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THE EXTRACLASS ACTIVITIES PROGRAM
IN THE BILLINGS, MONTANA JUNIOR HIGH SCHOOL

by

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=
B.A., North Dakota State Teachers College, 1939

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY

1952

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CHAPTER I

INTRODUCTION

The purpose of this paper is to provide, through descriptions of a variety of the extraclass activities available to students of the Billings, Montana Junior High School, information which may be of value to teachers or administrators who are planning extraclass activities programs for other Montana junior or senior high schools.

That Montana educators are interested in the extraclass activities program is evidenced by the amount of correspondence directed to the principal of the Billings, Montana Junior High School requesting information about the extraclass activities program in operation there. Similar inquiries are directed to the sponsors of the extraclass activities in the school, and administrators from several areas of the state have made visits to the school to observe the extraclass activities program in operation.

The term "extraclass activities" will be used to designate those learning situations carried on under the direction of the school, and which are not a part of the regular organized classroom program.

The chapters to follow will contain a review of the literature related to the subject of extraclass activities, and a discussion of several of the extraclass activities in

operation in the Billings Junior High School. The latter will be discussed from the standpoint of organization and administration, aims and objectives, time consumed, values, or similar data pertinent to such discussions. No attempt will be made to evaluate the policies of the Billings Junior High School for the selection of students who participate in the various extraclass activities.

The extraclass activities to be discussed include the Student Council, Intramural Athletics for Boys, the Library Assistants Club, the Office Duty Club, the Audio-Visual Aids Club, the Special Assembly Group, the Pioneers Club (Patrol), and the School Newspaper Staff. These activities should not be considered to be the most important for any particular school, and they should not be considered to have been originated in the Billings Junior High School. They were selected as being representative of the extraclass activities in the school, and they will be presented from the standpoint of offering a variety from which the interested educator may gain helpful suggestions.

The information and data necessary for the discussion of the individual extraclass activities were obtained by observation of the program, and through interviews with the sponsors of each extraclass activity.

CHAPTER II

A REVIEW OF RELATED LITERATURE

The educator interested in the installation, administration, and evaluation of the extraclass activities program in the schools of America has at his command many studies which cover a period of several decades. While most of these studies present an overall picture of the problems confronting the educator in promoting such a program, few go beyond the point where theory gives way to practicability. Statistics are available describing the history of the extraclass activities movement in the United States, the types of extraclass activities in use, and the values to be derived from such activities. The studies indicate that the extraclass activities program is becoming increasingly more popular in the schools of America and that the forward looking educators will seek more information concerning the function of such programs.

In reviewing the literature on the subject of the extraclass activities program, the reader will find most authors to be indifferent to the exact title to be bestowed thereon. Another point of discussion among the several writers is on the matter of what is and what is not an extraclass activity. Authors generally agree that the extraclass activity program is a necessity in rounding out the "whole"

product of our schools, but fail to agree upon where some of the activities should be placed. Jordan¹ points out that in the year 1900 there would have been little difficulty in determining what would be extraclass and what would not. His definition reads, "Extracurricular activities are those voluntary tasks which are carried on by pupils in addition to the regular classroom requirements, either after school hours, or at a time within the program especially designated for such purpose, and may be in effect semi-curricular."²

Fretwell³ explains that extraclass activities are those legitimate activities of the school not otherwise provided for. He also mentions that within a single growing school there are changes from year to year in respect to what is and what is not curricular.

Authors agree almost unanimously that the extraclass activities are necessary to enhance and enrich the curriculum, to offer training for citizenship, to teach practical group living, to promote the ideals of democracy, to fulfill the needs of students, and to develop proper social attitudes. In the opinion of most authors these activities offer fertile

¹R. H. Jordan, Extra-classroom Activities (New York: Thomas Y. Crowell Company, 1928), p. 1.

²Ibid., p. 2.

³E. K. Fretwell, Extra-curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931), p. VI.

fields of social experience which have not been correctly evaluated by the school and which may be utilized in such a way as to compensate in large measure for the weaknesses of the theoretical, "book learning" types of citizenship training.

The extraclass activities found in most present day high schools and junior high schools were for the most part instituted in the decade immediately following World War One. Only the athletic programs, which began just prior to the war, were operating to any great extent before 1920.

This information was reviewed quite well in a book by Galen Jones⁴ in 1935. Jones made a survey the previous year which involved 269 high schools and junior high schools with enrollments of various sizes. The purpose of the survey was to find out the approximate year in which extraclass activities were initiated in the schools involved, what types of activities were included, and what the trend had been concerning curricular or extraclass tendencies.

The eight activities to be discussed in this paper were instituted as extraclass activities when first included in school programs. The percentage of schools considering the activities in this manner ranged from 79.4 per cent for

⁴Galen Jones, Extra-Curricular Activities in Relation to The Curriculum (New York: Bureau of Publications, Teachers College, Columbia University, 1935), 99 pp.

the school newspaper to 100 per cent for clubs. By 1934 about 50 per cent of the schools originally listing the newspaper as extraclass had included it in the regular curriculum, and the same status was afforded the area of dramatics. Four fifths of the schools involved had moved musical organizations from the extraclass status to curricular, while the home room, clubs, and athletics remained extraclass to a large extent. The size of the school seemed to make little difference in determining the activities to be placed on a curricular basis, but there was a tendency for the schools with enrollments over 1500 to place more activities on such a basis.

In summing up the study, Jones points out that in administering two separate programs there is danger of removing from the regular curriculum many of those activities in which pupils tend to engage spontaneously, leaving only the more formal and less stimulating types of activities to be carried on with a certain feeling of coercion. The author mentions that whenever possible the extraclass activities should grow out of the curricular and in turn enrich them. There should be no competition between the two programs for interest and attention of the student; rather there should be a competent direction to see that they complement each other in assuring the balanced development of the whole person--intellectually, socially, and aesthetically.

Turning to more recent discussions on the subject of extraclass activities programs it is apparent that authorities are concerned with the present crises facing the United States, and the implications which these crises have for the educational program.

Grizzell and Garber⁵ point out that "As a result of the political, social, and economic crises through which the world has been passing in the last two decades, people have become more socially conscious than ever before. More and more they look to education, particularly public education, as the panacea for all our social ills."

