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A STUDY OF THE PRACTICES AND PRO-
CEDURES PREVAILING IN THE LEGION
GOVERNMENT DAYS' PROGRAMS IN FIVE
SOUTH DAKOTA HIGH SCHOOLS DURING
1953.

by

Philip R. Haskett

A problem submitted to the faculty of the South
Dakota State College of Agriculture and Mechanic
Arts in partial fulfillment of the requirements
for the Degree of Master of Science. (Plan B)

April 1954

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Philip R. Haskett

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SECTION I

INTRODUCTION

Citizenship education long has been a part of our formal education. Education in the problems of democratic citizenship is as old as democracy itself and dates back to the ancient Greeks. With the rise of recent conflicting ideologies, it has become of major importance that we teach not only the facts of citizenship but that we know more of the effects of our teachings upon the attitudes and the actions of those who have been exposed within our educational systems to the courses which are designed to teach citizenship. We must study and determine what knowledge the good citizen needs and how he can be helped to acquire that knowledge. We need to understand patriotism and how patriotism can be achieved. We must understand what a good citizen does, how he acts, and how each person can be brought to do and to act in this way.

THE HISTORY, STATEMENT, AND ANALYSIS OF THE PROBLEM.

History of Legion Government Days. The Legion Government Days' program is an outgrowth of the need to prepare citizens to accept responsibility for performing the minor chores vital to good government. It is recognized that becoming competent to understand the issues and election procedure is a learned process. This learning is facilitated by a laboratory exercise such as this. It organizes the

various bits of information in such a manner that a student can acquire an understanding which will carry over into full citizenship when that person becomes a voter. The whole program helps the young citizen to understand the statement of former Chief Justice Hughes that "Government is not something apart from us: it is we, ourselves, organized in a grand cooperative effort to protect mutual rights and to secure common opportunity--and improvement."

The early beginnings of programs similar to Legion Government Days are not clearly evident. We do know, however, that Legion Government Days was first tried in Yankton, South Dakota, in 1949. A similar program had functioned in the Yankton high school previous to this. However, in that year the American Legion Post offered its services in setting up and operating the program. As an adopted program of the state-wide organization, the program has been carried out in over a hundred schools in South Dakota. Much credit for its success and growth is due to the cooperation between the South Dakota Education Association and the South Dakota American Legion. The SDEA helped prepare literature on the project at their convention in Rapid City in 1950. In the following year the program was adopted by the national Legion. For sponsoring the program, the South Dakota Legion was awarded cash and a medallion in 1952 from the Freedoms Foundation which cited the program as an "outstanding achievement in bringing about a better understanding of the American way of life."

The Statement and Analysis of the Problem. During recent years, there has developed this project which promises

to add much to the effectiveness of citizenship education.

The publication¹ outlining the program describes it as follows:

Legion Government Days mean that students will put in some time studying election procedure under South Dakota law; that they will then hold elections under that procedure, of city or county officers, or both; that such elected students will put in all or part of a day with the actual holders of the offices to which they are elected; and that they will come back, then, and tell their fellow students what those officers do and how they do it. They will learn, by doing, the things voters today complain that they don't understand.

The project was adopted by the national American Legion in 1951; however, similar programs were in existence in a number of schools prior to that time. The approach to the problem has been unique in South Dakota. Because it is sponsored by a state-wide organization, the American Legion, projects are found in the smaller as well as in the larger schools.

The purpose of this study, then, is to determine the practices and procedures used in Legion Government Days' programs in five schools in this area of South Dakota. The programs which are the subject of this investigation originated and developed under different circumstances, and thus each will differ from any other program studied. Other factors which must be considered as a cause of program variation between schools are the size of the school and its location with respect to the government to which it is closest. Thus a specific purpose of this study was to locate and describe different type situations

¹The Why and How of American Legion Government Days. Joint Committee of The South Dakota Education Association and the American Legion. The American Legion Department of South Dakota, 1952-53.

where some plan of Legion Government Days was carried out rather than to make a normative-survey study of the whole state of South Dakota or a region of the state.

The schools chosen for this study represent a cross section of the types of programs which are in operation in this state. There were five of these types, and one program was selected from each type. Schools of small, medium, and large enrollments are represented. Programs in these schools were operated either at the city or at the county level, or at both levels of government simultaneously.

The objectives of the investigation were to analyze the five programs and the practices and procedures within the programs for those factors which contributed to favorable outcomes and objectives. Conversely, the detection and analysis of practices and procedures which adversely affected the final outcome of the program is a co-objective. The final objective was to provide guidance in setting up a Legion Government Days' program which would function with the most efficiency.

The outcome of this study should be a better understanding of the problems confronting the different parties who cooperate to make Legion Government Days possible. It is hoped that this understanding will result in an expansion of the program and in the improvement of programs in schools now operating Legion Government Days.

Generally, then, the purposes of this study are:

(1) to determine the procedures used by schools, sponsors, and cooperating officials in the operation of Legion Government Days;

(2) to contribute to the understanding of the objectives, of the functioning, and of the outcomes of the Legion Government Days; (3) to examine possible weaknesses of the program and to suggest possible remedies for these weaknesses; and (4) to contribute to the improvement and expansion of the program.

REVIEW OF THE LITERATURE

The most abundant sources of material on Legion Government Days and similar programs are the periodicals² which were published in the last three years. These writings are largely reports of programs similar to Legion Government Days. They are, however, known by different names. There is an abundance of literature on the general subject of citizenship training, and many of the programs in this area make use of community resources as do the programs under study here. Many of the programs listed in the source material have the same features as those programs included in this study. Examples of such programs are: get-out-the-vote projects, student self-government, and studies of democratic processes by investigation and observation. A short summary of some of the more pertinent literature will be given in addition to a summary of the more useful literature on the methods used in this problem.

²See Bibliography

Literature on Legion Government Days. The pamphlet³ which was prepared under the direction of the Joint Committee of the South Dakota Education Association and the American Legion explains the objectives of, reasons for, and procedures for carrying out the Legion Government Days' programs in the school. It also explains the roles of the different parties which are involved in the program; namely, the school, the cooperating officials, and the sponsoring organization. A second pamphlet⁴ places the program in the over-all citizenship program of the American Legion. This pamphlet is devoted to publicizing the Americanism program as a whole.

Literature on Programs Similar to Legion Government Days. Shelby⁵ gives an account of a project in citizenship training carried on in the Elgin (Illinois) High School. This account lists the following as the objectives of the project:

1. To impress all Elgin High School students with the importance of representative government or democracy.
2. To afford the experiences of democratic processes to the entire student body.
3. To show the need for, and importance of, both leaders and followers in government.

³The Why and How of American Legion Government Days. Joint Committee of the South Dakota Education Association and the American Legion. The American Legion Department of South Dakota, 1952-53.

⁴All in One Basket. Joint Committee of the South Dakota Education Association and the American Legion. The American Legion Department of South Dakota, 1952-53.

⁵H. H. Shelby, "Youth Government Days," School Activities, 22:280-281, May, 1951.

4. To provide actual "on-the-job" experiences to youth.
5. To draw into close relationship the city officials and youth.

The objectives of the Elgin High School program reflect the similarity between this program and the programs herein studied. Further information contained in the account of the Elgin program deals with activities of the students during the different phases of the project. It emphasizes the educational opportunity within the project.

Schild⁶ tells of the activities within a program operating in the high school at Nyack, New York. This program is carried out at the city level of government. The students were used to a large extent to organize and to plan the program with the city officials. Party organization and elections were set up by the students. Following the election the students would "sit in" with the town board at the board's regular meeting. The experiences of these students were brought back to the entire student body by a re-enactment of the meeting before a general assembly. The program was correlated with the English courses by having the returning student officials prepare accounts of their experiences. This program seemed to be largely a student undertaking although much supervision was evident.

⁶R. J. Schild, "A Day in Government," Social Education, 16-2:305, February, 1952.

Literature on the Broader Aspects of Citizenship.

Russel⁷ reports upon a number of projects in citizenship training which were carried out with the aid of funds from the Carnegie Foundation. These projects were designed to supplement the courses American History and Problems in American Democracy. The schools in which these projects were tried were Eastern schools with large enrollments. These experimental programs stressed political citizenship with the "emotional" side of citizenship--patriotism and self-reliance--excluded or ignored. Each of the projects which were discussed was carried on at the local level with the philosophy that, though a citizen must operate in various relationships, a person who is a good local citizen should be a good national citizen.

Literature on the Case Methodology of Research and Interviewing Technique. The principal methodology of research used in this study was the case method. Symonds⁸ points out several advantages of the case method. It is particularly adapted to sociological data which at the present stage of development seldom yields a quantitative expression. There has been an attempt to objectify both the collection and the analysis of case material so that the subjectivity of such items as interviewing and interpretation will be minimized.

⁷William F. Russel, "The Citizenship Education Project," Teachers College Record, 52:77-89, November, 1950.

⁸Percival M. Symonds, "The Case Study as a Research Method," Review of Educational Research, 15:353-376.

Some progress has been made in devising new technique in analyzing, categorizing, and qualifying relatively amorphous case data. In addition to these improvements there has been a steady rise in the application of involved statistical procedures, including factorial and variance analysis to case material.

Much of the criticisms of the case method are due to the researcher's failure to frame a definite hypothesis or his failure to carry through to the verification of the hypothesis. The case method does have its shortcomings. It becomes unwieldy with anything but a limited sampling, and the treatment of the data is somewhat subjective even in the hands of a highly skilled researcher.

The case study has been valued highly in many fields of research, and it should be of even greater value in the future. Symonds summarizes his findings by saying:

There is still much room for improvement in this methodology but it does offer an objective appraisal and statistical integrity without losing sight of the integrated, dynamic, holistic picture of human personality which the case study approach may give.

The literature reviewed does not report on the use of tape-recorded interviews in this type of educational research. This was a technique innovation used by the writer in the gathering of information for this study. Rogers⁹ reported that the material gained by recording interviews

⁹Carl R. Rogers, "The Use of Electrically Recorded Interview in Improving Psychotherapeutic Techniques," American Journal of Orthopsychiatry, 12:429-34, July, 1943.

