Procedures employed in setting up and evaluating a high school student's handbook

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PROCEDURES EMPLOYED IN SETTING UP AND EVALUATING
A HIGH SCHOOL STUDENTS HANDBOOK

by

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The assumption is being made that a students handbook developed by means of the democratic process will help conserve the time of the students of the Minot Senior High School.

I. THE PROBLEM

Statement of the problem. The problem is limited to the development and evaluation of a high school students handbook that is employed as a guidance tool in the Minot Senior High School.

Importance of the study. Every year approximately two hundred fifty tenth grade students enter the Minot Senior High School. The staff members discovered that it took many weeks and sometimes longer before some of these students became accustomed to their new school environment. Furthermore, many students in grades eleven and twelve, who know little of the Minot system, are transfers from other schools. These boys and girls required even more time to become acquainted with their new surroundings.

The school had never used a handbook to assist in giving students information concerning their school. The media of the home room, student council, student orientation
day, student leaders, assemblies and faculty bulletins had been used as means to convey information concerning the school to the seven hundred students enrolled in grades ten, eleven and twelve.

Obviously, too many things had been taken for granted concerning certain information about the school. Students did not have enough information on some procedures which would enable them to become better adjusted to the school situation. Members of the staff observed that students were obtaining conferences with department heads or with administration in order to clarify questions which had arisen regarding certain requirements or procedures regarding organizations within the school. The staff noticed that too many interpretations were being placed on matters that concerned procedures within the school organization.

As a result of these observations, the assumption was made that the handbook would be a very useful guidance tool in the school system. Sechechrist states that "Certain things concerning the extra-curriculum, the school program, the organization, the faculty, and the school plant can so easily be taken for granted that our ever-changing school population will not be aware of them." ¹

"The handbook serves two major purposes. One is administration, that is, the bringing of the office closer

to the student; and the other is guidance. Much valuable guidance information can be given students through the handbook.

Methodology. The administration, staff members, and student council president discussed the need of a students handbook with the adviser of the student council. The matter was brought before the council in a regular meeting, and the discussion was led by the student council president under the guidance of the faculty adviser of the council. The general opinion among the council members appeared to be that a written guide of that nature was needed by the students. Several council members volunteered the information that in their own school experience they had found the need for a more definite and uniform clarification of certain policies and procedures relating to students within the school. Others stated that a handbook should save time.

The students discussed different procedures as to the ways in which a handbook might be compiled. They decided that the students in the council should work together with other students and staff members in obtaining information as to the content of a handbook. The council expressed the opinion that a more inclusive product might be the result, and that students would be more interested in it than if the book were compiled by a group without obtaining viewpoints of the whole personnel.

The student council accordingly organized the committees in such a way that the viewpoints of students as well as staff members could be obtained by the students by means of an interview, and compiled into an outline of form and content. The students in the council, under the leadership of their adviser, had therefore set up and were employing action-research teams as a means of obtaining information relative to handbook content.

Handbooks that were obtained by students from other schools were analyzed and used as a guide in the organization of such an instrument. The final development of the handbook outline became the responsibility of the class in journalism, which is a subject offered as an elective to the juniors and seniors in the school system. The members of the journalism class were likewise organized into research teams and carried out the interview procedure among students who were connected with certain school organizations as well as among the administrative and staff members.

The student council of the high school decided to adopt the project as one to be carried out every year, and as a consequence found it necessary to appoint student research committees to evaluate and to work on revisions and changes as the need arises within the school system.

The handbook, together with a letter from the president of the student council, is mailed to students every year before the opening of the school term, and further provisions are made to acquaint the students with the contents.
of the guidance instrument by using the medium of the home room.

II. DEFINITIONS OF TERMS USED

**Students handbook.** A small manual containing a concise outline of the school program, the extra class work, the organization, the school traditions, the faculty and the school plant.

**The democratic process.** The accomplishment of the end result by the employment of group action.

**The student council.** A plan of pupil participation in school government.

**Action-research.** The quality of research that is inherent in the motion of the project. The final outcome is not necessarily contained in the compiled material, but in what was gained along the way by the individuals within the group. In this paper the belief is that research can be carried out in such a way that value may be found from the implementation.
CHAPTER II

THE TYPE OF SCHOOL IN WHICH THE HANDBOOK WAS DEVELOPED AND EMPLOYED

Administration. The administrators have organized the school along democratic lines. According to their philosophy the Minot High School should have a representative student council with power to propose and carry out projects that concern student opinions and needs, if the proposals are not in conflict with school policy and generally accepted standards of administrative procedure.