Rugg⁶ believes the schools should go even farther in the field of extraclass activities. He points out that our schools still tend to be too academic and not well adapted to the needs of large groups of young people--especially those who do not wish to enter college.

Alberty⁷ furthers the implications for education when he implies that the student achieves his highest possible

⁵E. D. Grizzell and Lee O. Garber, "Critical Issues and Trends in American Education," Forward, Vol. 265 (Philadelphia: The American Academy of Political and Social Sciences, 1949), p. VII.

⁶Harold O. Rugg, Foundation for American Education (Yonkers-on-Hudson: World Book Company, 1947), p. 674.

⁷Harold Alberty, "How Schools May Further Democracy," Education and The American Democratic Concept, Vol. 265 (Philadelphia: The American Academy of Political and Social Sciences, 1949), p. 21.

development only through acting in concert with his fellow students, each one sensitive to the effect of his acts upon the others. That activities once outside the realm of the regular curriculum will tend to become a part of classroom work is positively stated when he mentions that "In the area of extraclass activities, the high schools have done an excellent job of promoting democracy. Through student councils, athletics, and club activities, students have been given opportunity to practice democracy. The school of the future will extend such opportunities to the regular work of the classroom."⁸

Current writers justify extraclass activities in much the same manner as earlier writers. One difference worth noting is that the emphasis on this phase of the curriculum has grown with the times. Luden⁹ observes that the program should include both service and recreational value, and that the junior high school program should not imitate that of the high school.

Shannon¹⁰ conveys the idea of the increasing importance of the extraclass principle by noting the decreasing distinction

⁸Ibid., p. 22.

⁹Wallace Luden, "How Extensive An Activities Program in the Junior High School?", The Bulletin of the National Association of Secondary School Principals, 36:257-262, March 1952.

¹⁰J. R. Shannon, "Curricular or Extra-Curricular," School Activities, 23:229-230, March, 1952.

between curricular and extraclass programs. His article points out that the curricular activities were stressed during the nineteenth century, the twentieth century was more or less "in between," and that in the twenty-first century we will find no distinction between the two programs. Further evidence that the extraclass program is coming into its own is found in his attempt to classify the stages through which it has progressed. He traces the history of the program through the periods of suppression, toleration, bait for the curriculum, and inclusion on its own merits.

Hearn¹¹ justifies the extraclass activity program by pointing out that such activities can be expected to serve as an impetus to the development of high morale within the student body, and of positive citizenship and character traits in individual pupils.

The administration and the staff of the Billings Junior High School believe that the purposes of education are furthered by a properly administered curriculum which is enriched by the inclusion of an extraclass activities program. These educators also believe that the extraclass activities which grow out of the curriculum are of great value in teaching good citizenship to junior high school students, thus offering service to the student, to the school, and to the community.

¹¹Arthur Hearn, "Evaluating the School Activity Program," School Activities, 23:180, February, 1952.

CHAPTER III

THE STUDENT COUNCIL

The Student Council in the Billings Junior High School had its origin as an extraclass activity in the fall of 1945. A student-faculty committee was appointed by the principal to study examples of work done by student councils in other schools to determine if there was a need for such an organization in the Billings Junior High School, and, if there was such a need, to devise methods by which a council could be organized and put into operation.

This committee met once every three weeks, and as a result of its findings compiled and delivered to the principal a report which was favorable to forming a student council in the school.

Acting on the recommendations of the committee, the principal appointed another committee in the fall of 1946 to complete the work begun the previous year. This committee drew up a tentative constitution which it presented to the home room groups for approval. The student body was very favorable to the student council plan and the constitution was adopted with few exceptions. Acting as an advisory board, the committee nominated students for the offices, accepted nominations from the home room groups, and held an election. The student council was formed and functioning

at the beginning of the second semester in 1946.

The aim of the student council organization in the Billings Junior High School is to allow students to participate in the management of the school. Through such participation the students gain experience in carrying on elections, in conducting ethical election campaigns, and in intelligently choosing candidates for office. Because the Student Council is the one extraclass activity in which all students may participate, it is of great value in developing democratic ideals, knowledge of democratic procedures, and cooperation and pride in an effort toward bringing citizenship at the school to a high level. The service which the council gives to the school will be discussed later in this chapter.

Membership of the council is made up of one student elected from each of the forty-one home rooms, the principal and five teachers, and a president, vice president, and secretary-treasurer elected by the student body. Student representatives and officers of the council must meet the following qualifications:

- A. They must maintain at least a "C" scholastic average with no failing marks for two grade periods previous to election.
- B. They must maintain a record of regular attendance with no unexcused absences for the semester preceding election.
- C. They must maintain a record of good conduct at all times.

In addition to these general qualifications the officers

must be members of the ninth grade and shall have been enrolled in the school for at least the major portion of one year prior to election.

A student-faculty nominating committee prepares a list of two nominees for each office and presents its selections to the council for approval one month before elections are held. The representatives read this list to members of their home rooms during regular weekly business meetings. If the home room members wish to make further nominations they instruct their representatives to make these nominations at the next meeting of the council.

Candidates for office are allowed one week prior to election in which to conduct campaigns. Nominees may place campaign posters around the building after such materials have been approved by the principal. The nominees are responsible for removal of such posters at the end of the week. Any candidate who wishes to reserve blackboard space for advertising must secure the permission of the teacher whose board space he wishes to use. The campaign week is culminated with an assembly at which each candidate for office is presented to the student body by his campaign manager. The candidate is allowed three minutes in which to present his qualifications for office. All such speeches must have been approved by a faculty member appointed for this purpose.

Elections are held the following Monday. Home room

representatives distribute and collect the ballots in their respective rooms and deliver them to an election committee. This committee counts the ballots and announces the winning candidates at the council meeting the following day. First semester officers are installed at an assembly which is held at the beginning of the first day of school, and the second semester officers are installed at the first assembly of that semester. Installation is in charge of a committee appointed by the president of the council.

