 9 and did not represent the school, please mark with a (t).

11. Check the intramural contests and events in which you have participated:

'37-'38 '38-'39 '39-'40 '40-'41

a. Softball_____________________________________

b. Basketball___________________________________

c. Touch Football_______________________________

d. Soccer_______________________________________

e. Volly ball____________________________________

f. Three-act play________________________________

g. Assembly program_____________________________

h. Stunt night____________________________________

i. Carnival_______________________________________

j. Operetta_______________________________________

k. Night of plays_______________________________

l. May Day______________________________________

m. Social events_______________________________

12. a. Did you attend a personality development group in the Personality Clinic?____(b)Which one?________(c)Did this type of study help you with your problems?________(d)Do you think this type of study should be included in future years?

13. Please comment on:

(Comments may be put on back of sheet if necessary)

A. Newspaper____________________________________

B. Assembly programs______________________________

C. Safety patrol___________________________________

D. Socializing____________________________________

E. Wednesday activity Period________________________

F. Literary Contests_______________________________

G. Operetta_______________________________________

H. Carnival_______________________________________

I. Stunt Night____________________________________
J. Night of plays
K. Open Houses
L. Bulletin Board
M. Publicity
N. School improvement

14. **List ways in which you have personally been benefitted by the SCA:**

15. **List ways in which you think the school has been benefitted by the SCA:**

16. **List ways in which the SCA can be improved to help you personally and the student body as a whole:**
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</tr>
<tr>
<td>9h</td>
<td>5</td>
</tr>
<tr>
<td>9i</td>
<td>11</td>
</tr>
<tr>
<td>9j</td>
<td>14</td>
</tr>
<tr>
<td>9k</td>
<td>31</td>
</tr>
<tr>
<td>9l</td>
<td>16</td>
</tr>
<tr>
<td>10a</td>
<td>25</td>
</tr>
<tr>
<td>10b</td>
<td>51</td>
</tr>
<tr>
<td>10c</td>
<td>17</td>
</tr>
<tr>
<td>10d</td>
<td>10</td>
</tr>
<tr>
<td>10e</td>
<td>56</td>
</tr>
<tr>
<td>10f</td>
<td>6</td>
</tr>
<tr>
<td>10g</td>
<td>28</td>
</tr>
<tr>
<td>10h</td>
<td>19</td>
</tr>
<tr>
<td>10i</td>
<td>20</td>
</tr>
<tr>
<td>10j</td>
<td>22</td>
</tr>
<tr>
<td>10k</td>
<td>6</td>
</tr>
<tr>
<td>10l</td>
<td>4</td>
</tr>
<tr>
<td>11a</td>
<td>149</td>
</tr>
<tr>
<td>11b</td>
<td>123</td>
</tr>
<tr>
<td>11c</td>
<td>88</td>
</tr>
<tr>
<td>11d</td>
<td>33</td>
</tr>
<tr>
<td>11e</td>
<td>110</td>
</tr>
<tr>
<td>11f</td>
<td>39</td>
</tr>
<tr>
<td>11g</td>
<td>101</td>
</tr>
<tr>
<td>11h</td>
<td>77</td>
</tr>
<tr>
<td>11i</td>
<td>108</td>
</tr>
<tr>
<td>11j</td>
<td>103</td>
</tr>
<tr>
<td>11k</td>
<td>55</td>
</tr>
<tr>
<td>11l</td>
<td>41</td>
</tr>
<tr>
<td>11m</td>
<td>81</td>
</tr>
</tbody>
</table>
The replies to the first eleven questions give a record of the number of pupils participating in various activities. It is obvious that not all pupils took part in each activity. It is only natural that different pupils should have different interests. With a wide range to select from pupils chose the forms of activity in which they wished to participate. Only a few pupils did not take a part in at least one activity. It can be seen from the above table that a total of eighty-nine people have either tried for a part in the one-act contest play or have actually taken a part in this event. This means that approximately twenty per cent of the student body actually participated in this activity.

**TABLE II**

Pupils' Reaction to the Program of Personality Development as shown by by Replies to Question Number 12

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Affirmative Answer</th>
<th>Negative Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a-----------</td>
<td>243-----------------</td>
<td>28</td>
</tr>
<tr>
<td>12c-----------</td>
<td>193-----------------</td>
<td>27</td>
</tr>
<tr>
<td>12d-----------</td>
<td>217-----------------</td>
<td>19</td>
</tr>
</tbody>
</table>
Question twelve deals with the program of personality development. More than half the student body was active in this program. Only twenty-eight pupils who replied to the questionnaire said they did not participate. It is interesting to note that one hundred ninety-three pupils said they had benefitted by the program. Two hundred seventeen pupils expressed the wish that this activity be continued. This is conclusive evidence that such a program is a worthwhile activity.