Faculty personnel. The faculty of the senior high school consists of approximately thirty instructors. A guidance co-ordinator divides his time between the junior and the senior high school which have a combined enrollment of over fourteen hundred students.

Student personnel. The enrollment in the senior high school is usually between six hundred-fifty and six hundred seventy-five students in grades ten, eleven and twelve.

Student council. The students of the Minot Senior High School under the guidance of faculty co-ordinators have formulated a student council constitution which has been designed to allow student participation in school government.

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According to their constitution the council has power to create, authorize, supervise, and co-ordinate committees for special activities and services within the school and community, provided the suggestions of the council are according to accepted school policy.

The council is composed of the presidents from each home room, the presidents of the sophomore, junior and senior classes, and the three council officers - president, vice-president and secretary elected by the student body.

The faculty adviser of the student council is selected by the principal. This faculty adviser has the veto power; however, his reasons for veto must be presented to the council.

Home rooms. Every student is a member of one of the twenty-two home rooms in the senior high school. All the members of any one home room are in the same class. Home room officers consisting of a president, vice-president, and secretary are elected by the members of each home room in the spring of the year.

The home room teacher acts as adviser to the home room group and is the key person in home room leadership.

The home room presidents represent their home rooms in the student council, which also includes the presidents of each class, and the student council officers - president, vice-president, and secretary.

The election of class officers and council officers
takes place each spring. Any one from the junior class who wishes to be a candidate for council president, or any one from the sophomore class who wishes to be a candidate for council secretary, may do so by securing seventy-five signatures of students on a petition.

Council officer elections are held first, followed by the class elections, and finally the home room elections.

Each class also has a separate class council, including the class officers and the home room presidents of that class.

Guidance program. The organization of the guidance program in the senior high school has varied somewhat during the three years that the handbook project has been carried out. However, in general the plan is as follows: Each teacher is considered as a guidance teacher with the understanding that the home room teacher in most cases should know the background, abilities, and interests of students in the home room. Home room meetings are regularly scheduled during which time group guidance is carried out as the need arises.

There is a guidance co-ordinator who serves in both the junior and the senior high schools.

The journalism department. Journalism I and II are offered as an elective subject for juniors and seniors. The class is composed of twenty-five or thirty members. The
journalism class contacts school personnel in order to compile news items for the school newspaper, which is published every two weeks. A local printing concern does the printing. The journalism department also assists in compiling the material for the school annual.
CHAPTER III
PROCEDURE EMPLOYED IN THE DEVELOPMENT AND USE
OF THE STUDENTS HANDBOOK

Organization of the personnel. Wilbur A. Yauch states that, "Before a group can function it must have a problem to solve, further, the problem must be one which is recognized as needing solution and whose proper solution will make life more enjoyable for the members. No good can come from forcing on a group a problem it does not accept as such, or one in which it can see no particular merit in solving. In examining the literature of social behavior one is impressed by the conclusion that the best group is one in which all members have a share in determining what shall be done and how it shall be done."¹

According to Willard E. Goslin, "A group working together can make a contribution over and beyond the contributions of the respective individuals acting alone."² He further states that, "The need for group action must be felt by those participating in the project - not imposed from above."³

² Willard E. Goslin, "When We Work Together." Educational Leadership, 1:221-222, January, 1944.
³ Ibid., p. 225.
Ronald Lippitt who is now Associate Professor of Psychology and Research Director in the Center for Group Dynamics, Massachusetts Institute of Technology, states that, "Teachers and students, or teachers and parents suddenly find themselves at odds because they have had quite different expectations for and perceptions of some event or behavior." Lippitt also states that, "As a basic education for citizenship it is important that every student have experience on action-research teams, particularly on problems where many of the implications for action from the data are within their own action power. Regular systematic student opinion and attitude research by student-research teams would prove very rewarding to the administrators, teachers, parents and students."

In the light of the assumptions made by the above mentioned writers, the faculty personnel of the Minot High School implied in a faculty meeting that a students handbook compiled by students and faculty members working together would be a very worthwhile project. The fact was brought out in this faculty meeting that several students who had transferred into the Minot system from other schools in which a handbook had been used had mentioned the absence of this book among the students in this system. These students wondered if it would not be possible for the students here to have a book of that nature.

5 Ibid., p. 49.
During the above mentioned faculty meeting a home room teacher suggested that she thought it would be a very good idea if every home room president, under the guidance of each teacher, would lead a discussion concerning the need of handbooks at the next regular home room meeting. A further suggestion was made by a home room teacher that it would be a good plan to have the presidents inform the students in advance concerning what was to be the topic for discussion at their next meeting, so that they could come better prepared to give their own ideas as well as ideas of others concerning handbooks.