The council meets once each week during the home room period. Each committee appointed by the president must include at least one member of the council and one faculty member. Appointments to committees are subject to approval by the council. No member is allowed to serve on more than two committees, and committee plans must be approved by the council and the principal before being put into operation. Standing committees include: (A) The Assembly Committee (B) The Social Committee (C) The Hospitality and Guides Committee (D) The Newspaper Committee (E) The Traffic Committee (F) The Building and Grounds Committee (G) The Cafeteria Committee.

The duties of the council consist of conducting investigations into the problems and needs of the school and making recommendations to the principal concerning these problems and needs. Though the council acts as an advisory body to the principal, the latter retains the right of veto.

Several projects completed by council committees are worthy of note. The Traffic Committee, working in cooperation with the Billings City Council, was instrumental in securing the installation of traffic lights on the busy intersections adjacent to the school; the Social Committee planned and directed three school dances; the Assembly Committee worked out the calendar for all assemblies held during the year; the Hospitality and Guides Committee arranged to have a boy and girl at the main entrance of the building each period of the day. These students directed visitors to whatever room or person they were seeking.

The Building and Grounds Committee sponsored two clean-up campaigns within the school, and from time to time during the year posted signs about the building to remind students of their responsibilities in the care of school property. During the year this committee was instrumental in securing new mirrors for the lavatories, and in placing door signs denoting the offices, library, and lavatories. The Cafeteria Committee offered suggestions which speeded by the feeding time at lunch hour, presented the dietitian with the results of a survey concerning the favorite foods of students, and worked continuously to improve conduct in the cafeteria.

A special committee sponsored a "Courtesy Week" during which an attempt was made to make students conscious of their manners. The council, through suggestions to the School Board,

was able to insure the purchase of a new cyclorama for the auditorium stage and new drapes for the auditorium windows. The council also worked through home rooms in a campaign which culminated with enough funds on hand to purchase 650 CARE packages for overseas distribution.

Great values lie in the opportunities which the student council presents for close student-teacher cooperation. This cooperation is necessary to the harmonious solution of the problems of the school, and it gives the students practice in the civic functions which they must assume when they become adults.

CHAPTER IV

INTRAMURAL ATHLETICS FOR BOYS

Intramural athletics as an extraclass activity in the Billings Junior High School were begun in the fall of 1941. Realizing that facilities for supervised recreation for young boys were very limited in the city, the Boys' physical education instructor requested and received permission from the school administration to organize intramural athletics as an extraclass activity. The students were favorable to such an activity, and the program was begun during the basketball season. Lack of equipment limited the program to basketball, boxing, wrestling, and tennis. The intramural athletic program for boys now attracts more participants than any other extraclass activity in the school.

Participation in the program is open to all boys who wish it, and who are able to meet certain qualifications. At one time a boy must have been passing in all subjects in order to compete in any part of the program. This regulation has been relaxed somewhat. The boy who has failed in a subject is allowed to participate after satisfying the teacher in whose class he has failed that his work will improve. He must present to the sponsor a note from the teacher to this effect. A boy who has failed in two subjects is not allowed to take part in an intramural activity for a period of three

weeks, and he must also present similar notes from his teachers.

A student-sponsor committee has worked out a set of regulations for each of the activities included in the program. These regulations will be presented as the individual activities are discussed. All intramural activities meet after school hours, and each is an outgrowth of the regular physical education curriculum.

The intramural program does not get under way until the third week of school. This allows the sponsor time to explain to his physical education classes the activities which will be included in the program, and to invite all boys to participate.

Volleyball is the first activity to be scheduled during the year. Volleyball is offered as an activity for the boys who have no interest or desire to compete in football. Two leagues are organized. One consists of teams representing the fourteen seventh grade home rooms, the other, which does not compete on a home room basis, consists of teams composed of an equal number of eighth and ninth grade boys.

Weekly schedules for both leagues are posted on the bulletin board and it is the responsibility of the team captains to see that their teams are present and ready to play at the appointed time. The captains must also insure that all team members play at least one game of each match.

Matches consist of three games and are officiated by league members. All decisions involving the judgment of the officials must be accepted by the opposing teams. Only when there is a question involving a technicality in the rules is the sponsor consulted for a decision.

The volleyball program is completed in two months of play. During the last week an elimination tournament is held and the winning team plays a team representing the faculty men for the school championship. That volleyball is enjoyed by junior high school boys is evidenced by the fact that a total of 250 boys participated in this activity last year.

Basketball in the intramural schedule is usually under way by the middle of November. The first two weeks are devoted to tryouts for positions on the school "varsity squad," and only ninth grade boys are eligible for tryouts. Following these tryouts eighth and ninth grade boys meet in the gymnasium on successive days, choose their teams, elect their captains, and turn team rosters in to the sponsor. A seventh grade team is organized in each seventh grade home room. To insure that eighth and ninth grade teams are as equal as possible in composition, the sponsor supervises the selection of team members. Varsity squad members are equally divided to form a nucleus for eight ninth grade teams.

These boys choose from the group at large until all boys have been selected for teams. The eight teams in the eighth grade league are formed in much the same manner.

Much of the supervisory work in operating the three leagues is done by the boys themselves. "Varsity squad" members take turns in watching the locker rooms, officiating games, and checking valuables in and out of the office. Team captains are responsible to see that their teams are ready to play when scheduled, and that each boy plays at least one quarter of each game.

Games of twenty minute duration are played immediately after dismissal from regular classes. Eighth and ninth grade teams play twice a week and the seventh grade teams once. All game records are kept by the sponsor and the weekly league standings are posted on the bulletin board.

The "varsity squad," practicing after league games have been completed, plays a schedule of twelve games against comparable opposition. Most of these games are played against high school intramural teams, but one "home and home" series is arranged with one of several small high schools in the vicinity of Billings. Any ninth grade boy who proves his ability through his play in the intramural league is advanced to this squad.

Members of the "varsity squad" are presented with miniature basketball charms during an assembly held after

the season is completed. The only other award for participation in intramural athletics is a "traveling trophy" which is presented to the winning seventh grade home room team. This trophy remains in the winner's home room until the next season.