TABLE III
Pupils' Evaluations of the Various Activities offered in the Program as Shown by Replies to Question Number 13

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Favorable Comment</th>
<th>Unfavorable Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a-----------</td>
<td>167-----------------</td>
<td>116</td>
</tr>
<tr>
<td>13b-----------</td>
<td>200-----------------</td>
<td>75</td>
</tr>
<tr>
<td>13c-----------</td>
<td>160-----------------</td>
<td>72</td>
</tr>
<tr>
<td>13d-----------</td>
<td>191-----------------</td>
<td>50</td>
</tr>
<tr>
<td>13e-----------</td>
<td>237-----------------</td>
<td>27</td>
</tr>
<tr>
<td>13f-----------</td>
<td>145-----------------</td>
<td>25</td>
</tr>
<tr>
<td>13g-----------</td>
<td>158-----------------</td>
<td>44</td>
</tr>
<tr>
<td>13h-----------</td>
<td>152-----------------</td>
<td>34</td>
</tr>
<tr>
<td>13i-----------</td>
<td>131-----------------</td>
<td>22</td>
</tr>
<tr>
<td>13j-----------</td>
<td>178-----------------</td>
<td>15</td>
</tr>
<tr>
<td>13k-----------</td>
<td>181-----------------</td>
<td>57</td>
</tr>
<tr>
<td>13l-----------</td>
<td>122-----------------</td>
<td>79</td>
</tr>
<tr>
<td>13m-----------</td>
<td>98------------------</td>
<td>72</td>
</tr>
<tr>
<td>13n-----------</td>
<td>139-----------------</td>
<td>86</td>
</tr>
</tbody>
</table>
Question thirteen asks for comments concerning the activities of the school. The school newspaper had the greatest number of unfavorable comments. Most of these comments were objections to a mimeographed paper. A few pupils felt that the paper did not get the deserved cooperation from the student body as the burden of the paper was left for a limited number of pupils to carry. There were a few pupils who felt that the content of the paper was not up to as high a standard as might be desired. The pupils who commented favorably felt that the paper met a definite need of the school and gave valuable experience to those who worked on it. The statements about the other activities commented on were of a similar nature. There were enough favorable comments to warrant their continuance. The unfavorable comments were of a nature that should lead students to attempt improvements, which will make the program of activities more effective and helpful to the student body.
TABLE IV

Number of Pupils Evaluating Benefits Derived from the Program and Suggesting Improvements

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Affirmative Reply</th>
<th>Negative Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>151-153</td>
<td>22</td>
</tr>
<tr>
<td>15-16</td>
<td>170-178</td>
<td>13</td>
</tr>
<tr>
<td>16-17</td>
<td>55-58</td>
<td>58</td>
</tr>
</tbody>
</table>

Questions fourteen, fifteen, and sixteen perhaps give a better evaluation of the program than any others. They ask what were the benefits derived by the individuals and the whole school and what improvements might be made. The comments given were of real value in improving the entire program.

Below are some comments that are typical:

"I have been able to overcome self-consciousness and to better express myself. I have learned how to discuss problems in a group. I have been able to meet people more effectively and have learned some of the principles of leadership."

"The Students' Association has brought about fine school loyalty."

"It has given me a chance to meet many interesting people and make valuable friends."

"My views have been broadened."

"The social activities have helped me socially."

"I have learned the true meaning of cooperation."
"The students seem to realize their responsibilities more fully and endeavor to prove themselves more competent."

"I have just come to Glen Allen this year and did not have the cooperative work of the SCA in the school which I last attended. I think this association is very successful and I have enjoyed working in the democratic environment inspired by the SCA."

"It has shown what is meant by real cooperation."

"It has given me a chance to work with the school as a whole and not merely a few people."

"The SCA has made the school more democratic."

"Since I take a part in activities, I feel a greater sense of responsibility and loyalty to my school."

"The SCA has provided an effective way of financing school activities."

"I have learned to have responsibilities by holding office and serving on committees, and have improved my public speaking."

There is not a single activity of the school which was not listed time and time again as having been beneficial either to the individual or the school as a whole.