After the above mentioned home room meetings were held, the student council adviser conferred with home room teachers and found that the home room personnel had carried out interesting discussions. A few students had brought copies of handbooks that had been used in other schools which they had attended before entering the Minot system. Students wondered how the Minot school could go about developing such a book.

The student council president accordingly brought the subject of handbooks to the attention of the council members at the next regular meeting and asked for suggestions as to what might be done concerning such a project. The home room presidents gave a summary of the home room meeting which concerned student handbooks. Home room secretaries referred to their minutes of the meeting and gave further suggestions.

Five council members had copies of handbooks with
them at this meeting. One of the handbooks was very large as far as dimensions were concerned. One student remarked that he considered one of that size would be unhandy to carry around. One student told about a tenth grade girl who had enrolled in the Minot school a few weeks before but withdrew the following day and enrolled in another school in Minot. The reason given for withdrawing was that she had been too confused over the procedure within the Minot school. A council member suggested that, "maybe if she had had a handbook she would not have been nearly as confused and would have remained as a student here."

Further discussion in this meeting of the student council brought out the fact that the majority of members were in favor of having a handbook, but the big question was how to go about obtaining one. Students wondered how other schools went about building their handbooks. The adviser volunteered the information that, to the best of his knowledge, the common procedure was to have faculty members compile and organize the necessary information. A council member suggested that the students work together with the faculty in compiling and organizing the necessary material. One member suggested that a student-faculty committee be appointed to further investigate the possibilities of the students carrying out the handbook project in co-operation with the faculty and other organizations in the school.

The president of the council, together with the adviser, organized a handbook committee consisting of five
students. One member volunteered to act as recorder for the group.

**Process of development.** The handbook committee met and after a discussion as to procedure decided to send out letters to fifty schools comparable in size to the Minot system, inquiring as to the availability of a handbook. Accordingly, the secretary of the committee wrote letters to the schools stating that the Minot High School student council had undertaken the project of sponsoring the compilation of a handbook, and that the students would appreciate receiving a copy to review for suggested form and content. As these books were received, they were reviewed by members of the committee, and routed to home rooms. The committee members attempted to find suggestions in the various handbooks that might be incorporated in one for the Minot School. The various characteristics were recorded.

The handbook committee met every two weeks for a period of four months. During that period, the committee members contacted students, faculty members, and the administration to ask them questions concerning the kind of material and form of organization they considered necessary for the proposed project. Members of the handbook committee polled students with such questions as the following:

1. When you entered the Minot School what problems concerning the system did you have?

2. What questions concerned you most of all?
3. How long did it take you to find answers to some of your problems?
4. Where did you obtain the answers?
5. Did you later find that you had obtained the wrong answers to some of your questions?
6. To which questions, if any, did you find that you had trouble in obtaining clear and understandable answers?
7. Do you think that a handbook would have conserved your time?

The teachers in the system were also interviewed by students and asked questions about problems that they had particularly noticed concerned students relative to adjustment within the school. The home room presidents also brought the questions up for discussion in home room meetings and reported the problems back to the student council in regular meetings. Students and teachers also made use of the suggestion box which was located in the main hall and used by students in making suggestions to the council regarding matters concerning students. The handbook committee secretary recorded suggestions which were channeled to her from students and faculty members.

The secretary of the handbook committee prepared a rough outline of the material presented by the school personnel and organized it into a proposed outline of form and content according to suggestions made by the committee as a whole.

The entire handbook committee met with the faculty
and administrators to present the proposal of the project for their consideration and approval. Apparently, the students had prepared an inclusive outline as only one suggestion came from the faculty as to a possible correction. A faculty member suggested that the proposed outline be accepted and developed more completely as to content by further research carried out by students in cooperation with staff members.

The handbook committee next met with the class in journalism II. Together with the instructor of the class, they carefully went over the outline and discussed suggested material for a more detailed content. The president of the council asked that the instructor of the class in journalism act as adviser to the group. Some of the class members signified more interest in certain sections of the outline than others, and as a result the instructor of the class divided the group into committees according to interest and abilities, and assigned development accordingly.

During the next few weeks the various student committees in the journalism class proceeded to contact the administration, faculty members, supervisors, heads of various departments, student organization presidents, members of the student council, certain members of the student body, and certain community members to obtain the necessary details for development of the outline. After the class in journalism had developed the outline, it was turned back to the
handbook committee. The committee presented the final draft to the faculty, department heads, supervisors, organization presidents, and the student council for reading and final approval before printing took place.