The basketball program is completed during the last week in February with tournaments in each league. Records from last year reveal that 320 boys participated in the program, that 350 after-school hours were devoted to the activity, and that a total of thirty-one teams were in competition. Other points of interest include the facts that no participants were suspended during the year for unsportsmanlike conduct, and that seventh grade teams were supported by cheering sections and cheer leaders from their home room groups. A sizable group of student and parent spectators watched the eighth and ninth grade teams play, and the gymnasium was usually filled with spectators when the "varsity squad" competed against outside teams. Because the intramural basketball program reaches so many members of the student body, either directly or indirectly, it is one of the most valuable extraclass activities sponsored in the school.

No intramural activities are scheduled for one week after the basketball season ends. During this week boxing is taught in physical education classes and announcement is

made of a boxing tournament to be held the following week. Boys who wish to enter the tournament must bring a "parent permission" slip and weigh in for classification. Boys box only against members of their own grade and all weight differences are limited to five pounds. Matches consist of three one minute rounds which are judged by members of the high school coaching staff. No participant is allowed to box in more than one match per day. Time limits are not strictly adhered to when it is apparent to the sponsor that a boy is obviously overmatched or shows signs of excessive fatigue. Winners are declared school champions for their weight and grade divisions.

Fundamentals of wrestling are taught in physical education classes during the week in which the boxing tournament is in progress. Organization of the wrestling tournament to be held the next week is similar to that of the boxing tournament. The only differences appear in classification and judging. No grade division is made, but all boys wrestle within five pound weight limitations. Matches are refereed by competent adults from the city Recreation Department and are judged strictly by amateur rules. Winners emerge as champions for their weight divisions.

Seventy-eight boys participated in the two tournaments last year. Fearing injury to the competitors, an attempt was made by the sponsor to discontinue these two

activities. Many boys expressed their desires for the program to continue by arguing that it was the only part of the athletic program in which they wished to participate. They also pointed out that if boxing and wrestling were not to be included in the program, they might seek elsewhere for such competition. The sponsor, realizing the implications of these arguments, and feeling that boxing and wrestling for junior high school boys can best be administered in a wholesome atmosphere when supervised by the school, retained the two tournaments as annual events in the intramural program.

Shuffleboard, Badminton, and Table Tennis are the next events to be scheduled. Facilities are available to run all three activities at the same time. Singles and doubles matches are played in all three tournaments, and competition usually takes two weeks to complete. A total of 360 boys took part in the three events last year, with table tennis attracting the most interest. No attempt is made to classify the contestants as to grade or age, and all three tournaments are run on a "single elimination" basis.

By this time in the school year the weather is usually conducive to outside activity. The intramural athletic activities are completed with a track meet which is held at the high school stadium. Competitors compete on their own grade level, and seventh and eighth grade winners are allowed to compete in a city-wide track meet sponsored by the high

school coaching staff. Events are limited to dashes for seventh graders; while shot, discus, and pole vault events are added for the eighth and ninth grade contestants. One hundred fifty-seven boys took part in the track meets last spring, and an even greater number can be expected to show interest in the future since track meets are now being staged annually by the city elementary schools.

The values of the intramural athletic program in the Billings Junior High School are difficult to measure, but the program is the most popular of all extraclass activities offered by the school. The 1,165 boys who participated in the intramural program will be better men for having been indoctrinated with a spirit of fair play, a spirit of cooperation, and a healthful spirit of competition. The intramural program also presents to the sponsor an opportunity to evaluate, by observation of the reactions of his students under actual game conditions, the importance of the various skills he has taught in regular physical education classes. Thus the intramural program is of value to students and teachers alike.

CHAPTER V

THE LIBRARY ASSISTANTS CLUB

A full time librarian was hired for the Billings Junior High School in 1941. The library was moved from its previous location in a classroom to a larger, more suitable third floor room. An adjacent room was set aside to serve as a library classroom to which teachers could bring classes to study the art of library science and to browse through books containing information related to subjects being studied.

The librarian organized the Library Assistants Club with the idea in mind that such an organization would be of service to the school and of much value to its members. The club has developed into a well trained and efficient organization, the aim of which is to provide service to the school, to develop personality, to provide an outlet for special talent, to teach library science, and to provide a carry-over value for its members.

In order to qualify for membership in the club, seventh grade members must apply during the second semester. Applicants must maintain an "average" scholarship, prove by their daily actions to be responsible and dependable, and show evidences of developing in the field of library science. Approximately seventy applications are received each year, of

which thirty are selected for membership in the club and work in the library. Before making final selections the librarian consults with the applicants' home room teachers to verify scholarship and responsibility, interviews the Dean of Girls and the Dean of Boys for further relative information, and conducts a series of practical tests which serve to eliminate the less capable students.

Six members are held over each year and these students aid the librarian in orienting the applicants to library work before the final tests for membership are administered. Applicants are instructed in the regular desk techniques to be used in the library, and take training in the use of the library "tools." The latter include the Readers Guide, the Card Catalogue, Current Biography, and the Geographic Index. Each applicant is then given three "sample patron" problems to be solved. Slow or nervous applicants are eliminated in this manner. In most cases the librarian calls the eliminated student's parents and suggests to them that the student wait another year before requesting membership. Successful candidates are given a reading list to be used during the summer vacation period. This list is composed of the books which have proved to be most popular among junior high school students, and it also prepares the successful candidates for library work in the coming year.

The library remains closed during the first two weeks

of the school term and it is during these two weeks that the librarian trains the assistants. Desk techniques are stressed at this time, and each assistant has several contracts which he must fulfill. A discussion of these techniques and contracts follows.

The renewal of a book leaves a large margin for error, and the library assistant must learn the most efficient manner in which a book is renewed. The assistant must get the card for such a book from the files, check the accession and copy number of the book, verify the fact that the renewer is the student who checked the book out originally, stamp the new date in the book and card, and refile the card under the new date. The assistant is timed at various intervals in this training so that he may observe his progress in efficiency.

Proper manners are very important to any person who deals with the public, and this phase of the assistants' training is carefully planned. Trainees are taught how to find out teachers' names, how to discourage friends from taking too much time at the desk, how to request teachers' permission to deliver at a less busy time books which they have reserved, and how to enter classrooms. The assistants must also learn how checking out books for teachers differs from the process of checking out books for students.