The suggestions for improvement were quite constructive. Many students felt that they should be better informed concerning the work of the council and committees. Others felt that more activities
should be provided with a decided effort made to interest pupils in these activities. There were a few who felt that opportunities were not equitably distributed. A limited number felt that the SCA sponsors and faculty advisors of committees exerted a little undue pressure in directing and helping with the activities. These comments will aid the sponsors in improving this attitude. If a misunderstanding exists, it is easier to clear it up when one knows that it is prevalent.

Another effort to evaluate the program of the association has been conducted by means of open forums. In these forums the pupils discussed the activities to determine what is worthwhile about them and how they can be improved. From these forums many valuable suggestions for improvement have been made by the students.

The writer feels that pupils need a better understanding of the entire program. This can be brought about through a more effective homeroom program. The homeroom activities are the most neglected of the different phases of the association's work. An effective organization of the homeroom can bring about a closer coordination of activities, a better
understanding by the council of student needs and opinion, as well as a better understanding by the average student of the policies and program of the entire school.

In conclusion, the writer feels that the participation program of Glen Allen High School has developed with a purpose and plan. Pupil needs have been taken into consideration and every effort which was practical has been put forth to meet those needs. The program has not been perfect, yet it has shown growth. A challenge lies ahead as the needs of pupils are changing in this era of world turmoil. If democracy is to succeed, more conscious effort must be made to practice it. The public schools have a part in such a program as the students of today must be the adult citizens of tomorrow. Therefore, the school must give the pupils a chance for democratic living.
APPENDIX

The present Constitution has been developed in accordance with the needs and experiences of the school. The original Constitution is given here with the later Constitutions to show the changes that have been made.
(First Constitution)
Student's Association
1936-1937
CONSTITUTION AND BY-LAWS
CONSTITUTION
ARTICLE I
The name of this organization shall be the "Student's Association of Glen Allen High School."

ARTICLE II
The object of this association shall be to promote the interests and welfare of the student body and to improve our school in general. It shall foster and promote the various student activities.

ARTICLE III
Any student of Glen Allen High School may become a member of this organization by paying the annual dues as set forth in the by-laws.

ARTICLE IV
The officers of this organization shall be a president, a vice president, a secretary, a treasurer, and faculty sponsors.

ARTICLE V
The Legislative Council of this association shall consist of the general officers and one representative from each homeroom.

ARTICLE VI
This association shall meet once each month at such date as fixed by the association.
BY-LAWS
DUTIES OF OFFICERS

ARTICLE I

The president shall preside at each meeting of the association and each meeting of the Legislative Council. He shall be an ex-officio member of all committees.

In absence of the president, the vice president shall perform the duties of that office.

It shall be the duty of the secretary to keep an accurate and complete record of meetings of the association and Legislative Council. These records shall be kept in a permanent minute book.

The treasurer shall be the custodian of all the funds of the association. He shall collect dues, shall keep an itemized account of receipts and expenditures approved by legislative council, file receipts for all payments and present a full report at the expiration of his term of office.

It shall be the duty of the council to hold regular meetings to discuss matters of the general welfare of the school and shall bring such recommendations as they see fit to the association for discussion and adoption.

ARTICLE II

The officers of this association, except the faculty sponsors, shall be elected by majority vote of those members present at the next to the last meeting of the school session. The new officers shall be installed at the last meeting of the school session.

The class representatives to the legislative council shall be elected by the various homerooms at the beginning of each session.

The three faculty sponsors shall be elected by the legislative council previous to the first meeting of the school session.
ARTICLE III
COMMITTEES

The following standing committees shall be selected by the legislative council:

1. Athletic
2. School Improvement
3. Literary
4. Social
5. School Publicity

Any committee other than those named above may be established when deemed necessary by the association or legislative council.

Each committee shall consist of three.

ARTICLE IV

Students may pay their dues according to either one of the following methods:

1. Twenty-five cents per year which carries with it all rights and privileges of this organization.

2. Sixty cents per year which carries with it all rights and privileges and in addition tickets to the Athletic Contests.

ARTICLE V

This Constitution and By-Laws may be amended by a two-thirds vote of those present at any meeting.
(SECOND CONSTITUTION)

CONSTITUTION

ARTICLE I

Name and Purpose: The name of this organization shall be the "Student Cooperative Association of Glen Allen High School."