"is priceless raw material for research." He points out the value of the nondirective interview, provided the interviewer has been careful not to bias the material. The interview has been used far more for counseling and psychotherapy than for research, although the technique is of great value in case work.

METHODS AND PROCEDURES

Determining the practices used in Legion Government Days is a problem well adapted to the case method of study. The data are somewhat subjective and highly complex in nature. Mathematical interpretation of such data did not seem feasible. It is doubtful if the conclusions reached from a mathematical treatment of such information would have as great a practical value as do those drawn from the case-study treatment. The use of the single case gave such limited sampling and data that a series of five case studies was decided upon. This modification gave the study added reliability because of this better sample.

Selection of the Cases and Collection of Information.

The characteristics of the individual programs in the schools made it possible to select five cases which were representative of the programs of Legion Government Days over the entire state of South Dakota. The situations in schools with such programs differ considerably and these differences were the basis for selecting five type cases. Variations were evident in:

1. The level or levels of government at which the programs were carried on--city, county, or both.
2. The size of the school within which the program was carried on.
3. The relationship of the program to other Government Days' programs in surrounding schools.

Programs which were selected differed from every other program in the study in one or more of the aforementioned ways. It would have been possible to use a greater number of types; however, programs which fulfilled the requirements of some of the types were not available for study or did not exist. Cases representing these five types were selected for study, one case for each type. The five case studies representing the types of Legion Government Days are as follows:

- Case I: A school with a large enrollment, operating the program at both the city and county level of government independently of other programs.
- Case II: Three cooperating schools with small enrollments, operating the program at the city level and county level of government.
- Case III: A school with medium enrollment, operating the program at the city level or the county level of government, independently of other programs.
- Case IV: A school with a small enrollment, operating the program at the county level of government, simultaneously with other schools within the county.
- Case V: A school with a large enrollment, operating the program at the city level of government independently of other programs.

The names of the schools holding Legion Government Days are shown in the Appendix.¹⁰ Considerations which governed the selection of cases for study were: (1) the availability of

¹⁰See Appendix I

school officials who were informed on the practices used in the programs within their schools, (2) the availability of other sources of information, and (3) the geographic location of the schools conducting these programs. Although not a major consideration, the factor of the length of time since the program was started affected the choice to a degree. Programs selected were in various stages of development. The oldest program had been started in 1949, and the newest program was in operation for the first time in 1953.

The gathering of information pertaining to this study was accomplished to a large extent by direct contact with the officials of the schools in which the programs operated. The initial survey of the Legion Government Days' program was obtained from the Department Headquarters of the American Legion.¹¹ This information is contained in the reports of the local Americanism officers. Other information was obtained in informal discussions of the problem with officers in Department Headquarters.

Following the selection of programs to be used in this study, school officials who were associated closely with the program and who were familiar with the program from the administrative standpoint were contacted. The interviews were scheduled, and arrangements were made to obtain reports and file material which would augment and support the information obtained through the interviews. Informal talks were held with the cooperating officials in the city and county

¹¹See Appendix I

offices. These talks and interviews were a valuable source of material on the operation of the Legion Government Days. Where it was practicable, these talks and interviews were tape recorded.

Preparation for the interviews was made prior to the appointments, and a number of questions were prepared which would serve as a guide. The questions were given a trial run and later revised to cover all phases of the program. The tape recorder was used in these trial runs, and it was found that the interviewed person's tendency to elaborate made it possible to use fewer questions. The use of the tape recorder made the manual taking of notes unnecessary except as an aid to further questioning on vague points, and it provided a complete record of the interview.

Organization of the Information. To facilitate the treatment of the data, each of the five programs selected was divided into activity phases. This division was along lines which were clearly defined in the program as it functioned. These divisions were: (1) preparation and planning, (2) election and officeholding, and (3) evaluation and follow-up. It should be understood that evaluation took place frequently in the first two phases, also, and that planning and preparation continued throughout the program's entirety.

(1) preparation and planning. In this phase activities consisted of action which took place in the setting up of the program. Included were the activities of the students, the teachers, the sponsoring organization, and the cooperating

county or city officials. These activities were the preliminary arrangements which the sponsoring organization made with the cooperating legal officials, the planning of the program, and the preparation of materials.

During this phase preparation within the schools included special programs or activities within the classes, or both. These activities were designed to teach the students (1) the fundamentals of elections, (2) the responsibilities and duties of the officeholders, and (3) the relationship among the various governmental units. In addition, special effort often was made to arouse interest in the future activities of the program.

The preliminary activities outside the school were the preparations which the sponsoring organization made. The organization arranged for the use of materials for the election, made provisions for some of its members to take part in special events to be held on the officeholding day, and contacted the cooperating officials--the legal officeholders--to assure the coordination of the program. Usually, publicity for the program was handled by the sponsoring organization and its members. The cooperating officials planned the activities for the period when the elected student officers actually would work with them in their offices.

(2) election and officeholding. This was the activity phase of the program. It consisted of events and activities leading up to and including the selection of the students who were to spend the day in the offices. These activities

included campaigns, elections, organization of parties, preparation of platforms, and other such activities which make up the election part of the program. The officeholding phase took place in the offices of the cooperating officials. In these offices the elected student officials either observed or participated in the routine business of the offices. In many cases special events were arranged for that day, and these were activities such as mock trials or tours of government-operated projects of the city or county.

(3) evaluation and follow-up. The results of the Legion Government Days were evaluated by the three groups which participated in the program. Evaluation was made as each of the program's activities was completed. The over-all survey of results, however, must follow completion of phase two, election and officeholding. Special activities were utilized to evaluate the program for the students, for the public, and for the school officials. The conclusions reached by this evaluation and follow-up often were used to improve the program the following year.

Treatment of Information. The data collected consisted of three types of information: (1) the information from the schools' files and from other sources connected with the program; (2) the recorded and written interview material; and (3) the informal interview information from the cooperating officials and other participants in the program. These data were catalogued according to their place within each program. The information was then used to formulate an account of the

activities which took place in each separate program.¹² These accounts were then re-checked with the school officials. If these accounts were found to be inaccurate, they were corrected or revised. No attempt was made to place the information in table form.

In the evaluation process¹³ a careful study was made of the practices within each program. Criteria were set up to determine the effect they had on the outcome of the program and the contribution which they made to the curriculum and to the school-community relations. These criteria were:

1. How does the practice contribute to the fulfillment of the objectives of the program?
2. How do the activities involved in this practice correlate with the remainder of the school curriculum?
3. How does the practice make use of and impress the community in which the program operates?

This study showed which practices contributed to the program's success and which practices had a less desirable effect. From the evaluation of these elements in the cases studied, some suggestions were drawn by the writer for the improvements of these and other programs. Only the outstanding and consistent practices could be covered in this section.

¹²See Section II

¹³See Section III

SECTION II

THE FIVE CASES

The five cases selected for study are representative of the Legion Government Days' program in South Dakota. The following accounts are the data gathered from records, interviews and informal talks relative to the program. The information in its original form was a conglomeration of facts and opinions, and this section endeavors to organize this data into a usable state. The evaluations contained in these accounts are those of the people who participated in the programs. Evaluation of these data by the writer is found in Section III.

In the presentation of the five cases, the level of government at which the programs operated determined their order. The first two cases are programs both of which were operated at the city and county levels of government. The third and fourth cases operated at the county level of government, and the fifth case operated at the city level.

In each account a logical order of events is followed. Events and procedures did not take place in this exact order in every case, but they progressed mainly from the planning and preparation stage to the election and officeholding phase. The final step in each program was the evaluation and follow-up.

CASE I: LEGION GOVERNMENT DAYS AT THE CITY AND
COUNTY LEVEL IN A LARGE SCHOOL

This is the account of the Legion Government Days in one of the large high schools in the state of South Dakota. This school has an enrollment of over four hundred in the high school. The program was started a number of years ago, and the practices are nearly the same each year, although minor changes and developments do alter it from year to year. Both the city and county offices cooperate in the program, and because of this, participation is possible for nearly all of the students in the school. Most of the students are able to take a major part in the program during their senior year in high school.

Planning and Preparation. Initial planning was done by a committee made up of the principal and two faculty members. This planning group met about two months prior to the day which the students were to spend in the offices. They set up a schedule of events and delegated responsibility to faculty members. Work was divided into two sections: the activities within the school, and the activities outside of the school. Arrangements were made by the committee for the school's seven Boys' and Girls' State representatives to meet with the sponsoring organization the following week. At this meeting the committee was enlarged to include two more faculty members to assist in the guidance of the program. Other plans which were made at the meeting were for an assembly to emphasize and explain the Legion Government Days to the student

body. Details of the assembly program were worked out by the student committee.

The following week the student committee met with the faculty committee and the representatives from the sponsoring organization. The schedule was revised, and arrangements were made for the sponsors to determine the legal officials who would cooperate in the program. The sponsors presented the schedule to these officers and explained to them their responsibilities for the day the students would be in the offices.

It was decided to limit the elected offices to seniors because of the limited number of offices in the city and county governments. Appointive student officers could be named from the entire student body. Some of the offices did not afford enough activity to keep the student officer interested for a full day, and the time in these offices was set at half of the day.

Preparation within the school program was in charge of the social science teachers. Special attention was given in their classes to the study of state, county, and local government.

The student council, student committee, and members of the sponsoring organization presented an assembly program to stimulate interest and to explain the Legion Government Days to the student body. The objectives of the program were outlined as follows:

1. Develop an attitude of appreciation for good government through a direct "learning by doing" activity.

2. Develop an understanding of the problems and functions of city and county governments.
3. Supplement the classroom knowledge of the functioning of our nation's political parties.
4. Provide actual experience in voting procedures.
5. Develop an attitude of responsibility and a desire for good government.

The student leaders explained the rules of the declaration of candidacy, the petition, the caucus, the campaign, and the voting in the general elections. A panel discussion was held as a part of the assembly program. Following the panel a number of questions offered by the student body were discussed. This discussion gave the students a better understanding of the part which each student could take in the Legion Government Days' program.