Contracts which the assistant librarians must fulfill

are varied in content. For instance, the librarian might ask the assistant where he would go to look up certain materials. The assistant, to fulfill his contract, must relate to the librarian the procedures to follow in locating such materials, and by following these procedures he must demonstrate that he is able to locate the materials on the library shelves. Another contract which the assistant must fulfill is to prepare plans for a hall bulletin board. Once the plans are accepted the assistant must follow through and decorate the board.

Each assistant is required to devote two regular class periods, and one period before and after school, to library service each week. The two class periods replace two of the three study periods for which eighth grade students are scheduled. Because the assistant has a limited number of study periods, he must do much of his class preparation after school hours in order to maintain good scholarship.

The library is open for student use before school hours for twenty-five minutes. During this time the assistants on duty check in approximately one hundred books which are returned by students. Two club members are kept busy stamping these books and another separates the "overnight" books from those which have been checked out longer periods.

Other assistants deliver "overdue notices" to home rooms, deliver books which students have requested for reserve,

deliver to teachers the books which they had requested the previous day, and check the heat and ventilation in the library classroom if a class is scheduled during the day.

The first period of the day is a very busy one for the assistants on duty. Books for which there is a great demand are carded with a new date and number as soon as possible. This is done because it is during the first period when most teachers send for materials to be used in classes. The assistants must also make out and deliver call slips for students who have failed to turn in "overnight" books, list the books which have been returned on which a fine is due and unpaid, list the books which have been returned with damaged covers or pages, place the books on reserve which have been requested the night before, and clear the desk of as much routine work as possible.

While duties of assistants working in succeeding periods are similar to those performed at the beginning of the day, they are varied enough to be worthy of mention here. "One period books," an adaptation of the college two hour reserve system, are cleared from the desk as soon as possible. If teachers have requested reference materials the assistants look up the materials and deliver them after they have been checked by the librarian. If the assistant discovers a student who is unfamiliar with the card catalogue he gives the student as much assistance as possible. Fourth period

assistants put the room in order for afternoon use, and assistants working during the fifth period, in which there is heavy book circulation, work only at the desk. Other duties include filing book jackets, mending books, shelving books, preparing the bulletin boards, and setting up book collections in the library classroom.

The value of the work done by the library assistants is indicated in the comparative circulation figures for 1941 and 1952. Circulation figures have risen from 10,035 books checked out in 1941 for use in and out of the library, to a total of 31,910 books loaned in 1952 for out of the library use only.

The carry-over value of the work is evident when one considers that in a comparatively short period of time former members of the club have been employed in several public school, college and university, and public libraries. Important, too, is the value to the individual members in the area of personality development. Students interested in library work are apt to be the "bookworm" type. As a result of carrying out the duties and responsibilities involved in library work these students learn to make friends and to meet people more easily.

Perhaps the most important value to the individual student lies in the fact that he is constantly in association with a librarian who is able to help him in the area of good

reading habits. Establishing such habits will be of much benefit to the student as he pursues his education, and will prove to be a source of enjoyment throughout his life.

CHAPTER VI

THE OFFICE DUTY CLUB

Clerical work in the office of the Billings Junior High school was originally done by the principal, assistant principal, and a full time secretary. Clerical details increased with the enrollment and realizing that he could best serve the interests of the students and the school by paying less attention to minor clerical details, and spending more time in a supervisory capacity, the principal requested the Dean of Girls to enlist the aid of a group of girls to carry out the more routine office duties.

The sixteen girls selected for office work organized an Office Duty Club, the members of which became known as "O.D.'s." The term OD will be used to refer to an office assistant in the discussion to follow.

Membership in the club is open to eighth and ninth grade girls. Thirty-six are selected for membership each year, and these girls must adhere to rather strict club regulations or they are dropped from the club. In order to retain her membership a girl must maintain a "C" average scholastically. A failure in any subject automatically terminates membership for a six weeks period and the girl is transferred from office duty to a study hall. An OD who is truant receives a similar demotion, and a second such offense results in discontinued membership. All OD's are expected to

continue as members for a period of two school years.

The Dean of Girls makes final selections for club membership from among the seventh grade girls who have made applications during the spring of the year. The dean secures as much personal information as possible about the applicants, and holds an interview with each girl. An attempt is made to select the girls with the most free time available during the school day. Before final selection is made the girls must have parental consent to become members of the club. OD's must devote one period a day to office work. Because this duty replaces a study period, the parental consent requirement is included as a qualification for membership in the club.

Club meetings are held in the library every-other Monday during the home room period. New officers are elected each semester and captains and co-captains are appointed by the dean for each office period. The purpose of the meetings is to improve the efficiency of the organization. Methods of improving efficiency center around discussions of new ideas, mistakes which have been made by members in the past, preparation of bulletin board plans, improving telephone techniques, and plans for an initiation and a farewell party.

While the aim of the club is to be of service to the school by providing assistance in the office, it also provides

an outlet for special interests and talents, provides a carry-over value for its members, and provides an opportunity for each girl to develop a sense of responsibility.

One of the most important phases of training to which each OD is subjected is in the area of diplomacy. OD's are taught how to walk into a classroom without making themselves conspicuous, how to meet the public, teachers, and other students, and how to dress properly. Other phases of the training include the proper technique to use when answering the telephone and how to perform the duties in the office.

Six OD's are scheduled for work in the office each period of the day. The captain and co-captain for each period prepare and post on the bulletin board a weekly schedule which the OD's are to follow. Each OD is scheduled for a different phase of office work for each day of the week. Captains, under the direction of the office secretary, supervise the work of the OD's.

Duties performed by the OD's are many and varied. Perhaps the most time consuming of these duties is that of assisting with attendance records. Attendance is taken in each classroom every period of the day. OD's collect all the attendance slips and record absences on charts in the office. Captains check these charts each period, and if there is an obvious error in marking attendance, or if there is some question concerning an absence, an OD returns to

the classroom involved to make a recheck of the attendance. Home telephone numbers of absentees are called to request reasons for absence. This information is then noted on the attendance charts.