The student council financed the first publication from the student council fund.

**General characteristics of student handbooks.** The student handbooks used by various schools throughout the country differ in some respects and are very similar in many respects. The greatest difference found was in the size. This varies from a size convenient to carry in a shirt pocket, sweater pocket or purse to eight and one-half by eleven inches in dimension.

The contents of handbooks vary according to the area in which they are used, and the conclusion as to what material is most needed by the students among whom it is employed. A review of student handbooks brings out the fact that many of them are very detailed in the description of various aspects concerning the school.

The fact seems to be evident that most handbooks are written by administrators or a committee consisting of faculty members. A few schools employ a student committee to write the handbook under supervision of faculty members. Student handbooks vary in cost depending upon the amount of content and how elaborate the guidance instrument is as far as pictures, tables, charts and so forth are concerned. Natu-
rally, the cost depends upon the number of copies as well as the size, style of organization and contents. The cost is usually borne by the students; however, a few schools issue them free of charge, which is a recommended procedure.

A review of handbooks from various schools is much like a survey of the school itself. One obtains an overall picture of what the school is probably like in respect to its philosophy, type of curriculum, progressiveness, faculty and student participation, school policies, and the type of school plant.

Items covered. The items covered in various student handbooks usually include the following:

1. The customs and traditions of the school - its history, songs and yells, special sports events, honors, awards, school colors and trophies.

2. Extra-class activities - descriptions of assemblies, clubs, music organizations, pupil publications, speech groups, athletic records, alumni associations, etc.

3. Certain administrative policies - school philosophy, guidance program, student government, faculty personnel, participation in extra class activities, home work, how to study, registration rules, bases for promotion and failures, use of the library, final examinations, drop cards, the use of textbooks and equipment, the cafeteria, transportation, and book exchanges.
4. Rules and regulations - school hours, schedules, leaving classes or the building, absence and tardiness, changes in pupil programs, use of automobiles and bicycles, payment of fees and fines, mutilation of school property, manners and courtesy, corridor conduct, transfer or withdrawl from school, library rules, makeup work for absence, responsibility for valuables, fire drills, smoking regulations, visitors, rules for athletics, and regulations concerning memberships in various clubs or organizations.

Method of employing the handbook.

The very nature of the development as carried out did much toward bringing the handbook into use.

Before the close of the school term each student was given an envelope by a student committee, on which he placed his address. When the handbooks were printed in August a copy was mailed to each student who had addressed an envelope. Enclosed with each handbook was a letter of introduction from the student council president and vice-president. When new students registered before the beginning of school in September, they were each given a copy of the handbook together with the letter.

A home room meeting was held during the first week of school, at which time the home room students brought up questions relative to the material in the handbook. The handbook was used as a guide for discussion during this orientation.
meeting. The home room teacher led the discussion in grade ten. However, in grades eleven and twelve, home room presidents had been elected prior to the close of school the previous term, so the discussion was led by these officers under the guidance of the home room teacher.

At the beginning of this home room meeting the president of the student council spoke to all of the home rooms over the inter-communication system. He thanked the last year's council members on the successful completion of the project which they had sponsored, as well as the students, faculty members, and various committees who had worked together in completing the handbook project. He made special mention of the class in journalism for their co-operative efforts in the development of the handbook outline.

The council president called attention to the fact that the book contained information about which students had many inquiries during previous years, and that if they would read it carefully they would probably understand their school much more quickly, and as a result save time in making a good start for the school year.

The handbook was used as a guide during home room meetings several times during the year. Whenever certain questions came up concerning procedure during group guidance meetings, the handbook was employed as a guide. It was found especially helpful to use the book during home room meetings devoted to group counseling with students concerning the
selection of subjects for the following year, as well as planning a tentative schedule for two or three years in advance. The handbook was also employed as a guide during individual conferences which were held by faculty members and students.
CHAPTER IV

EVALUATION OF THE PROJECT

1

Procedures employed. Ellsworth Tompkins, Specialist for Large High Schools, U. S. Office of Education, Washington, D. C. suggests the following as points to consider in carrying out an evaluation program:

1. Good evaluation is something done with and by people, not to them. Consequently a group, given sufficient time, can make better evaluations than one person or an expert.

2. Good evaluation must be based on agreement regarding purpose. If we lack clear understanding of what we are trying to do, evaluation cannot be much help.