Object: Section 1-a: The object of this Association shall be to promote the interests and welfare of the student body and to improve the school in general. It shall foster and promote the various student activities.

ARTICLE II

Membership: Any student of Glen Allen High School may become a member of this organization by paying the dues according to either of the following methods:

Section 1-a: Membership in the Association which carries with it all rights and privileges of this Association.

Section 2-b: Membership and yearly newspaper subscription which include the privileges of the Association plus the school newspaper.

Section 3-c: Membership and yearly athletic ticket which include the privileges of the Association and admittance to all home athletic contests.

Section 4-d: Membership, newspaper and athletic ticket which carries the privilege of the Association, the school newspaper and admittance to all home athletic contests.

ARTICLE III

Officers: The officers of this Association shall be the president, vice president, secretary and treasurer.

President: Section 1-a: The executive power shall be vested in the president of the Students' Association.

Term of Office: Section 2-b: He shall be elected
to serve from February to February.

Qualifications: Section 3-c: No person except a member of the Junior Class in good standing may be elected to this office.

Duties: Section 4-d: The president shall preside at each meeting of the Association and each meeting of the Legislative Council. He shall be an ex-officio member of all committees.

Vice President: Section 1-a: The executive power shall be vested in the vice president of the Students' Association in case of the inability of the President to serve.

Term of Office: Section 2-b: He shall be elected to serve from February to February.

Qualifications: Section 3-c: No person except a member of the Sophomore Class in good standing may be elected to this office.

Duties: Section 4-d: In the absence of the president the vice president shall perform the duties of that office. He shall have general charge of all ticket sales for activities sponsored by the Students' Association. He shall have charge of the Membership of the Association.

Secretary: Section 1-a: He shall keep all records of the Association.

Term of Office: Section 2-b: He shall be elected to serve from February to February.

Qualifications: Section 3-c: Any member of the Students' Association in good standing may be elected to office.

Duties: Section 4-d: He shall keep an accurate and complete record of meetings of the Association and Legislative Council. These records shall be kept in a permanent record book. He shall receive all money and issue receipts for the same. This money is to be turned over to the treasurer immediately.

Treasurer: Section 1-a: He shall be the custodian of all the funds of the Association.

Term of Office: Section 2-b: He shall be elected to serve from February to February.
Qualifications: Section 3-c: No person except a member of the Junior Class in good standing may be elected to this office.

Duties: Section 4-d: He shall receive all money from the Secretary. He shall keep an itemized account of receipts and expenditures for each activity sponsored by the Students' Association, file receipts for all payments, and present a full report at the expiration of his term of office.

ARTICLE IV

Legislative Council---There shall be a Legislative Council which shall consist of the general officers and one representative from each home-room.

Term of Office: Section 1-a: The representative shall be elected by his homeroom to serve from September until June of each year.

Duties: Section 2-b: The Legislative Council shall be the governing body of this organization.

ARTICLE V

Sponsors---There shall be two faculty sponsors who shall advise the Association.

Term of Office: Section 1-a: The sponsors shall serve from the 1st of May to the 1st of May.

Method of selecting: Section 2-b: The sponsors shall be selected by the four major officers in consultation with the principal.

ARTICLE VI

Section 1-a: This constitution may be amended by 2/3 vote of those present at any regular meeting of the Association. The proposed amendment may not be voted on until the next regular meeting.

BY-LAWS

ARTICLE I

Methods of electing

Section 1-a: The officers of this association shall be elected by the secret ballot by the vote of the Association.
CONSTITUTION OF THE STUDENT COOPERATIVE ASSOCIATION
of
GLEN ALLEN HIGH SCHOOL

ARTICLE I

Name and Object

SECTION 1 - The name of this organization shall be the Student Cooperative Association of Glen Allen High School.

SECTION 2 - The object of this organization shall be to represent and advance the best interests of the student body and of Glen Allen High School; to foster and promote student activities; and to cooperate with the school authorities for the common good of the institution.

ARTICLE II

Membership

SECTION 1 - Any student of Glen Allen High School upon payment of general membership dues becomes a member of this organization and may participate in any activity sponsored by the association.

SECTION 2 - Only members of this association may participate in activities sponsored by the association.

ARTICLE III

Officers

SECTION 1 - The officers of this Association shall consist of the President, Vice President, Secretary, and Treasurer elected from the student body.
SECTION 2 -
a. The executive power shall be vested in the President of the organization.
b. He shall be elected to serve from February to February.
c. No person except a member of the Junior Class in good standing may be elected to this office.
d. The President shall preside at each meeting of the association and each meeting of the Student Council. He shall be an ex-officio member of all committees.