Students who return to school after an absence are required to furnish a written excuse from home before being admitted to classes. The OD's file each of these excuses in folders which they prepare for such a purpose. Accumulative or personal records for each student are kept in file cases in the offices of the deans. The OD's save the deans much valuable time by filing the various test results and other such material in the proper folders.

All telephone calls to the school offices are answered by the OD's. Students and teachers are not called to the office while classes are in progress except in case of emergency. The OD must courteously request the caller's number and inform him that the student or teacher requested will be given the number and asked to call back between classes or at a more convenient time. Many telephone messages are for teachers and students. The OD's must accurately record and deliver such messages.

Call slips for students whose presence is requested by the principal, the deans, or the secretary are made out and delivered to classrooms. Teachers who wish to detain students after school hours send a list of these students

to the office before three o'clock each day. The OD's fill out call slips for each student stating the room to which the student is requested to report. If a student is absent from school, the OD who delivered the call slip reports this information to the teacher so the latter will know that the call slip has not been ignored.

Students who are tardy between classes must secure an admit from the office. These admit slips are made out by the OD's on duty and presented to a member of the office staff for signature.

Third period OD's pick up the mail from the school mail box and distribute it to teachers' boxes. The offices of the Superintendent, Assistant Superintendent, and Business Manager of the district are located in the junior high school building, and mail for these offices is also delivered.

Much mimeographing is done in the office and the OD's do most of it. They run off stencils pertaining to call slips, absence reports, room admits, or similar materials. The materials requiring it are cut to size and placed in the proper drawer or container.

The Lost and Found department of the school is located in the office and the OD's are responsible to see that it functions properly. Other office duties include delivering bulletins and announcements to classrooms, working in the office of the Dean of Girls, and assisting the office staff

in the preparation of attendance cards to be marked at each reporting period.

Another important service which the club performs is that of furnishing ushers or guides for school or school-connected affairs. Included among these affairs are the annual "open house," music festivals, school plays, and Montana Education Association conventions.

The importance of the service offered to the school cannot be measured statistically. Only by observation of the efficient manner in which club members go about their daily tasks is one able to really appreciate their worth to the students, the teachers, and the administration of the Billings Junior High School.

CHAPTER VII

THE AUDIO-VISUAL AIDS CLUB

The Audio-Visual Aids Club was organized in the Billings Junior High School in 1945. At that time the school possessed one 16 millemeter sound projector, education through the use of films was at a minimum, and facilities for training were very limited. From an initial group of twelve boys the membership in the club has risen to two hundred.

Eighth grade students were admitted to membership during the second year of the club's existence. Three girls were included among the students who joined the organization, the club gained status as an extraclass activity, and meetings were held twice a week during the home room period. By the end of the following year the school board had accepted the idea that credit toward graduation be allowed for participation in this activity. The school now gives one-half a credit to any member who completes three years of satisfactory work for the club.

In 1948 the audio-visual aids department moved from its ground floor location to a group of rooms on the fourth floor of the building. Three rooms were to be used, two as dark rooms, and one as a combination office and storeroom. Students assumed much of the administrative work of the club,

and all three grades were included in the membership. Seventh grade students, however, were allowed membership during the second semester only.

Because of the efficient manner in which the club conducted its business this was a banner year for the organization. The club was presented several awards by the Department of Secondary School Teachers of the National Education Association. Among the awards were a "Certificate of Merit" and equipment such as films, records, and projectors with a total value exceeding one thousand dollars.

In the following year the club again received an award which included fifty-two sets of slide films, more records, a turntable, and a portable movie screen.

Membership reached one hundred thirty-five in 1950, and it included seventh grade students on an all year basis. The club again received the "Certificate of Merit" award from the National Education Association. This award was sponsored by the Department of Elementary School Teachers, and was awarded for the work which the club accomplished in the various elementary schools throughout the city.

The chief aim which the club strives to accomplish is service to the school. The club also serves as an outlet for those students who are mechanically inclined, provides an incentive for some students to remain in school, and offers training in leadership, responsibility, and good

school citizenship.

Membership is open to all students who request it and who meet certain qualifications. To qualify for membership students must present to the sponsor a statement signed by their home room teachers which verifies the students' dependability, cooperative attitude, and mechanical inclination. The officers of the club then act as an advisory board to the sponsor for final action on the selection of members.

Meetings are held twice weekly in the projection rooms during the home room period, girls and boys meeting separately. Because of the large number of members, seventh grade students do not attend meetings until the last six weeks of the school term when they meet with eighth graders. In order to receive more advanced training, ninth grade students hold separate meetings at this time.

The school owns 7,000 dollars worth of audio-visual aids equipment and students learn its operation as a result of lectures and demonstrations received during meetings. Each member must be able to draw a diagram of any machine used in the classrooms and must be able to pass a practical test on each machine before he is allowed to operate it alone. Numbered among the machines which the students must be able to run are sound projectors, film strip machines, micro-projectors, overhead projectors, opaque projectors,

record cutters, tape and wire recorders, slide projectors, film splicers, and the public address system.

During the first semester the ninth grade students teach the eighth graders the practical operation of these machines, and the eighth grade students are responsible to teach the seventh graders the second semester. The latter do not actually operate machines for classes but spend much time in observation. They spend some time learning to rewind film, splice film, thread machines, move machines about the building, and to know the teachers and their rooms. The sponsor selects several girls to act as secretaries for the group. These girls make out and deliver call slips assigning the members to duty in various rooms. These call slips are delivered a day in advance so the students assigned to duty are better able to budget their time. The slips list the rooms in which films are to be shown, the titles of the films to be shown, and the classes which are to be present.

The secretaries make out and deliver to teachers each week a schedule of rooms in which requested films are to be shown, check to see that the films are on hand, and assign the operators and their helpers to duty. Tuesdays, Wednesdays, and Thursdays are the busiest days for the club. In addition to other types of machines in use, three sound machines are in operation each period of the day.

Films are rented or loaned from various companies

or organizations. At the close of the week the club members prepare all films for shipment, notify the express company when the films will be available, and bring them to the school office for such purpose. The secretaries keep all club records in the audio-visual aids office. These records include the comments made by teachers regarding the efficiency of operators, membership records, duty assignment records, and notations concerning films which are not worthy of rescheduling.