3. Good evaluation must be constructive and offer positive suggestions for improvement. Good evaluation is much more than adverse criticism. That is, evaluation must have a remedial function to be effective.

4. Good evaluation has to be continuous rather than a final or terminal process. Good evaluation is never an isolated, separate action. It must lead to something else.

5. Co-operative evaluation is an essential part of the democratic process.

With the above basic principles in mind the student council organized an evaluation committee early in the school year, to evaluate the handbook which had been developed. Five students, the council adviser, and a faculty member made

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Discussions were held during a portion of designated home room meetings to obtain suggestions for additions or revisions to be incorporated in the next edition of the book. These suggestions were recorded by the home room secretary and at specified time she brought the suggestions before the student council when they were in regular session. The secretary of the handbook revision committee recorded the suggestions as they were made in council meeting and they were taken under consideration by the committee.

The committee also contacted various staff members to obtain information regarding proposed changes. Particular attention was paid to making appointments with faculty members who were advisers of certain groups, as well as with students who were presidents of various organizations or clubs within the school. The faculty and student council met to consider the proposed changes to be made in the handbook for the next school year. The revisions as suggested were approved by both groups. The handbook revision committee was advised that the revised contents should be referred to an English class for review from the standpoint of correct sentence structure and word use, since faculty members and students had observed that some corrections were needed.

**Handbook revisions.** The revisions in the following list do not contain minor items such as changes brought about
because of a shift in faculty personnel, re-organization, etc.

1. Design a new illustration for the cover.

2. A table of contents should be added.

3. Foreword - complete change to read as follows:
"The handbook which you are now reading was sponsored and outlined by committees organized by the student council of Minot Senior High School in cooperation with faculty members and the student body."

4. Student government - Add the following sentence to the paragraph concerning the method of nomination for council officers: "Candidates for class officer positions are nominated by filing a petition with twenty signatures from members of that class with the present class secretary."

5. Student government - Add the following to the section on student government: "The student council is the highest student authority within the school. Its activities consist of promoting school spirit, assisting in planning and regulating the social program, scheduling assemblies, discussing and helping with the solving of school problems, and representing student views for the faculty and community. Many special projects of temporary interest are also undertaken."

6. Guidance program - Add a paragraph concerning the home room organization and its importance as a unit in student council activities.

7. Library rules - The first paragraph should be changed to read as follows: "The school library on the third
floor is for the use of all students. It is open each school day from about 8:15 A.M. until noon and from 1:00 P.M. until 4:30 P.M. During study hall periods any student may go to the library by securing a reading pass from his home room teacher or a reference pass from the teacher for whom the reading is being done. This pass should be presented to the librarian or assistants."

8. Hall conduct - Change the title of this section to "Citizenship." Omit the first sentence of this section beginning, "There is no policing of the halls." At the end of the paragraph add the following: "A space is provided on each student's card for a citizenship rating. This mark is either "S" for satisfactory or "U" for unsatisfactory. Every student begins each six weeks with an "S", but this may be changed to a "U" if two demerits are reported to the student's home room teacher. A demerit may be given for rowdiness or misconduct in the halls or at any school function, discourtesy, smoking, drinking alcohol, or any other breach of conduct. Any teacher may report demerits."

9. Organizations - To the list of organizations should be added the following: "Honor Society. This is a national organization with local chapters. Students are invited to join on the basis of their scholastic and activity records. Selection of nominees is made by a faculty committee and passed by the club members. Each spring five per cent of the junior class are admitted. In the fall an additional ten
per cent of the senior class are added. Students must have at least a "B" average to be eligible. This is a society organized to give recognition for scholarship, leadership, character, and service."

10. Organizations - Omit in the first sentence the words, "both junior and senior students" and substitute "any students," although it is preferable to be an honor student for this subject.

11. Organizations - The Pep club information should be amended in the third sentence to read as follows: "Membership is open to all girls, with a freshmen club and a junior-senior club."

12. Organizations - The following organizations and write-ups should be omitted: "High Y, Freshmen and Junior High Y, Y.W.C.A., DeMolay, Rainbow, Church Youth Groups, and Scouting."

13. Scholarships - Complete change to read as follows: "Students of honor standing should be urged to try for these if they need financial aid for college. Preliminary correspondence on this should be done in the junior or senior year, as the deadline for many applications is early in the second semester of the senior year. Students should consult the principal, or the guidance director about these matters."

**Outcomes.** The procedure carried out by the total school personnel in the development of a handbook brought about the existence of a guidance tool to help students help
themselves conserve time, and more rapidly adjust themselves to the school situation.