Election and Officeholding. In preparation for the election, the homeroom teachers, with the aid of an alphabetical list of their students, divided their groups into two political parties. The students were not allowed to change parties. Each homeroom section of the party selected one representative to the caucus. They were informed of the wishes of the people within the homeroom, and these issues were included in the party's platform. At the party caucuses, held during the noon hour on three successive days, caucus officers were elected. These officers were the chairman, the secretary, and the publicity chairman. Party platforms were drawn up and campaigning activities were planned. Each party was allowed a noon-hour rally between the primary and the general elections. Pep bands and posters aided the rallies.

Students seeking nomination were required to circulate petitions. Twenty-five signatures were required on the petition, and a student could sign only one of these petitions for each office. The faculty committee checked these petitions and prepared the ballots for the primary election.

Primary elections were conducted through the homerooms. Each student received a ballot for his party, marked it, and returned the ballot to the homeroom teacher. The ballots were turned over to the social science teacher who supervised the counting.

After the results of the nominations were known, the final electioneering began. Campaigning was enthusiastic but orderly. Posters, rallies, and speeches were devices which were used by the members of the two parties for their candidates. Lower classmen as well as seniors took part in the campaign.

General election procedure followed actual voting practices as nearly as conditions permitted. City-voting booths were set up in the social science rooms, and the election officials from the student committee supervised the voting. Polls were opened at 8:30 in the morning and closed at 4 that afternoon. No time from classes was given for voting, but a special effort was exerted to get everyone to vote. A tabulation of the results was made by the election committee with the help of the faculty.

The day in the office began at 9 in the morning for both the elected and the appointed student officers, and they

worked side by side with the cooperating officials. The following resume is taken from the Faculty Committee's report¹ on the program:

1. All student officials except those mentioned in Section III² (Mayor, Municipal Judge, City Commissioners, States Attorney, and County Commissioners) spent the entire day under the supervision of the city and county officials in the office to which they were elected.
2. The student mayor and city Commissioners toured the city and county offices in the morning to get an over-all perspective of those governments. In the afternoon they visited the water plant and the street department with the various city commissioners. At 4 p.m. these students observed a meeting of the Board of City Commissioners.
3. The student county commissioners attended a regular meeting of the Board of County Commissioners from 9 a.m. until 12 noon. In the afternoon it was planned that this group would accompany the student city commissioners on their tour. However, since the County Commissioners were meeting again in the afternoon, these students attended that session.
4. The student states attorney and the (student) municipal judge spent the morning hours in their respective offices and in a regular session of the municipal court. In the afternoon a mock trial was carried out. Some students were called into court on various charges. Convictions carried penalties of doughnuts and chocolate milk or jail. These two (student) officials later attended the city commission meeting.

Evaluation and Follow-Up. One of the most extensive phases of this program was its evaluation. Effort was made to evaluate it in several ways.

¹See Appendix III

²This refers to Section III of the Faculty Committee's Report.

The students and faculty prepared a program for broadcast over the local radio station. The program included:

1. Short speeches by city and county officials.
2. A short speech by the student mayor and the introduction of other student officials.
3. Administration of an oath of office by the County Judge.

The purpose of the program was: (1) to point out the benefits received from the program by the students, by the community, and by the nation; (2) to give the students opportunity to express their appreciation to the organizations and individuals which made the program possible; and (3) to give the participants the opportunity to evaluate the program for themselves. In the evening the American Legion held a banquet for the participants in the Government Days! program. An outside speaker was presented, and the entire group listened to the recording of the radio program which was presented previously.

In addition to the devices mentioned above, reports were made by the student officeholders to the student body. These speeches correlated the program with the other speech activities of the school.

The final evaluation method used was a report made by the faculty on the activities of the whole program. This report is a complete outline of the program as well as a critical evaluation. It makes recommendations for the improvement of the program for the following year, and it is a valuable guide for future programs.

In the judgment of the administrator two major results

had to be reached in order to achieve a smoothly functioning program. They were (1) the delegation of the responsibilities and (2) getting each of the participating groups to understand its own responsibilities. An example cited was the issuance of invitations to the banquet which followed the day-in-the-office activities. This was an "Alphonse-Gaston" act in which the Legion felt that the school should act since it was their program, and the school felt that the Legion should act since it was their banquet. As a result of this, invitations did not reach some of the people until shortly before the banquet.

The extent of participation was another problem which this administrator suggested as needing particular attention. He felt that greater participation on the part of each student in high school would improve the program. He pointed out that 90 per cent of the students did vote, but it had been necessary to limit the elective offices to the seniors. No immediate solution to this problem is evident at this time.

CASE II: LEGION GOVERNMENT DAYS AT THE CITY AND COUNTY LEVELS IN THREE COOPERATING SMALL SCHOOLS

The second type of Legion Government Days' program studied was carried on by three small schools. It was evident to the administrators of the three schools that none of their schools could carry on a successful program alone because of limited enrollment. As an outgrowth of these conditions, a cooperative program was set up, and the schools worked together as a unit in the operation of the program. The sizes of the three schools were nearly the same; all had less than fifty

high-school students. These schools are located in small towns which are similar in economic and social aspects. One of these towns is located out of the county in which the officials cooperated with the program.

Only one of these schools in this group had previously participated in a similar program. This school had conducted its program on the same day as did a larger school in the area. The students from both schools were in the offices of the cooperating officials at the same time. The administrator of the small school was not satisfied with the results as he felt that his students did not get the experiences which the program intended they should receive.

Planning and Preparation. Planning began with the superintendents of the three schools meeting to map out the general objectives and to plan the over-all program. The general objectives were much the same as those of the preceding program.³ In addition, the social objective: to develop a cooperative spirit among the students of the different schools who normally are competing with each other, was added.

Detailed planning was completed by a student committee of the Boys' and Girls' State representatives from the three schools. These students were appointed to this committee because they were most familiar with the organization of the program. A date was set for them to meet and draw up plans, and arrangements were made to schedule dates and other details with the local Legion posts in two of the towns. (One town

³Section II, p. 19

had no Legion post.)

Plans for the party organization were set up as follows. One committee member from each school was assigned to each political party; the committee representatives from school #1 were to draw up a party platform for their respective parties; those from school #2 were to make a list of the offices to be filled; and those from school #3 were to register the students from the three schools when they reported to the host school. The platforms and lists of the offices to be filled were prepared for each student in the three schools. These materials were passed out well in advance of the election. A list of the students of the three schools, exclusive of the committee members, was prepared and divided in such a way that both parties had equal representation in each school. This list was used to prepare name cards which designated the party to which the student had been assigned. These cards were handed out to the student when he was registered. Committeemen received their cards in advance.

Juniors and seniors from each school were eligible to hold office. They were urged to select the office for which they would be a candidate in the primary elections. Only one student from each school was allowed to run for each office. The effect of this was to limit the number of avowed candidates in each party to a maximum of three. Dates were set for the student elections, and the date for the office phase was set, subject to the arrangement which could be made with the officials in the county offices.

The next step in the program was to inform the sponsoring

organizations in the two towns of the program needs which they could provide. They were asked to make the arrangements with the county officials, to handle the publicity, and to provide other assistance in the form of law violators for the mock arrests and the trial in the city government of the host town. In addition they arranged to hold a luncheon for the students, faculty, and cooperating officials on the day the students understudied the work of the city and county offices.

Classroom preparation in the three schools took place in the social science classes which included all of the juniors and seniors. The material taught was selected by the teachers of these classes. Special attention was given the study of state, county, and local governments, and the responsibilities of the offices in these governments. Each student was urged to make special study of the office for which he wished to be a candidate. The student committeemen informed the student body of the plans for the election and officeholding phase of the program.

Election and Officeholding. The student bodies of the three schools assembled at the host school on election day. They were first registered and given the name cards which had their name and the name of the party to which they had been assigned. Following the registration a short general session was held to explain the activities which were scheduled for that day. Faculty members were assigned to the party caucus rooms to encourage participation during the primary sessions.

All members of the parties went to the rooms assigned for the caucus sessions. Temporary and permanent chairmen

and other party officers were elected.

Nominations for county and city offices were opened. Each candidate was nominated by someone whom he had either asked to nominate him or he was nominated by someone without his having asked that person. Nominating speeches were limited to one minute, and the nominee was given one minute to accept the nomination. Voting procedure in the primaries was by a show of hands. The faculty adviser and the party secretary counted and recorded the votes.

Following the completion of the slate of candidates, the platform was presented by the party secretary. The platform was discussed, amended, and finally adopted. A committee was appointed to carry on the campaign and to arrange for speakers for the general session which was to be held prior to the general election.

Candidates for non-political offices and those who wished to be appointed to positions in the county or city governments were required to circulate petitions. The petitions were presented to the election committee who placed the names of the elected student officials on the ballots; the petitions of the appointed student officials were presented to the student city or county commissioners the following day.

During the noon hour, all of the students from the three schools had lunch together in the lunchroom. Some individual campaigning was evident during this time. Campaign committees met to prepare posters and other campaign material. The election committee prepared three ballots: the county ballot, the city ballot, and the non-political ballot.

Assembly was called following lunch, and a timekeeper from one party and a chairman from the other party took charge of the meeting. The party chairmen were introduced and they, in turn, introduced their candidates. The non-political candidates were introduced at this time, also. Speeches on the behalf of each candidate were offered, together with speeches by the party chairmen on the behalf of the party which they represented.

While the election judges were making preparations for the balloting, and the voting booths were being set up, one of the social science teachers explained the voting procedure and the way in which ballots were to be marked. Special attention was given to marking the ballot in such a way that it could not be questioned. The polls were declared open for election, and each voter received his ballots and had his name checked on the voting list. He was directed to one of the voting booths where he marked his ballot and returned this ballot to the election official who placed it in the ballot box. When all had voted, the polls were closed and the election officials began tabulating the results. The remainder of the students were taken back to their schools and dismissed.

On the day following election, all of the juniors and seniors met again at the host school. The student county commissioners filled the appointed offices from the petitions which were filed. The student city commissioners filled the positions in the city government from the candidates who had not won elected offices. All county officers were taken to

the county seat, and the city officers were taken to the city hall. Those people who were defeated in the balloting and who did not get appointments were included as deputies.

Upon arrival at the courthouse the elected student officers, together with their deputies, were shown to the courtrooms, and the county judge explained the responsibilities of office to them. This was followed by a swearing-in ceremony in which the judge administered an oath of office to the group.