Several members of the club operate the public address system for all assemblies. Members are also available to assist any department which wishes their help in presenting assemblies in which they use slides or film strips. Many of the slides are made by the members themselves.

Elementary school music teachers made tape recordings of various musical productions during the year. The members of the club change these tape recordings to disc type records so they may be retained permanently in each school. Another important contribution which the club makes in this area includes cutting a total of 700 six inch records for the Junior High School Speech Department. Students thus have an opportunity to listen to the recordings and better realize their strong points and shortcomings in the field of speech.

School-connected groups may secure the services of an

operator and a machine by filing a request for such service with the sponsor. Groups which use this service are responsible to see that the equipment and the operators are returned to their homes if the group has met in the evening.

Each year a scroll designating outstanding service to the club is awarded to a ninth grade boy and girl. All members receive a card which designates experience and ability. Seventh graders receive an Apprentice card, eighth graders a Journeyman's card, and ninth graders a Master's card. Members have the opportunity to continue their training when they reach the high school and are permitted to join a similar organization there.

The value of the service which the club members perform for the school is not difficult to ascertain when one considers the fact that they showed a total of over 1,000,000 feet of film to its students and teachers last year. Of value also are the benefits which are derived from the club by its members. When students learn to cooperate with others, to be of service to others, and to assume responsibility for valuable equipment they have done much to insure that they have been properly indoctrinated into the methods of democratic living.

CHAPTER VIII

THE SPECIAL ASSEMBLY GROUP

The Special Assembly Group is not a club in a strict sense of the word. Rather it is a group of ninth grade boys and girls who are interested in dramatics and who, through participating in dramatics as an extraclass activity, wish to be of service to their school. There is little doubt that this group, highly successful during its first year of operation, will be organized as a club before the end of another school term.

The group was brought together by an instructor in the Speech Department. Speech is a required subject for all eighth grade students, but dramatics is not included in the regular curriculum of the school. Since no provision is made for dramatics, the thought of the present sponsor of the group is that such an organization will not only be of service to the school but will also serve as an outlet for the special interests and talents of its members.

Members of the group are chosen by speech teachers. Approximately sixty-five eighth grade students make application for membership during the spring of the year. No special academic rating is required as a qualification, but the students must have an interest in dramatics. Some students are selected because of speech defects which may be

partially corrected through additional work in the fields of speech and dramatics. Still others are selected because the field of dramatics is the only extraclass activity in which they have interest.

Meetings are scheduled for two periods a week during the regular school day. These periods replace study hall assignments for the students involved. Several factors are taken into consideration in scheduling these meetings. Originally the group held meetings during the lunch hour. With the installation of a cafeteria the lunch period was cut from the usual hour to thirty minutes, and this shortened period is impractical for meetings. The home room period is already crowded with activities, and after-school or evening meetings are impossible because several of the members are bus students. The present plan of scheduling proved successful during the past year, and the group will continue to be scheduled in a similar manner.

The aims and objectives of this extraclass activity may best be presented through a discussion of the projects which the group completed in its initial year.

Much of the work done by the group, as its name implies, is through presentation of assemblies. The group prepared and presented programs for such occasions as Armistice Day, Memorial Day, Washington's birthday, and Lincoln's birthday. On other occasions programs were presented

following the theme of the Thanksgiving, Christmas, and Easter seasons. A special assembly was presented to students of the sixth grade classes to assist in orienting these students to the school. Also of value were the panel discussions concerning school problems which arose during the year. All outside speakers were introduced to the student body by members of the group, and several of its members prepared and presented speeches of various nature to Service Clubs and Lodges.

The group entered a one-act play contest sponsored by Eastern Montana College of Education and received a superior rating. The contest play was one of three which were presented to the public as a fund raising measure. One of the objectives of the group was to raise funds for the purchase of costumes to be used by future members, and one hundred sixty dollars were deposited in a Billings bank as a result of the play presentations. A similar project has been decided upon for next year when the group will attempt to raise funds for the purchase of stage properties.

Another aim of the organization is to teach students to work together harmoniously. Members of the group receive excellent training in this area when they are allowed to choose the students who are to represent the organization as members of panels, and to select the casts for the plays which are to be presented. These selections are made after

the group has held discussions concerning the different talents and abilities of its individual members. Discussions are very informal in nature, and care is taken to insure that the leading roles are distributed among the members.

Participation in this extraclass activity is of great value to students who are shy or retiring. Appearance before large groups of people tends to build confidence in these students and to improve their personalities.

The Special Assembly Group, through its many projects, acts as a morale builder for the student body, and as an excellent public relations unit for the school. In one year this activity has earned the respect of the staff and students of the Billings Junior High School and they look forward to an expanded dramatics group in years to come.

CHAPTER IX

THE PIONEERS CLUB

The Pioneers were organized as a patrol group during the last school term. Membership in the group was limited to ninth grade boys who were interested in giving service to the school, who demonstrated good personal living habits, and who were recommended by their teachers as being dependable students. Though no special academic qualifications were necessary, the boys must have proved themselves to be responsible before they were accepted for membership. The qualifications for membership will be relaxed somewhat next year. Some boys will be accepted to participate in this extraclass activity because of the possibility that their conduct and attitudes may be improved by giving them responsibility.

The group acts to develop responsibility and leadership among its members, to promote safety and respect for authority among the students, and to aid in traffic control.

Organizational meetings were held after school hours early in the year. Later the regular business meetings of the group were held prior to Saturday afternoon recreation programs. Officers elected included two "Pathfinders," or leaders, and two "Scribes," or secretaries. The former supervised the work of the patrolmen and the latter kept the records of traffic violations and general club business.

Duties of members were divided into three time periods during the day. Before classes began in the morning twenty-five boys manned fourteen patrol stations. These boys were stationed to caution incoming students against jaywalking, to prevent bicycle riding on the school grounds, to caution students against traffic light violations, and to keep the bus parking areas cleared for incoming buses. Pioneers did not leave the school grounds to perform their duties, and they remained on duty until five minutes before classes began.