The guidance counselor welcomed the employment of a students handbook, and made much of the fact that he had noticed the use of the book had eliminated a great many conferences that had been previously necessary to clarify routine matters concerning certain school procedure.

The staff as a whole commented to one another and in faculty meetings concerning the advantage of having a handbook for the use of students. They stated that it helped bring about a unification and standardization of procedures which had in the past often been misinterpreted by staff members as well as students. They felt that a written outline of certain school policies and procedure had not only helped to conserve the time of faculty members, but also that of students, and that it had helped to bring about a smoother working school organization.

As a whole, the faculty members recognized the handbook as a useful tool to help in guidance. However, they brought out the fact in various faculty meetings throughout the year that the action which resulted from carrying out the project was probably of more value than the actual book itself. Some of the contributions which the faculty listed as outcomes that resulted from the group action are as follows:

1. The development of free discussion.
2. Contributions came from students who might have failed to contribute if they had not been participating in the group action.

3. The encouragement of total school participation.

4. The development of leadership.

5. Active participation in a democracy.

6. The development of the ideals of law and order.

7. The development of human relations.

8. The promotion of fellowship between students and faculty.

9. Improved morale of the whole school.

10. Furthered acquaintance with the delegation procedure.

11. Increased the prestige of the student council.

According to Stuart Chase in his book entitled *Roads to Agreement* there are many advantages in the employment of group action in carrying out a project. Among those mentioned are the following:

1. Group dynamics has already gone far enough to show that amiable sentiments about the brotherhood of man and the rewards of cooperation are not enough. Much more spontaneous energy will come from a group where the structure has been designed to encourage the process.

2. A group leader can be pictured as a switch-board operator in a telephone exchange, with lines to every member. His task is to make connections and keep the lines from jamming.

3. It is encouraging to realize that people have much more ability and constructive energy inside them than normally comes out - a first principle in group dynamics. It is encouraging to realize, at the same
time, the uniqueness of individuals. What I see out there is not quite what you see out there, but depends upon our separate experiences. This concept helps us to appreciate what pooled experience can mean in solving problems.

4. Let the people into the act - all the people consult them, involve them, make them responsible. This is a procedure considerable beyond the mechanics of voting and the tyranny of majorities. The keynote is doing things with people, not to them."

In view of the above comments by Stuart Chase, it may be concluded that a group working together on a project within the school, such as the development and evaluation of a students handbook, would probably gain much of value from the action of the group as they progressed toward the goal which they had set up.

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BIBLIOGRAPHY
A. BOOKS


B. PERIODICAL ARTICLES


APPENDIX A

LETTER OF HANDBOOK INTRODUCTION

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Dear fellow Students:

We are enclosing a new handbook that we hope will make your entry into Minot Senior High more pleasant. In it you will find the many customs and regulations of our school listed for your benefit. Read this booklet and bring it to school. Use it as a guide. The student council is at your service. If you have any problems please do not hesitate to bring them to us through your home room presidents and class officers. We want the school year to be the best in our schools history.

Sincerely yours,

President, Student Council

Vice-President
APPENDIX B

THE HANDBOOK AS DEVELOPED BY STUDENT COMMITTEES
The handbook which you are now reading was sponsored and outlined by the Student Council of Minot high school. The council felt that information pertaining to school life could be divided into the following five sections. You will find that the handbook follows this order of arrangement.

I. Administration
II. Organizations
III. Traditions and Customs
IV. Honors and Awards
V. Athletics

The job of compiling the material for the handbook was given to the second semester journalism II class as a class project.

The Student Council and journalism II sincerely hope that you will find the information in this handbook useful now and that you will keep it as a constant reference.
The School's Philosophy

EDUCATION: Do you know what that means? It is one of the most frequently used words in the world. Dictionaries devote paragraphs to its definitions. Men, everywhere, have written books explaining it, and Congress spends hours arguing about it. We, students and faculty of Minot senior high school, like to think of education as A PREPARATION FOR COMPLETE LIVING. To prepare for this complete living we list for your consideration the following four objectives.

1. The Objective of Human Relationship.

This is first obtained by training in proper attitudes toward our fellow students and teachers. This is not accomplished alone by excellence in classroom subjects, but also by superior relationships evidenced by participation in extra curricular activities, and in home room and study hall contacts. Together and individually we learn, sing, play, yell, work and study. Thus, for each student there are opportunities for becoming leaders through the acceptance of responsibility.