Following the ceremony each student was taken to his particular office and introduced to the county officer. That official was in charge of the student during the time that he was in the office. Duties and responsibilities were explained, and as much of the official business as could be demonstrated in the allotted time was shown to the student officials. The students did not "take over" the office but worked side by side with the cooperating official, the legally elected officer. At the county level no mock business was arranged, and the routine of the office was stressed. The total time in the office was five hours, and the students left before they had a chance to become restless.

Meanwhile, the student city officers were going through much the same program with the exception that special arrangements were made for the city commissioners to conduct a meeting, a traffic case was tried by the justice of the peace, and a number of other functions were in process which did not occur everyday ordinarily. Special attention was given to the study

of the old and outmoded town laws and ordinances.

Evaluation and Follow-Up. Evaluating the program was done by the school administrators and the social science teachers. Tape recordings, which had been made of some of the procedures during the day in the office, were played back to the students at each school. These tapes were recorded during the actual officeholding phase and were of great interest to the student body. Recordings of the speeches and talks made at the luncheon were of particular interest to those students who had spoken at that time.

At this luncheon many county and city officials expressed their evaluation of the program. One official of the county government made the statement that "The only experience I had in the courthouse before I became a county officer was to pay taxes and to get a marriage license." This may have been an exaggeration. However, it was used to point out the values which he felt were evident in the program. Other officials were very favorable in their comments.

Evaluation placed on the program by the school officials from the three cooperating schools were as follows:

1. The program appeared to be a good answer to the problems of conducting Legion Government Days in the small school.
2. The students were enthusiastic about the activities and were unusually cooperative.
3. The objectives of the program were realized in so far as the results could be measured.

Because the results from this method of handling the program were so favorable, it was decided to carry out the same type

of program the following year. The possibility of including one more school in the activities is being considered.

The chief criticisms of the program were:

1. Some of the offices were physically crowded when the students were present because in addition to the student who was elected to the office, the defeated candidates were sent to the office as deputies.
2. Some hard feelings among county officers resulted from incomplete contact between those officers and the school officials.
3. Better ways of evaluating the program need to be developed to determine its worth.
4. The time schedule was so close that it resulted in rushing through the program.
5. City governments in the small town had to be conducted in such a manner that they seemed somewhat unreal to the students.

Methods of overcoming these criticisms were not evident at the time these data were gathered. It was felt, however, that with some minor adjustments in the program, they could be overcome.

CASE III: LEGION GOVERNMENT DAYS AT THE COUNTY LEVEL IN A MEDIUM-SIZED SCHOOL

The Legion Government Days' program in this school was carried out at the county level in 1953. This school is one of the medium-sized schools in the state. The enrollment is nearly two hundred. The town in which the school is located is a county seat, and the city government is operational enough that it has been used previously in the program as an object for study.

Planning and Preparation. The superintendent established contact between the school and the sponsoring organization, which secured the cooperation of the county officials. Direct contact was established also between the school and the individual cooperating officials. The faculty and a student committee, appointed by the student council, formulated the plans for the program.

The two parties were set up by dividing the homerooms into two groups. This division was done by the faculty member in charge of each homeroom. One member from the two parties within each homeroom was appointed to the caucus committee which was charged with writing the party platform. Students were allowed to change parties, and sometimes a third party was formed. Although this third party never succeeded in electing its candidates, the practice aroused some interest and encouraged the parties to be more responsive to the individual opinions of each member in the party.

Classroom preparation in this program took place in the Civics and in the Problems of Democracy classes, as well as in special assemblies for all of the participating students. Objectives of the course work were (1) to familiarize the students with the processes of government on the local and state level and (2) to encourage students to actively participate in the democratic processes. Extensive use was made of the cooperating officials of the county government and of outside speakers at the general assembly programs. Such officials as the States Attorney spoke on the history of political parties, and the Sheriff spoke on the enforcement of

laws. In this part of the program other persons interested in local government were called upon also to acquaint the students with government and with the responsibilities of the people.

Election and Officeholding. Voting in the primary and general elections was carried out much as it is in actual practice. Election polls were in charge of three persons from each study hall. No class time was used for voting, and the voting was done during the study-hall period. Class-time was taken out, however, for campaigning before the general elections. Under the direction of the principal, votes were counted by a special student committee which supervised the polls.

On the day in the office the procedures for this program were similar to those reported in the other programs. Each student officer reported to the office to which he had been elected by his fellow students. He was shown the operation of that particular office, and he performed some of its routine business. With the cooperation of the sponsoring organization, some special activity was planned and carried out by several county and city government officials.

Evaluation and Follow-Up. The evaluation of this program was done by the social science teacher who had the responsibility for much of the program. He reported at length on the results of the program, and this report was turned over to the administration. Other methods of evaluation may have been used; however, neither of the top administrators

of this school were available for interviewing.

The follow-up in this program was a rally which was held following the day in the office. At this rally, open to the public, the students who acted as county officials were presented with certificates of achievement. Outside speakers addressed the gathering, and the student officeholders gave short talks.

The faculty member in charge of the program made a report to the administration. This report contained recommendations for the improvement of the program and an evaluation of the results achieved.

In the judgment of the faculty member who was interviewed, the program was of value and functioned quite smoothly. His three main criticisms were: (1) public relations could have been improved by better communications, (2) some county officials were not as familiar with the purposes of the program as would have been desirable, and (3) the program was hurried and should have been carried out over a longer period of time.

A second school official who was closely associated with the program said that he felt that this program or a similar program should extend down into the grade school in order for the students to realize the maximum benefits from the teaching of the processes of local government in this way.

CASE IV: LEGION GOVERNMENT DAYS AT THE COUNTY LEVEL IN A SMALL SCHOOL

This study shows the practices in the Legion Government Days' program as it was carried on in this small school of

less than fifty enrollment. This was the first year the school had held this activity under the present administration. One previous attempt failed to take root. No reason for the failure of the first attempt was evident. The town in which this school is located has an organized city government; however, it functions on a part-time basis and is unsuitable for study by the students. The town is situated about fifteen miles from the county seat.

Planning and Preparation. The superintendent contacted the American Legion Post and asked them to sponsor Legion Government Days in his school. It was agreed that the sponsor would provide transportation to the county-seat town and do the contact work with officials in the county government. They made arrangements with other Legion posts within the county to hold the program on the same day as did the other schools of about the same size in the county.

In preparation for the officeholding activity of the program, a unit covering the duties and responsibilities of city, county, and state governments, and of their officials was studied. The six-weeks' study was made in the class of Problems of Democracy which is offered to all juniors and seniors in the school. Source materials and the constitution of the state of South Dakota were used regularly in this course as the text. Library references were used but the exact reference titles were not available.

In preparation for the elections, the junior and senior classes were divided into two parties, and the social

science teacher selected one candidate from each party for each of the following offices: auditor, superintendent of schools, treasurer, judge, sheriff, and four county commissioners. Each candidate was required to write his own platform upon which to base his campaign. Presumably there was no effort to correlate the different platforms of candidates from the same party. The issues were varied in response to each candidate's individual idea. Mainly these were changes in the manner in which the county government was run. Most of these changes were based on the candidate's personal interests. There was no written record of the platforms available for study.

Election and Officeholding. The election procedure was simple. Ballots were prepared and voting was carried on during assembly periods. The students were given ballots, and, after marking them, returned them to the teacher in the assembly. They were counted and the results tabulated by the social science teacher.

The student officers were taken to the county offices in the courthouse on the day which had been designated for this part of the program. The cooperating officials, the legal officeholders, briefed them on the duties of the offices. During the six-hour period which they spent in the offices they were given routine business to perform. After the students finished with the work in the offices, they were taken to the courtroom where the county judge demonstrated the procedure used in the trial of a court case. The students were used in this activity as the participants in the trial.

Evaluation and Follow-Up. The follow-up consisted mainly of a discussion of the activities by the student officials, and this discussion took place within the Problems of Democracy class. An evaluation of the program was done by the superintendent, and some of the conclusions reached in his evaluation were:

1. There is a great amount of learning opportunity in the program.
2. There were too many students in the offices for the cooperating officials to keep interested during the time they were sitting in on the office activity.
3. Greater effort should be made to inform the public of the purposes and objectives of the program.
4. Better communication is necessary between all institutions participating in the program.
5. Participation by the students can be improved throughout the program.

CASE V: LEGION GOVERNMENT DAYS AT THE CITY LEVEL IN A LARGE SCHOOL

This school is situated in one of the larger towns in South Dakota, and the enrollment is over four hundred in the high school. The town in which this school is located is a county seat; however, the city government is closer to the people than is the county government, and so the Legion Government Days' program is carried on at the city level. Another advantage in the use of the city government is that it operates most of the utilities within the town and so gives a greater variety of vocational experience to the students who take part in the program. The program has been in operation for several years, and participation is restricted to seniors.

Planning and Preparation. The planning for this program began with a meeting of school officials and a committee from the sponsoring organization. The program was presented to the city commissioners by the sponsor's committee.

Preparation in the classroom was left to the social science teacher, and classroom work included the study of local governments with the emphasis on city government. The local government was given special attention as were elections and election practices. This work was motivated by the program which served as a laboratory exercise for the classroom work.

Classroom preparation was highlighted by the cooperating city commissioners and the mayor who spoke before the social science classes. They explained their duties and outlined the responsibilities of their offices.

Election and Officeholding. The city elections were held on a non-political basis. Candidates announced that they were candidates for the office of mayor or for the office of one of the four commissioners. Campaigning was not extensive. The student candidates presented their own platforms in five-minute speeches before the social science class. Balloting was carried on in the classrooms during the home-room period, and votes were counted by the social science teacher with the aid of the students. The student officeholders met with the cooperating commissioners three or four times previous to their day in the office. This gave them

a familiarity with their duties before they took office.

The four elected student commissioners, with the advice of the faculty, appointed the students to fill the remainder of the positions in the city government. These positions were: auditor, police chief and police officers, treasurer, justice of the peace, and assessor. In addition to these appointive offices in the regular city government, students were appointed to different positions in the utilities which the city operates. All of the seniors had the opportunity to work in some position during the day.

The activities of the student commissioners and of the student mayor were nearly parallel with those of the regular officers. Usually the cooperating official spent at least part of the day showing the students the aspects of his responsibilities and duties in which they were interested. In some of the offices special activities were planned.