SECTION 3 -
a. The executive power shall be vested in the Vice President of this organization in case of the inability of the President to serve.
b. He shall be elected to serve from February to February.
c. No person except a member of the Sophomore Class in good standing may be elected to this office.
d. In the temporary absence of the President, the Vice President shall perform the duties of that office. He shall have general charge of all ticket sales for activities sponsored by the association. He shall have charge of membership of the association.

SECTION 4 -
a. The Secretary shall keep all records of the association.
b. He shall be elected to serve from February to February.
c. Any member of the association in good standing may be elected to office.
d. He shall keep a detailed and accurate record of all proceedings of the association, and he shall perform any other duties common to position of a secretary.

SECTION 5 -
a. The Treasurer shall be the custodian of all the funds of the association.
b. He shall be elected to serve from February to February.
c. No person except a member of the Junior Class in good standing may be elected to this office.

d. He shall keep an itemized account of receipts and expenditures for each activity sponsored by the association, file receipts for all payments, and present a full report at the expiration of his term of office.

ARTICLE IV

Student Council

SECTION 1 - There shall be a Student Council which shall consist of the four major officers, one representative from each homeroom, and the presidents of the three upper classes.

SECTION 2 - The representative shall be elected by a majority in his homeroom to serve from September until June of each year.

SECTION 3 - The Student Council shall be the governing body of this organization.

ARTICLE V

Advisors

SECTION 1 - There shall be two faculty members who shall advise the association.

SECTION 2 - The advisors shall serve from the 1st of May to the 1st of May.

SECTION 3 - The advisors shall be selected by the four major officers in consultation with the principal.

ARTICLE VI

Amendment

SECTION 1 - This Constitution may be amended by a two-thirds vote of the Student Council.
SECTION 2 - The amendment must be brought up by some member of the Student Council with a full statement of its desirability to the organization and school at large.

SECTION 3 - The amendment must be presented in writing to the membership of the organization at a previous meeting.

ARTICLE IV

Finances

SECTION 1 - The system of tickets shall be regulated by the Student Council.

SECTION 2 - All money shall be turned over to the Secretary who shall give a receipt and keep record on stub of same. An account of money and sources shall be turned over with the money to the Treasurer, who shall deposit all money in the bank, approved by the principal, record data, source, and special account.

SECTION 3 - a. No bills of any kind are to be made nor any money spent in the name of Student Association until permission is granted by the Student Council. In the case of an emergency the consent of the advisors and principal shall be sufficient.

b. Written statement including date, amount, and itemized account should be handed to the Secretary who, after it has been approved by the Student Council, makes a voucher (keeping record on stub) which is given to the Treasurer who gives check or money after voucher has been duly signed. The Treasurer shall file this voucher with cancelled check and bill.

c. All bills must be turned in to the Secretary within one week from the date made.
SECTION 4 - Monthly itemized reports from first to first must be made out by the Treasurer—one copy kept in books, one copy to each advisor, one copy to the principal, and one copy to be posted on the main bulletin board. All outstanding bills should be included in this report.

ARTICLE V

Awards

SECTION 1 - Monograms shall be awarded to members of varsity athletic teams and managers. Athletic participation slips must be filed with the Vice President within a week after a game upon the recommendation of the coach.

SECTION 2 - Monograms shall be awarded to any member who meets the requirements of the following Merit System:

SCA MERIT SYSTEM

The points listed below represent the maximum number of points to be given for participation in any activity.

<table>
<thead>
<tr>
<th>Major Field I Scholarship (June Average)</th>
<th>Major Field II Literary Contest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-10</td>
<td>Try-outs 10</td>
</tr>
<tr>
<td>B- 5</td>
<td>Alternate 20</td>
</tr>
<tr>
<td>C- 1</td>
<td>Represent school 50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Field III Leadership</th>
<th>SCA Class Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Vice President, Secretary, Treasurer</td>
<td></td>
</tr>
<tr>
<td>Homeroom Representatives</td>
<td></td>
</tr>
<tr>
<td>Committees</td>
<td></td>
</tr>
<tr>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td>Members</td>
<td></td>
</tr>
</tbody>
</table>