II. The Objective of Individual Growth.

Of course we are here also because we want to grow physically and mentally. We want to learn good habits of health, proper use of the English language in speaking and writing, the well known works of American and English writers, certain mechanical skills and proper study habits. All of this contributes to our individual growth which is a process of realizing our hopes and ambitions. Through our class rooms and activities we become acquainted with new interests, various abilities, and with future work.

III. The Objective of Economic Efficiency.

Thrift is an essential requirement of complete living. The subject of economics, required in our school, deals with economy in government. We can learn economy in school through a wise budgetting of time for study, time for play, time for reading books and time to use all available materials for lesson preparation. A pride in the appearance of our school adds to economy in the spending of tax payers' money. After all we are indirectly tax payers.
IV. The Objective of Civic Responsibility.

This objective is considered so essential to complete living that a student is required to take a course in his senior year concerning civics. Merely to exist in a community is not enough. Instead we must be able to contribute toward making that community a better place because we are there.

Through these objectives of human relationship, individual growth, economic efficiency, and civic responsibility our Minot senior high school strives to give each one of us an education that is "A PREPARATION FOR COMPLETE LIVING."

The Administrators

A system of administration was established in Minot high two years ago with one head principal and two assistant principals for junior and senior high. The duties of each are as follows:

The assistant principal, Mr. William Kulstad, supervises attendance and verifies excuses when necessary, handles discipline, office routine of daily work, handles assemblies, handles requisitions, and performs those duties necessary to insure a smooth working and efficient school administration.

The principal, Mr. James H. Johnson, determines general policies of administration, handles curriculum development, problems of building maintenance, public relations for junior-senior high schools, and has charge of general supervision of teaching and student personnel. His office is in junior high.

The superintendent of Minot schools, Mr. Paul A. Miller has his office in senior high school. His jurisdiction includes all city public schools. The duty of determining the staff of the school system falls to the Board of Education. This board is composed of five elected members and meets once each month in the senior high.

The Teachers

Student Government

Every student is a member of one of the home rooms in the school. All the members of any one home room
are in the same class. Home room officers consisting of a president, vice-president, and secretary are elected by the members of each home room in the spring of the year.

The home room presidents represent their rooms in the Student Council, which also includes the presidents of each class and the student council officers, president, vice-president, and secretary.

The election of class officers and council officers also takes place each spring. Anyone from the junior class who wishes to be a candidate for council president, or anyone from the froshmore class who wishes to be a candidate for council secretary, may do so by securing 75 signatures on a petition.

Council officer elections are held first, followed by the class elections and finally the home room elections.

Each class also has a separate class council, including the class officers and the home room presidents of that class.

School Services

The telephone in the office may be used by activities, but students are to use the phone in the auditorium entrance.

Absence lists are published morning and afternoon for the benefit of teachers to check on students.

If tardy to school in the morning or afternoon an admit slip must be obtained from the office. Teachers deal with tardiness to class during the day. Chronic tardiness is punished by detention room assignments.

If the student knows he is going to be absent from school, all school work is to be made up in advance. If absence is due to illness or an emergency arises, the student is given double the time he was absent in which to make up school work. The student who has been absent presents his excuse from home to his home room teacher who in return gives the student an admit to class. Students who have been absent must bring their excuse from home the first day they return to classes.

Lockers are rented to students at the beginning of the school year for $2 per locker. The fee of $2 is
refunded at the end of the school year when the student turns in the padlock. It is customary for two students to share a locker. For any locker that has to be opened by the office master key a fine of 5 cents is charged.

The students purchase their schoolbooks through the high school bookstore. Books are repurchased through the bookstore at the end of the semester or year according to a fixed pay schedule.

The office has on file program cards and permanent record folders for each student enrolled during the current year. Program cards are available for student use at all times. Upon graduation from high school, the permanent record folders are placed on file in the school record room.

Guidance Program

Mr. Bernard G. Farestad, guidance coordinator for junior and senior high school maintains his office in the activities room on the third floor in junior high. Any student who feels the need for adult counseling may make an appointment with Mr. Farestad personally or sign for an appointment in the appointment book in the office.

Mr. Farestad administers an extensive set of tests on all levels and advises all seniors on college preparation or job counseling. The guidance office maintains a file of material on scholarships and the school tries to aid all qualified students to gain college scholarship assistance.

The guidance office is open to students at all times before and after school for consultation on both academic and social problems.

Library Rules

The school library is maintained for the benefit of the students. It is open from about 8:15 until noon and from 1:00 until 4:30. Admission to the library is secured by the use of passes. Free reading passes are secured from home room teachers and reference passes from the teacher for whose class you are doing the work. Honor roll students need only sign at the desk upon entering the library.