Evaluation and Follow-Up. The chief follow-up activity in the program was the reports by the various students to other members of the class. These accounts gave the students an idea of the total activities of the city government. Later, the student commissioners, the student mayor, the faculty advisers, and the principal met and discussed the outcomes of the program and the possible methods for improving it the following year.

Some of the results of this evaluation together with some of the criticisms were:

1. The program has great educational value as an experience in democracy and as a vocational experience.
2. The program should be expanded to offer greater opportunity for participation.
3. Better communication would improve the program.

In talking with city officials, the following suggestions were made:

1. Physical crowding in the offices should be avoided.
2. The city officials would like to be given more consideration in the timing of the program.
3. The activities of the day should be planned to a greater degree to avoid losing the students' interest to the point where they may be tempted to slip away to more interesting activities.

SECTION III

GENERAL SUMMARY AND EVALUATIONS OF THE PRACTICES
IN LEGION GOVERNMENT DAYS

In summarizing the results of this study, it is well to point out that no effort was made to judge the individual programs or the types of programs or to compare them with one another to arrive at a "best" program or type. Each program is of value to the degree that it accomplishes the objectives set up for it, provided those objectives are sound. Each program studied had within it the necessary elements for accomplishing those objectives, and so it is logical to assume that the variable factors were the procedures used and the practices followed. Care has been taken to make the accounts of the individual programs objective and to evaluate accurately the practices and procedures and their contribution to the outcome of the program. In this way it is hoped that this study may serve as a guide and reference for those who are interested in establishing or improving a similar program.

Self Evaluation of the Practices by Those Who Carried Them Out. Each school official who participated in the programs formed important ideas about his individual program and about Legion Government Days in general. As these ideas are contained in the reports of the five cases, only a resume is included here.

School officials were agreed that more definite arrangements should be made with the legally elected government

officials regarding the routine to be followed during the day in the office. In other words, a closer cooperation within the program is needed. This view was shared by the cooperating officials. The sponsoring officials, however, were not aware of any great need for closer cooperation.

A second point of agreement among school people was the desirability of more participation opportunities. They felt that the learning opportunities in the program should be available to all high school students, and the greater the number of these students who can actually spend time within the offices, the better will be the results. At the same time, however, they recognized the limitations inherent in the program itself.

The third point of general agreement among the participants was the potential educational benefits of the program. They were impressed also with the public acceptance of the program when public relations were adequate and favorable.

Cooperating officials felt that they should be given more consideration in the planning and preparation for the time students spent in the offices. Some of these officials thought that the school and the sponsors should aid them to a greater extent in planning the day's activities. Sponsoring Legion officials were almost unanimous in their endorsement of the manner in which the programs operated under their sponsorship. No criticism of the sponsor's work in the program was expressed by either the school or by the cooperating

officials. In one or two cases the school officials were aware of their failure to inform the Legion of the needs of the program.

On the whole these evaluations by the participants are constructive. A few adverse criticisms, which were noted more readily by an outside observer, will be discussed in the next section.

SUMMARY AND EVALUATION OF THE PRACTICES BY THE WRITER

From the reports on the five case studies it is evident that some Legion Government Days' programs function more effectively than others. This is not due entirely to the size of the school nor is it due to the level of government at which the program is carried out. In the following evaluation the writer has endeavored to point out some practices which he feels contributed to the effectiveness of the different programs. This evaluation is based upon the information pertinent to the programs which were available to him. In addition, methods are suggested for correcting some of the shortcomings evident in the programs. These are the writer's ideas and are not meant to be hard and fast rules which will assure success; however, the underlying principles set forth will help to strengthen the programs.

Summary and Evaluation of the Practices in Initial Planning. Practices in the early stage of the program can determine its success or its failure. The organization of the program is especially important. In two of the cases studied,

the programs were operating for the first time in 1953. These programs were planned somewhat differently than the remaining three because there was no past experience upon which to base them. In each case the administration of the school played an important part in the initiating and planning of the program. It appears that the practice of turning a share of the planning over to the students, once the program is established, has favorable outcomes.

Much more emphasis on student participation in the planning of the program seems advisable. This student-planning phase adds an element of participation in the early portion of the program. In the large school situation, participation in the later phase of the program appears to be limited, and student planning increases the amount of the program with which the students can identify themselves. Contact between the students and the members of the sponsoring organization and between the students and the cooperating city or county officials makes for a better mutual understanding of the problems which each must face.

One limiting factor is the small number of student leaders in school who are available for this planning. In the majority of the schools the Girls' and Boys' State members, or former members, are chosen for their leadership and their knowledge of the necessary organization. Doubtless, there are others who could furnish leadership under the proper direction, and this direction must be given by the faculty members and the administrative officials who are in charge of the program.

The role of the sponsoring organization in the planning of the different programs varied greatly. The sponsors of all the programs studied contacted the city or county officials to obtain their cooperation. The contact was effective in each of the cases; however, it was the source of difficulty in at least two of the programs. This difficulty arose from the method used or from the sponsors having contacted the wrong individuals. In some of the cases the sponsoring organization undertook other planning such as the arrangements for mock trials, arrests, or other business which would demonstrate the function of local government. It is a sound practice to encourage greater participation on the part of the sponsoring organization; however, the school administrators and the faculty should keep abreast of what is being done and realize that these organizations are made up of laymen, and, as such, they are somewhat reluctant to go ahead without the encouragement from the school. They are able to perform a function which is impracticable for the school officials or the faculty or the students to attempt.

Summary and Evaluation of the Practices in Preparing the Students. Preparation within the classroom was similar in the cases studied. Subject matter presented in the social science classes included a study of the local and state governments. The classes to which this subject matter was presented were composed largely of upper classmen; the lower classmen were not given formal instruction within the classroom.

Two philosophies were evident in regard to this classroom

work. On the one hand it was undertaken as a major division of the course of study, and Legion Government Days was used as a laboratory exercise in conjunction with this work. On the other hand, the classroom work was undertaken more to furnish background for the participation in the program. The end results appear to be about the same. One question which is raised in connection with the classroom preparation is whether more should be done by extending this instruction to the lower grades in high school. This point seems worthy of additional study.

Most of the programs provide for the instruction and indoctrination of the students into the mechanics of the program at some time previous to the main activities. This instruction is carried out in assembly programs and by other activities in which the experienced students explain the program to those who have not had a part in the planning and preparations for the program. Two of the programs made use of the cooperating government officials in the preparation of the student body. This practice has merit since it gives these officials an opportunity to communicate with the students and to contribute to the students' understanding of the responsibilities of the officeholder. The availability of these officials is a problem for the smaller school which is located away from the county-seat town.

Usually the time period covered by the preparation and planning phase was over two months. In the simplified program, however, the preparation was accomplished in less than a week.

Some obvious sources of problems in relation to the

program demand some revision of the practices as they now exist. Greater attention should be given the education of the county or city officials in the matter of what is expected of them during the time when the student is in the office. Direct communication between the school and these officials should be established early in the planning phase. It is advisable to have this communication in the form of a letter or advisory bulletin which gives dates, number of students to be sent to the office, and rules governing the students' behavior while he is in the office. This will give the cooperating official opportunity to make arrangements in his work and to advise the school if existing arrangements are not completely satisfactory. This consideration will lead to a better relationship between the school and the cooperating officials.

The programs studied were very similar in the method of forming political parties; that is, the student body was divided into two numerically equal groups. This appears to be the only method considered by the persons operating the program, with the exception of the school which allowed a third party to split away from the two parties. There was some dictation in this method; however, it did avoid the inherent defect of using real parties and party names. Students showed some party loyalty, and it is probable that this system avoids personal feeling in the campaign.

Methods of organizing the party for the campaign were varied. In the majority of the programs, the students showed some serious thought and originality in the preparation of the platforms. Issues were mainly real and controversial. Seldom

was there any indication of lack of seriousness, whether the platforms were written by a few or by many. The composition of the platforms was a project for the students with the special talents and abilities.

The actual campaign offered good opportunity to correlate the project more closely with a number of classroom activities, as well as with the extra-curricular activities. The making of signs and posters can be a good exercise for art, and the speech making is good training for debate and dramatics. The composition of these speeches works well into the English curriculum.

In conclusion, it can be said that the program planning is directly effective in the development of the individual student. It offers the student incentives which can lead him to favorable learning attitudes, and it places the student in the community of which he is a part. Greater emphasis on the participation of the students in this phase of the program can make it the most interesting part of the program.

Summary and Evaluation of the Practices in the Elections.

This phase of the Legion Government Days' program is, in reality, a practice for one of the responsibilities of every citizen. Most of the programs endeavor to make the conducting of the election as realistic as possible. Sponsoring organizations can be given the opportunity to provide the physical materials for the elections. Election officials appointed from the student body conducted the actual voting in most of the programs, but this practice is not universal. Learning opportunities in this

activity can be valuable experience for some of the less talented students who are reluctant to take part in the other activities such as campaigning. The duties are not too complicated, and these less talented students will profit more from this activity than will the more active students. Instruction of the voters prior to the casting of their ballots probably is not necessary if the students have been properly prepared in the classroom.

The number of students who vote in the election is a measure of how interested the individual students are in the program and how successful the program is in general. The election should be voluntary and as realistic as possible. Under supervision the students should do all of the counting, tabulating, and canvassing of the vote.

Summary and Evaluation of Practices in the Office-holding Phase. A careful analysis of the activities in the offices of the different governments studied in the programs revealed two definite patterns. Under one system, the programs for the day were set up to include as many activities of the office as could be crowded into the day; and, under the second pattern, the routine office work was carried on. For the most part the student officers sat in on the activities, working side by side with the cooperating officials. Both systems of activities have merit, and it appears the level of government studied, along with other factors, determine the most satisfactory arrangement.

Programs in which the activities in the offices are

specially set up have several advantages. They give the participating student officeholder a better perspective of the position which his counterpart in real life is filling. He learns by seeing more of the office responsibilities as they are carried out. Under this system the time goes rapidly, and interest remains high for longer periods.