Note: Freshmen and Sophomore groups receive \( \frac{1}{2} \) credit in class organization.
Captain of Phys. Ed. | Lieutenant of Safety
---|---
Team | 6
Patrol | 12
Captain of Safety | Members of Safety Patrol | 15
| Patrol | 8

**Major Field IV**

<table>
<thead>
<tr>
<th>Dramatics</th>
<th>3 Act</th>
<th>1 Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Characters</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Minor Characters</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Stage Manager</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Prompter</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Stage Hands</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Ushers</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Major Field V**

<table>
<thead>
<tr>
<th>Publications</th>
<th>Major Field VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor-in-chief</td>
<td>30</td>
</tr>
<tr>
<td>Associate Editors</td>
<td>25</td>
</tr>
<tr>
<td>Feature Editors</td>
<td>15</td>
</tr>
<tr>
<td>Reporters</td>
<td>8</td>
</tr>
</tbody>
</table>

Those who did not make B team but are good (picked by coach) | 3 |

B. Team | 16 |

**Major Field VII**

<table>
<thead>
<tr>
<th>Miscellaneous</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Library Assistants, Laboratory Assistants, etc.</td>
<td>15</td>
</tr>
<tr>
<td>Serving at student functions not mentioned or classed under any other activity</td>
<td>10</td>
</tr>
<tr>
<td>Special meetings as representative of school</td>
<td>15</td>
</tr>
<tr>
<td>Cheerleaders</td>
<td>5</td>
</tr>
</tbody>
</table>

**Regulations Governing Merit System**

1. A student may hold only one executive position for which more than 15 points are given.
2. A student may serve on only one SCA standing committee.
3. Only students in good standing (passing at least 3 classes on all reports except the first one) may hold office in any organization sponsored by the SCA. If he loses his standing, he is to be dropped for the current school year. Points will be prorated accordingly.
4. Only students in good standing are to take part in all activities within the school (except assembly programs) which are sponsored by the SCA. If a student loses his standing, no points will be awarded for participation.

5. State regulations will govern all activities in which Glen Allen enter in competition with other schools. A student will not receive points for participation in such activities for the time he may not be in good standing.

6. A student must have at least 50 points to compete for an award. Not more than 50% of the total points may come from one field. Students must participate in activities in at least four major fields. Not more than 10% of SCA membership who have the approval of the majority of the faculty.

7. The coach or advisor of any activity may recommend that full or part credit be given the participant. All points are to be distributed at the discretion of the faculty advisor for that particular activity.

8. Regular Merit System Participation slips must be filed with the SCA Vice President within a week after conclusion of activity. Yearly activities should be reported on the first of May.

ARTICLE VI

Final Authority

The power of final veto shall be vested in the hands of the principal of the school.

ARTICLE VII

Amendment

These By-Laws may be amended at any regular meeting in the manner described in Article VI of the Constitution.
BY-LAWS

ARTICLE I

Methods of Election

SECTION 1 - a. The officers of this association shall be elected by secret ballot by the majority vote of the members of the association.

b. The representatives of the homerooms shall be elected on the eighth school day after the opening of school by a majority vote of the members of the homeroom.

SECTION 2 - a. In case of the inability of the President, Vice President, Secretary, or Treasurer to continue in office, the Student Council shall nominate a person or persons to fill the office. After the nomination has been posted for two days the election shall be held in accordance with Article I, Section 1a, of the By-Laws.

b. In case of the inability of a homeroom representative to serve, the vacancy shall be filled within two days by a majority vote of the members of the homeroom.

c. In case of the inability of an advisor to serve, the vacancy shall be filled within two days in accordance with Article V, Section 2, of the Constitution.

ARTICLE II

Times of Meeting

SECTION 1 - a. A general meeting of the association shall be held on the first Tuesday that is a school day of each month.
b. A called meeting of the association may be held at the request of the Student Council.

SECTION 2 - a. The Student Council shall meet each Thursday at Activity Period.
   b. Special meetings shall be called at the discretion of the President or Advisors.

SECTION 3 - a. The standing committees shall meet each Thursday at Activity Period.
   b. Special meetings shall be called at the discretion of the Chairman or Advisor.

SECTION 4 - The Student Council and Members and Advisors of all permanent committees shall meet jointly at Activity Period on the Monday preceding the general meeting of the association.

ARTICLE III

Committees

SECTION 1 - The necessary standing committees shall be created at the discretion of the Student Council.

SECTION 2 - Advisors for standing committees shall be suggested by the executive council and approved by the principal.
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