The lunch period at the school was divided into three one-half hour sections. During this time the Pioneers were located near the approaches to the cafeteria to insure that students did not push, crowd, or run on their way to lunch. Lunch students who wished it were excused from the cafeteria ten minutes before they were due back in classes. Here the Pioneers performed valuable service when they supervised the conduct of these students in and about the building.

Duties of Pioneers at dismissal time were similar to those performed in the morning. Perhaps the most important service performed during this fifteen minute period was to prevent students from swarming into traffic lanes with their bicycles, and to keep the bus parking areas clear for the incoming buses.

All Pioneers had authority to write out tickets to violators of school regulations. The recipients of tickets had the privilege of protesting to the deans if they thought the tickets unwarranted. Tickets were issued for such violations as profanity, pushing and crowding, illegal parking by students, throwing missiles on the school grounds, and disturbing of students in the building by those on the school grounds. Records of violations were kept by the scribes and they notified the sponsor when any student had received three tickets. The sponsor decided what such students should do to rectify their mistakes, and the deans held conferences with the offenders.

Pioneers organized two basketball teams during the year and each played ten games against suitable opposition. The program will be expanded next year and more boys will be included in the membership. Although the organization was in the experimental stage last year, the values which the Pioneers derived from participation in it, and the valuable service which its members performed for the school made it an extraclass activity worthy of its inclusion in the program of the school.

CHAPTER X

THE SCHOOL NEWSPAPER STAFF

The newspaper has been included among the extraclass activities of the school at various times during the past decade. When the activity was first begun, Journalism was taught in English classes and the paper was assembled after school hours. This type of organization lasted three years and was discontinued because English teachers decided that too much class time was being devoted to the activity. For the next six years the work necessary to getting the paper printed was done during the home room period and after school hours. This proved to be an overload for the sponsors so the present method of caring for the activity was decided upon for last year. Members of the newspaper staff were scheduled for work during a regular class period. This period replaced a study hall assignment for both students and sponsor.

Membership on the newspaper staff is limited to a small group of ninth grade students. The sponsor makes final selections for membership in the organization on the basis of the applicants' English grades, the recommendations of eighth grade English teachers, and from the results of interviews held with each applicant. Students may not apply for membership unless they have a better than "average" grade

in English.

The aim of the organization is to be of service to the school. The newspaper staff attains this aim by acting as a unifying agency for the student body in providing a newspaper which the students may enjoy. Participation in this extraclass activity provides a carry-over for members of the staff, provides an outlet for writing talent, and develops a sense of responsibility among the students whose duty it is to publish the paper.

Published weekly, the paper contains news of eleven departments or features. Included as departments or features are school athletics, student council proceedings, Boy and Girl of the week, clubs, assemblies, music and drama, home room news, advertising of school events, new students, and the feature column. The latter is included in order to get personalities into the news and is a substitute for a gossip column. No boy-girl relationships are permitted in the paper and nothing is printed which might be injurious to students' feelings.

All news stories are written by the staff members and turned in to the sponsor for checking. Once the stories have passed the sponsor's examination the features are assembled, plans for the paper are blocked out, and the material is taken to the assistant librarian for typing. After the stencils have been cut the paper is mimeographed

and distributed to home room teachers. Staff members are responsible to secure subscriptions, collect subscription fees, and keep books. Ten issues of the paper are sold for fifteen cents.

The final issue of the paper is in lithograph form and must be sold as a separate project. This special issue contains pictures of all ninth grade home room groups and gives a summary of all important events of the school year. Staff members must insure that all pictures are taken, that the names are listed correctly, and that the paper is properly assembled for the printer. Although the staff operates as a non-profit group, it ended the year with a balance of one hundred twelve dollars on deposit in a Billings bank.

Students in the Billings Junior High School look forward to reading the paper each week and 90 per cent of them are listed as subscribers. The paper is a valuable addition to the extraclass activities program and it demonstrates to the students how necessary is a free press to a nation which places truth and freedom of speech among its highest ideals.

CHAPTER XI

SUMMARY

The purpose of this paper has been to present through discussions of a selected group of extraclass activities in operation in the Billings, Montana Junior High School, suggestions which may be of help to teachers or administrators who wish to include similar activities in the programs of other Montana junior and senior high schools. The discussions of the various activities have centered around the organization and administration, the aims and objectives, and the values to be derived from the extraclass activity program. The activities which have been discussed include the Student Council, Intramural Athletics for Boys, the Library Assistants Club, the Office Duty Club, the Audio-Visual Aids Club, the Special Assembly Group, the Pioneers Club, and the School Newspaper Staff.

Though no attempt has been made to evaluate the extraclass activity program in the Billings Junior High School, several questions will no doubt be raised by the educator who wishes to install similar activities in his school. Perhaps the most important of these questions is relative to the qualifications required of the students before participation in the activities is allowed. This is a question, controversial by nature, for which no answer is readily available.

Current writers on the subject agree that activities which are now considered as extraclass will soon be included in the regular classroom work of the schools in the United States, and that no student should be prevented from participating in an activity because of a low scholastic standing. These authors also point out that the purpose of the extraclass activities program is to be of assistance to the school in its attempt to teach the fundamental principles of democratic living, to offer training for good citizenship, and to develop proper social attitudes. Until the time arrives when no distinction is made between what is now considered to be curricular and what is extraclass the educator must draw his own conclusions and answer this question for himself.

Another question which may be raised is that concerning which activities shall be included in such a program. Here the educator must decide which of the activities will be of most value to the students of his school, and which will be most practical to install for such a purpose. Situations differ in the various communities, and before arriving at a solution for these problems the educator must consider the types of students which are enrolled in the school and the type of community in which they live.

The educator is also confronted with the question of

when during the school day the activities shall be scheduled. At the present time in most schools the activities are scheduled during the regular school hours. This is done in order to allow bus students to participate in the various activities. Here, too, the educator must make his decision based upon the greatest good for the greatest number.

Extraclass activities gain value and best attain their objectives when students work harmoniously together in the solution of their problems. The concepts of democratic living which the students obtain from properly administered activity programs will be of great value to them when they attempt to meet the problems peculiar to adult life in a complex society. Students who learn at an early age that such problems are best solved through cooperative group action will be equipped to carry on the democratic ideals upon which our country is founded.

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