Balanced against these advantages are some drawbacks. The situation may become a show for the benefit of the student, losing the reality and the means of impressing the student with the seriousness of the governing processes. This method can be accused also of imposing too much work and planning upon the cooperating officials. This is particularly undesirable when the office is working under rushed conditions, such as the county treasurer's office would be during periods of tax receipts, auto registration, and license sales.

During this part of the program the second method of arranging the work overcomes many of the criticisms, but it does not completely satisfy the needs of the program. The routine of any office undoubtedly seems dull to a person who has a limited interest in the affairs of that office. The students realize they are in the office for only a short time, and, as a result, the span of interest in any one activity, or a limited number of activities, is short. Students must be kept interested throughout the period in the office or they will be dissatisfied with their experience and develop an unfavorable attitude toward the duties of those offices.

A number of ways in which these difficulties have been

worked out are evident in some of the programs studied. One program did not send students to the offices in which the activities were limited. This cut down on the participation possibilities, but it did solve the problem of keeping the students occupied. Another program met this problem by using only a portion of the working day as actual in-the-office training, while other programs went to great effort to set up activities to insure constant activity throughout the day.

The solution to this problem is probably a combination of the two methods plus thorough planning. In doing this it seems that the realism and seriousness of the office could be maintained, and many of the criticisms of the separate systems could be overcome. Each program and situation is unique, and what would be satisfactory for one program might not be at all practical for another.

The time spent in the offices by the students is the climax of the entire Legion Government Days' program. It is a measure of the success of the program, and marks the successful program as distinctly as the climax of a play marks the success or failure of that play. This analogy can be carried further; in some plays the climax fails to develop and the play is a "flop." Should the day spent in the office fail to meet the objectives of the program, then the program will fail.

In each of the programs studied all of the elements were available for a successful officeholding phase, although in some programs they were not utilized to their fullest. One might go so far as to say they were not fully utilized in any one program. Most of the programs realized the objectives which

are attainable.

An outstanding device used in this stage of the program is the "swearing-in" ceremony in which the judge or another official administers an oath to the officeholders following an introduction to the general responsibilities of the oath. Another device used, also, is the attention given by the sponsoring organization and supervising school officials to the activities carried on by the students.

The coordination of this portion of the program with the remainder of the school course of study offers unlimited possibilities. The scope of some of the city governments is quite broad, and this offers a great opportunity for the participating student to gain occupational guidance through his part in the program. Much of the office work coordinates with the commercial courses taught in the school, while the requirements of the office present opportunity to use many materials from other courses. The day in the office undoubtedly offers opportunity to gain experiences which our schools cannot hope to offer in the form of courses. The whole process of government is an important segment of the social sciences.

The impression which this phase of the school program makes on the public is perhaps the weakest point in an otherwise favorable evaluation of this phase. Everything possible must be done to prepare the public for a program such as this. In the majority of the programs studied, public relations were not entirely favorable. All media of communication available should serve to inform the different publics of the objectives, aims, and activities which make up the program. This should

be done before, during, and after the program is carried out and in such planned fashion that the people who observe the students in their activities understand the reasons for those activities. Only through such public relations can the program gain complete favorable public opinion.

The evaluation of the programs is the most practical way to form a basis for the continuation of the program from year to year. Some instances were found, especially in the smaller schools, where the evaluation was done by the school administrator and no written record was kept. This would be a contributing factor in the discontinuance of the program in the event the administrator moved to another school.

The participants' interpretation of the program to the public works toward a better program. It is not possible for each of the schools to present a radio program as was done by one school; however, there are many other possibilities for accomplishing the same effect. Newspaper stories can be used in this evaluation, and they should be used to explain the program's accomplishments to the public.

Although all of the students in the school do not have the opportunity to take part in the officeholding phase of the program, they can share in the experiences of this phase if the participants can bring those experiences back to the student body. Most of the programs use an assembly program and other methods of reporting to the remainder of the students.

Summary and Evaluation of Evaluation Practices Within the Programs. Perhaps the most widely diversified methods or

procedures in the programs under study were those employed in evaluating the results of the program. Three objectives appeared in the evaluation of the program. School officials evaluated the program to themselves, and the results of some of these evaluations are included in this report.¹ The program was interpreted to the various publics, and the results of the program were brought back to the schools. This report might be classified as a broad evaluation of the programs in general; however, it is not a part of the programs within the schools.

The school administrators of the program went to much work to arrive at an accurate picture of what had been accomplished during the program. Some of the schools held faculty conferences to talk over the program; however, the results of these meetings were available at only two schools. At the other schools either they were not written down or they could not be located. The conference method seems to be an ideal way of getting the views of the faculty, and it could be used to advantage to obtain the views of the other persons involved. It would appear that the results of these meetings should be given wider circulation and would provide a basis for interpreting the program to the public.

CONCLUDING STATEMENTS

The five cases which were the basis of this study are only a few of the many programs of Legion Government Days which are carried out as a part of the citizenship training in the

¹See Appendix III

schools of South Dakota and over the nation. The writer has presented first the background, history, and structure of Legion Government Days. From the many programs over the state of South Dakota, five were selected for close study. The information gained from these individual case studies was used by the writer to point out some of the practices which he felt from this information had a significant effect on the outcome of that program.

Throughout this study, it was evident that all programs of the nature of Legion Government Days are well received by all of the participants; yet, there remains much which can be improved. The program was never intended to supplant classroom work in government or other methods of promoting citizenship. The program was the outgrowth of the need for the students to "learn by doing."

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APPENDIX I

The following list of schools which held the Legion Government Days' program in 1952-1953 was compiled from newspaper clippings and reports from the posts by the American Legion Department of South Dakota. Although incomplete, this list is the bulk of the schools having the program in South Dakota.

Aberdeen	Kadoka
Alexandria	Lake Preston
Arlington	Lemmon
Artesian	Lennox
Avon	Letcher
Belle Fourche	Lead
Beresford	Madison
Bonesteel	Martin
Bowdle	*Meckling
Brandt	Menno
Britton	Milbank
Bridgewater	*Miller
*Brookings	Mitchell
Bradley	Mobridge
Canton	Marion
Centerville	Nisland
Chancellor	New Underwood
Custer	Newell
Clark	Onida
Columbia	Pierre
Dell Rapids	Philip
Dupree	Pickstown
Deadwood	Rapid City
Eagle Butte	Roscoe
Elk Point	Redfield
Eureka	Rosebud
Emery	Sioux Falls
Faith	South Shore
Florence	Sinai
Forestburg	Spearfish
Freeman	Tyndall
Fulton-Farmer-Ephany	Vale
*Gayville	*Volin
Gettysburg	Vermillion
Hitchcock	*Virgil
Henry	Webster
Hill City	Wall
Hoven	Wasta
Hot Springs	Watertown
Huron	Waverly
Isabel	Woonsocket
Jefferson	Wessington
Java	Wessington Springs
	White River
	*Yankton
	Wilmot
	Winner

*Indicates Programs
Used in This Study

APPENDIX II

The following are samples of the questions used in interviewing school officials in regard to Legion Government Days.

A. Initial Planning

1. How does the sponsoring organization help you in setting up the program?
2. What groups or organizations within your school help set up the program?

B. The Election Within the School

1. How is the party membership determined?
2. By whom are the party platforms written?
3. In your opinion what is the basis upon which the students cast their ballot?

C. The Officeholding Phase of the Program

1. How much time do the students spend in the offices?
2. What duties are performed by the student officeholders?
3. How does the presence of the students affect the regular functions of the office?

D. Evaluation of the program.

1. What type of written records are kept on the program?
2. Are the students who participate in the program rated in any way?
3. What suggestions do you have for the improvement of your program?

E. The Follow-Up of the Officeholding Activity

1. How are the experiences of the students who spend time in the offices brought back to the remainder of the student body?
2. Are the cooperating officials consulted for suggestions for the improvement of the program.

APPENDIX III

AN EVALUATIVE REPORT
OF ONE OF THE PARTICIPATING SCHOOLS
WHICH COOPERATED IN THIS STUDY

REPORT OF THE FACULTY COMMITTEE FOR 1953

Part I. AIMS AND OBJECTIVES OF STUDENT GOVERNMENT DAY.

In response to the increasing need for active, intelligent participation in all levels of government by all the citizens of the United States, and in keeping with the major objective of the public schools of Yankton, South Dakota to foster the development of citizenship in their students, the administration and faculty of Yankton High School have joined wholeheartedly in the American Legion's Student Government Day activities. It is the hope and belief of these groups that this program will materially assist in promoting the following learning objectives:

1. Develop an attitude of appreciation for good government through a direct "learning by doing" activity.
2. Develop an understanding of the problems and functions of city and county government.
3. Supplement the classroom knowledge of the functioning of our nation's political parties.
4. Provide actual experience in voting procedures.
5. Develop an attitude of responsibility and desire for good government.

Part II. SCHEDULE OF EVENTS.

January 7	Initial Faculty Committee Meeting.
January 15	Meeting of the Faculty Committee, The Chairman of the American Legion Committee, and the Boys and Girls State Representatives for 1952.
February 9	Initial high school assembly program.
February 10	Formation of two parties and election of party caucus representatives.
February 10-13	Circulation of nominating petitions.
February 11	Political party caucuses during noon recess.
February 17	Primary elections.
February 24	General Elections.
March 2	Student Government Day.
March 9	"Report to the Students" Assembly.

Part III. INITIAL FACULTY COMMITTEE MEETING.

The first meeting of the faculty committee was called by the Principal. This committee was originally composed of

the Principal and two faculty members. At this meeting the following action was taken:

1. A tentative schedule of events was decided upon.
2. The work of the committee was divided into two sections. Each of the two faculty members would handle one section, and the principal would assist both. The sections were,
 - a. All activities involving the school only.
 - b. All activities involving outside individuals or organizations.
3. The committee was expanded to include two more faculty members.
4. A meeting with the Chairman of the American Legion Committee and the 1952 Boys and Girls State Representatives was arranged for the following week.
5. Plans were tentatively made for a high school assembly program to emphasize and explain Student Government Day to the student body.

Part IV. COMBINED PLANNING COMMITTEE MEETING.

On January 15 the Faculty Committee, the Chairman of the American Legion Committee, and the Boys and Girls State Representatives for 1952 held a meeting. The following action was taken:

1. The schedule of events was revised into its final form. (See schedule on page 1.)
2. It was decided that the American Legion would contact the city and county officials to determine which ones would cooperate in the program. (the list of offices is attached hereto.)
3. It was decided that only seniors would be eligible for elective offices, but a member of any class might be an appointed officials.
4. It was decided to continue the plan of previous years and divide the student body into two political parties. (See Part VI.)
5. Plans were formulated for the initial student assembly program. The program was under the direction of the faculty committee. (See Part V.)

At a sub-committee meeting January 22 it was decided that the following student officials would spend only a part of the day with their respective counterparts in the city and county offices. (See Part XI.)

- | | |
|--------------------|-------------------------|
| 1. Mayor | 3. City Commissioners |
| 2. Municipal Judge | 4. States Attorney |
| | 5. County Commissioners |

This action was the result of recommendations from the previous year to the effect that these positions were part-time positions only, and the student could not be kept busy during an entire day.

Part V. THE INITIAL STUDENT ASSEMBLY PROGRAM.

To stimulate interest and to explain the purposes and plans of Student Government Day an assembly of the student body was called February 9. The program was arranged as follows:

1. Supt. L. H. Baumann acted as chairman of the program.
2. The President of the Student Council led the audience in the Pledge of Allegiance to the Flag.
3. The Commander of the American Legion expressed greetings from the Legion.
4. Mr. Clayton C. Christopherson explained the American Legion's role in Student Government Day.
5. Gary Jacobs, Boys Stater, explained the caucuses and the general rules governing campaigning.
6. Karen Andrews, Girls Stater, explained the petition rules and announced the offices to be filled by election and appointment.
7. Patricia Booth, Girls Stater, explained proper voting procedure for the primary and general elections.
8. A general panel discussion followed to answer any questions asked by the audience.

Before this assembly program the faculty committee prepared and had mimeographed copies of the Instruction Sheet and the List of Offices. The Instruction Sheets were distributed to each student at this assembly. The Lists of Offices were posted on the bulletin boards in the halls and in the classrooms.

Part VI. FORMATION OF PARTIES AND SELECTION OF CAUCUS REPRESENTATIVES.

On February 10 in the regular homeroom period, the teachers divided their classes alphabetically into two groups--Federalists and Nationalists. Each group in each homeroom then selected from their members one caucus representative for their homeroom. No student was allowed to change from one party to another. The members of each party then advised their party caucus representatives as to the issues they wanted included in the party platform. (See Part VII.)

Part VII. PARTY CAUCUSES.

The party caucuses were held during the noon recess February 11. One member of the faculty committee was present at each meeting. Because of the intense interest and careful planning it was necessary to continue the caucuses during the noon recess February 12 and 13. The caucus elected a chairman, secretary,

and publicity chairman. The group then drew up the platform for their party. Campaign activities were discussed, and two days were set aside for each party to have a noon rally between the primary and general elections. (The party platforms are attached hereto.)

Part VIII. PETITIONS.

Petitions were circulated by the student office seekers during the period February 11 to 13, with 4 p.m. February 13 as the deadline for filing signed petitions. The faculty committee checked the petitions and prepared primary election ballots for those offices that were contested within the party. (Copies of ballots are attached hereto.) (For rules governing petitioning see page 2 of Instruction Sheet attached hereto.)

Part IX. THE PRIMARY ELECTION

The primary election, February 17, was conducted through the homerooms. Each student received a ballot for his party. These ballots were marked, collected, and returned to Miss Gooder for counting. The results were announced the next day. Campaigning then began in earnest.

Part X. CAMPAIGNING.

Posters were prepared and posted on study hall bulletin boards, in classrooms, on a bulletin board provided on the study hall stage and other appropriate places. Pep bands and speeches highlighted the rallies. The students were very orderly and cooperative in their campaigning.

Part XI. THE GENERAL ELECTION

The general election, February 24, was arranged to duplicate actual voting conditions as closely as possible. The city voting booths were set up in Miss Gooder's room. The polls were open from 8:30 a.m. to 4 p.m. Nearly 90% of the student body voted. The ballots were tabulated by Miss Gooder with the help of some of the students and faculty. Results were announced the following day.

Part XII. STUDENT GOVERNMENT DAY PROGRAM.

The program for March 2, Student Government Day, was prepared by the faculty committee. General arrangements were as follows:

- 8 a.m. Induction Ceremony at the City Hall Auditorium.
- 9 a.m. -
- 11:30 a.m. Student officials observe in the offices to which they were elected.

- 1:30 p.m. - Student officials continue observing in
 4 p.m. the respective offices.
 4 p.m. - Meeting of the City Commissioners.
 5 p.m.
 6 p.m. American Legion sponsored banquet at the
 G. A. R. Hall.

The Induction Ceremony was recorded by Radio Station W N A X and was broadcasted by that station at 6:30 p.m. that same day. Arrangements for the recording were made by the faculty committee with the W N A X officials. Speakers for the program were selected by the Principal and the committee. Since the program was to be recorded, it was essential that each speaker keep within the specified time limit. This was emphasized in planning with the speakers. Each student speaker was required to write out his speech and present it to the committee for approval. Each speaker was requested to read his speech in the actual ceremony. The speakers and the time limit are listed below.

- | | | | |
|-----|---|---------|--|
| 1. | Announcer | | Introduces program and first speaker. |
| 2. | Chairman of Board of County Commissioners | 1 min. | Representing the county officials |
| 3. | Announcer | | Introduces next speaker. |
| 4. | City Mayor | 1 min. | Representing city officials. |
| 5. | Announcer | | Introduces next speaker. |
| 6. | Student Mayor | 1 min. | Express thanks. Description of campaign activities. |
| 7. | Announcer | | Introduces next speaker. |
| 8. | H. S. Principal | 4 min. | Introduce the student speakers. (Four city commissioners and five county commissioners. Time limit: 25 seconds.) |
| 9. | Announcer | | Introduces next speaker. |
| 10. | Judge C. C. Puckett | 4 min. | Remarks and administering oath to student officials grouped in front of the stage. |
| 11. | Announcer | | Introduce last speaker. |
| 12. | Commander of the American Legion. | 1½ min. | Comment on the Legion's part in Student Government Day. |
| 13. | Announcer | | Close Program. |

The day's activities were arranged as follows:

1. All student officials except those mentioned in Section III spent the entire day under the supervision of the city and county officials in the office to which they were elected.
2. The student mayor and city commissioners toured the city and county offices in the morning to get an overall perspective of those governments. In the afternoon they visited the water plant, street department with the various city commissioners. At 4 p.m. these students observed a meeting of the Board of City Commissioners.

3. The student county commissioners attended a regular meeting of the Board of County Commissioners from 9 a.m. until 12 noon. In the afternoon it was planned that this group would accompany the student city commissioners on their tour. However, since the county commissioners were meeting again in the afternoon, these students attended that session.
4. The student states attorney and municipal judge spent the morning hours in their respective offices and in a regular session of the Municipal Court. In the afternoon a mock trial was carried out. Some students were called into court on various charges. Convictions carried penalties of doughnuts and chocolate milk or jail. These two officials later attended the city commission meeting.

The banquet was scheduled for 6 p.m. in order that all might hear the recording of the Induction Ceremony which was broadcasted by Radio Station W N A X at 6:30 p.m. The main speaker, Dr. Howard Kramer, President of Southern State Teachers College, was invited by the American Legion. Other speakers included Mr. Clarence Couch, Commander of the American Legion; Mr. Clyde Prouty, Police Commissioner; Judge C. C. Puckett; Mr. Freeman Otto, Legion Representative; Miss Karen Andrews, Student Mayor; and Mr. Raleigh Steinbach, Faculty Committee, who introduced the student officials.

Part XIII. "REPORT TO THE STUDENTS" ASSEMBLY.

The "Report to the Students" Assembly was scheduled for Monday, March 9. The program was arranged by Mr. Steinbach. The purpose of this program has been set forth in the opening section of this report. In order to take advantage of the speech learning opportunity it was decided to have as many of the student officials speak as was possible. Mr. Snowden and Mr. Steinbach decided to have each elected official relate his experiences in a two-minute talk. One of the county commissioners was selected to speak for that group. Emphasis was placed on the importance of making the speeches constructive and interesting. Mr. Steinbach acted as chairman and introduced the speakers after the President of the Student Council had opened the program with the Pledge of Allegiance to the Flag. The appointed officials as well as the elected officials were seated on the stage and were introduced to the audience.

The completion of the final assembly concluded the Student Government Day activities for 1952-53.

Part XIV. CRITICISM AND RECOMMENDATIONS

This critique was presented by the Sophomore English and Speech instructor. It deals with the final assembly as a learning exercise in public speaking techniques. It is included here as an aid to next year's committee. The following observations

were made:

1. Student officials on the stage did not observe good posture. The girls crossed their legs rather than their ankles. Boys had ankle on knee or feet wide apart.
2. The microphone was not at proper height for effective audience contact.
3. The recording of the Induction Ceremony seemed to enhance the audience's attention and behavior.
 - a. Several speakers in the recorded program hurried too much and did not enunciate clearly.
 - b. The speeches by the students in the recorded program were too much alike.
4. Several speakers at the assembly used notes too much and lost audience contact.
5. Several speakers rubbed the edges of the speaker's stand vigorously.
6. Several persons needlessly apologized for an otherwise effective speech.
7. One speaker had his notes on a large green paper which immediately drew the audience's attention from what he was saying. Another had several large $8\frac{1}{2}$ x 11 sheets of paper--an undue size for notes

The members of the faculty committee submit the following recommendations for next year's program:

1. It is felt that more definite arrangements should be made with the government officials regarding the program they intend to follow that day. It might be well to provide the student official with a typed outline of the office functions that he will be observing. Space should be allowed in the outline for the student to write notes. These outlines could serve as a basis for the final assembly speeches.
2. In view of the amount of work involved it is recommended that the faculty committee be enlarged to include six members, the duties divided as follows:
 - a. The initial and closing assembly programs.
 - b. The caucuses and campaigning activities.
 - c. The primary and general elections and the petitions.
 - d. The Induction Ceremony.
 - e. The Student Government Day activities as it involves the offices.
 - f. A publicity member.
3. It is recommended that the first combined committee's meeting clearly define the responsibilities of the school and the American Legion in order to prevent

duplication of effort and to forestall misunderstandings as to which group is expected to do what.

We strongly suggest that the American Legion take complete charge of two major areas: (1) enlisting the cooperation of the city and county officials who will participate in the program, and (2) the banquet arrangements, including the program and invitations.

APPENDIX IV

"The Why and How of American Legion Government Days"

THE WHY AND HOW OF AMERICAN LEGION GOVERNMENT DAYS



Prepared under direction of the Joint
Committee of The South Dakota
Education Association and The
American Legion



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APPENDIX IV

"The Why and How of American Legion Government Days"**Why The American Legion Government Days Program!**

It is recognized that too few Americans willingly take an enthusiastic and active part in elections. There is a reluctance to accept responsibility for performing the minor chores vital to good government. Many have to be hazed to the polls on election day. Some say they don't know enough about issues or election procedure to vote intelligently. They imply that this is because someone else has failed to do his job. There is the growing threat that government may become a racket for self-seeking and conniving men, with voters drawing farther and farther away from government to avoid contact with them.

And They Don't Know!

Citizens who don't feel qualified to vote often have good ground for that feeling. They have become voters at the age of 21, but little effort has been made, by them or anybody else, to train or educate them as voters. It's as though it was assumed that, as of a certain date, they could swim, or play the piccolo, without instruction or practice.

There's A Cure:

The American Legion believes that the cure is to provide, for citizens who will become voters on attainment of the age of 21, some of the education and training that is given that earnest, interested and patriotic group who have become citizens by naturalization. The Legion has recognized two things: (1) that's it's a bit complicated for each individual to pick the information up by himself unless he has free time and a special knack for things political; and (2) that the time to get this information is before arrival at the age of 21. It sees the schools offering opportunity for mass and organized instruction and learning-by-doing in this pre-21 period.

(2)

And So:

The American Legion operates Boys State and The American Legion Auxiliary operates Girls State for the intensive training of high school juniors with demonstrated potential of leadership. Then, in Legion Government Days, the aim is to provide these trained leaders with a chance to show what they have learned.

The Legion offers its co-operation to the schools of South Dakota in thus extending essential parts of Boys State and Girls State training to all high school students. It suggests that students at Boys State and Girls State have learned what government is about. They know, from their own experience, what students may be expected to find mystifying and confusing. They are eager to make use of their training in behalf of their fellow students. It is good to make use of what they have learned.

In A Nut-Shell:

Legion Government Days mean that students will put in some time studying election procedure under South Dakota law; that they will then hold elections under that procedure, of city or county officers or both; that such elected students will put in all or part of a day with actual holders of the offices to which they are elected; and that they will come back, then, and tell their fellow students what those officers do and how they do it. They will learn, by doing, the thing voters today complain that they don't understand.

If It's City Government:

Where a community is large enough to have a mayor and full time city officials whose duties are varied and general enough to give students something tangible to study, it is recommended that city government be studied. Here elections are non-political, according to South Dakota law.

(3)

APPENDIX IV

"The Why and How of American Legion Government Days"**Or County Government:**

Where town or village government is an incidental or part-time affair, county government is recommended for study—and the fact is being re-discovered that county government, sometimes almost forgotten, has more to do with the lives of citizens than government at any other level.

Most County officer nominations are made by party, under South Dakota law, and Government Days nominations follow actual practice. It's usual to call their parties Nationalist and Federalist, or by some other names that avoid inherited partisan friction.

And here the trend is for all the participating high schools in a county to co-ordinate their plans so that their elections are held at about the same time, and all the student sheriffs and judges and other officers appear at the courthouse at the same time to get their instruction from actual officials.

It's Strictly A Cooperative Affair:

The over-all machinery for Legion Government Days has been developed in conferences between representatives of the South Dakota Education Association and The American Legion. Literature sent to Legion Posts stresses caution that it isn't enough to turn the materials over to the schools and walk away, and it won't work if they try to step in and start directing operation of the schools. School people have been advised that they need Legionnaire aid in the development of official co-operation and public interest. Each group has an appointed part in the program, and co-operation means success.

What Does The School Do?

The superintendent or principal, in co-operation with city or county and Legion officials, arranges a date for Legion Government Days. A date in February, March or early April is suggested, to

(4)

keep as far as practical from the time of regular fall or spring elections and infection from their partisan campaigns.

After the date is fixed a general committee is set up, probably headed by a history or government teacher, and including Boy and Girl Staters. The administrator includes in the year's program a period of instruction on election procedure, and on powers and duties of public officials. This may be a week or two in civics, government, history or English classes. It may cover a much longer period, and include assemblies where lawyers or public officials speak. Whatever the time involved, it should be concluded early in April. The classroom plans and work are exclusively in the hands of school authorities. The aim is to give students information that will be helpful to them in voting and in carrying out offices to which they may be elected and useful to them later as citizens. The general committee builds up student interest and guides the efforts of campaigners.

The school holds the simulated elections of student officials, gives elected officials freedom for a day to carry out their duties, perhaps holds an assembly where those officials report back their experiences. In schools of sufficient size it is recommended that elective offices be limited to seniors, and appointive offices to juniors and seniors. All high school students should participate as voters.

What Does The Legion Post Do?

The Post Americanism Officer outlines this program to the Post so that the membership knows what is planned. A co-operating committee may be named. The Americanism Officer, or his committee, confers with school officials and city or county officials on the date for Legion Government Days.

When the program starts, the Legionnaires help line up officials or lawyers to help in the instruction if the school wants them—and it may as well be

(5)

APPENDIX IV

"The Why and How of American Legion Government Days"

recognized that there is little text-book material on county government and that instruction here must come from present or former county officials or from interested lawyers. Legionnaires arrange with officials for loan of actual voting booths and other equipment making for realism—and often do a bit of strong-back work moving it around. They sell actual officials on the fact that it's interesting and good public relations for them really to show the student officers what their duties are. Legionnaires line up publicity for the program and for the student participation that concludes it through newspaper stories, lots of pictures, radio broadcasts, and appearance of student officials before such groups as luncheon clubs and the PTA. They may play the part of law-violators to give the practicing courts some business.

Where county government is to be studied, the Legion posts co-ordinate the local program so sheriffs and other county officers from every town electing them come to the courthouse on the same day. The Legion, in the home town or the county seat town, may arrange a public meeting for introduction of the students elected to office, and for administration of the oath of office or some other recognition. All this can be done without cost to the Post.

The Legion may add to this recognition by entertaining the student officers, co-operating public officials, parents, and others desired, at anything from an assembly or a modest luncheon to a banquet with an inspirational talk by a competent speaker.

The Dates

These are to be determined locally and depend on how extensive a program is undertaken. The recommendation is repeated that the whole program wind up no later than early April.

Background

The Government Days program was undertaken by the Legion Post in Yankton in 1949, and made such a hit that it was approved as a statewide project by the Legion convention that year. A resolution endorsing it was adopted at the South Dakota Education Association convention in Rapid City in 1950, and co-operative preparation of literature was undertaken that year between the SDEA, the Legion, and State Superintendent Harold S. Freeman. The program was adopted by the national Legion in 1951, and it won for South Dakota Legion in 1952 a cash award and medallion from the Freedoms Foundation as an "outstanding achievement in bringing about a better understanding of the American way of life." The 1952 Department Convention of the Legion gave this and other Americanism programs a boost by setting up an organization of 14 District Americanism officers to head them in their several districts.

The Legion never has claimed to have originated the idea of election instruction in schools. In some South Dakota towns other organizations have sponsored such activity for years. The Legion contribution is to make the benefits statewide instead of spotted. Its 260 Posts all over South Dakota make this possible—it is an organization whose members are found in practically every community in this state. There is no disposition to replace existing projects or elbow present sponsors aside. The Legion would welcome their collaboration and would be pleased to furnish them with any materials it has. Legion interest is in seeing that all South Dakota high school students have the opportunity to learn by doing, and not in exclusive sponsorship.

APPENDIX IV

"The Why and How of American Legion Government Days"**It's Public Relations:**

Experience has proved that the Legion Government Days program is Class A public relations for the school and for the Legion Post. It attracts patron and non-patron interest and support to the schools. It sells the public that school and Legion are taking positive steps to meet a known citizenship-need.

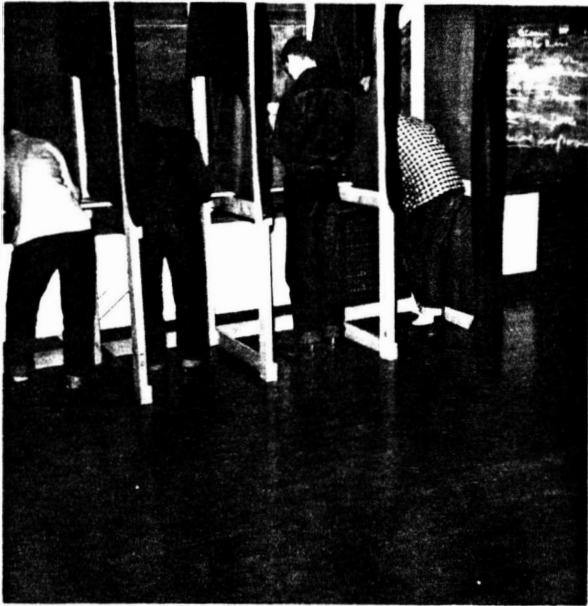
Cooperation Is The Key:

Success in this undertaking depends upon the combined effort of school administrators and teachers, Boy Staters and Girl Staters, the Legion Americanism Officer and his associates, and municipal or county officials. All should be in on the planning —aid of none should be taken for granted. Planning well ahead spells success for the enterprise. If several communities are to work together, their representatives should be included from the first.

And Then:

When students who have had this experience become voters, they will know what it's about and how to do it. They'll be better citizens, and government will be cleaner, more personal, more responsive because of this.

APPENDIX V



Improvised Voting Booths Added Realism to Elections.



Campaign Material Was Simple and Inexpensive.



A Swearing-In Ceremony Impressed the Student Officers with the Seriousness of Their Offices.



The Sheriff Instructs the Student Officers in the Use of Firearms.