Books may be checked out of the library for two weeks, and a fine of two cents a day is charged for
overdue books. Reference books are to be used only in the library and current magazines can not be checked out. Reserve books and back issues of magazines may be checked out for one period, or at 4 o'clock for overnight and are due the following morning at 9 o'clock. Fines of ten cents per day are charged on overdue reserve material.

A lost book should be reported immediately to the library. If it is not found after a reasonable period of time, the student must pay the replacement value of the book.

Study Hall Rules

Students come to study hall to study. The study hall therefore must be quiet. Certain privileges are granted to the students as long as these privileges are not abused. Each study hall teacher has separate rules for various hours.

Office Girls

The office girls assist in the office. These girls, who are better than average students, gather absentee and discrepancy slips, run errands and do other things that are assigned to them. One girl is taken from study hall and assigned to help the office secretary for each hour of the school day.

Conduct At Noon

The school is open to all students during the noon hour. The study hall is used as a place to gather. Students may visit, play cards or study. Mrs. Hofto is the study hall supervisor during this time.

Schedule A

First Period - 9:05-9:59
Second Period - 10:02-10:56
Third Period - 10:59-11:53
Noon Hour Warning Bell - 1:03
Home Room - 1:05-1:10
Fourth Period - 1:13-2:07
Fifth Period - 2:10-3:04
Sixth Period - 3:07-4:01

The building is open for student use at 8:00 a.m. every school day morning. The first bell rings at 8:30 and the warning bell for first hour class at 9:00. Students are tardy to first hour at 9:05.
Schedule B

Schedule B is an abbreviated class schedule that cuts the length of periods. There are four periods in the morning and two in the afternoon with a long home room period lasting 27 minutes. Schedule B is used whenever it is desirable to dismiss school at 3:00 p.m. in the afternoon.

The bell schedule used for schedule B is as follows:

Warning bell - 8:57
Tardy to class - 9:00
First Period - 9:00-9:42
Second Period - 9:45-10:27
Third Period - 10:30-11:12
Fourth Period - 11:15-12:00
Noon Hour - 12:00-12:57
Warning Bell - 12:57
Tardy to Home Room 1:00
Home Room - 1:00-1:27
Fifth Period - 1:30-2:12
Sixth Period - 2:15-3:00

The Credit System

One credit is given for one year of each of the following subjects:

English II - III - IV
World History
United States History
Civics - Economics
Biology
Chemistry
Physics
Physical Science
Home Economics I - II - III
Latin I - II
Spanish I - II
Advanced Algebra
Business English
Shorthand I - II
Bookkeeping
Journalism I - II
Debate
Agriculture II - III - IV
Mechanical Drawing I - II - III
Art
Speech and Dramatics
Plane Geometry
In the music department maximum credits are given as follows:

Vocal Music ½
Orchestra ½
Band ½
Voice ½
Piano ½
Violin ½
Elementary Harmony 1

Other credits which are given include:

Typing I - II, ½ credit per year.
Sociology, ½ credit for one semester.
World Geography, ½ credit for one semester.
Solid Geometry ½ credit for one semester.
Trigonometry, ½ credit for one semester.
Commercial Law, ½ credit for one semester.
Salesmanship, ½ credit for one semester.
Physical Education, ½ credit for one year.
Distributive Education for juniors 2 credits per year junior and senior years. Seniors 3 credits for one year.

Graduation Requirements

Twelve credits are required for graduation from Minot senior high school by state and local governments. These include three credits in English, three credits in social science or history, one credit in a laboratory course of science, ½ credit in tenth grade physical education, and one credit in mathematics if you did not take a math course in the ninth grade.

Credits received in such work as library, office, and Junior Red Cross will not be counted as part of the twelve necessary for graduation.

A Total of 1½ credits can be received in music, with a maximum of ½ credit in any single instrumental or vocal group counting toward graduation.

Hall Conduct

There is no policing of the halls by teachers or principals in senior high. Students are put on their honor and are expected to maintain their own good behavior with a minimum of supervision.

Student Assemblies

At the beginning of each school year students pay a
twenty-five cent assembly fee. The assemblies are
school sponsored and supervised by student and
faculty. All types of student participation as-
semblies are encouraged.

School Parties

School parties or dances are sponsored by the various
school organizations. Applications are made through
the office and a detailed sheet of information is re-
quired from the organization. The dances are usually
conducted between 9:00 and 12:00 p.m. on week-end
nights after basketball or football games. Senior
high teachers act as chaperons. These dances and
parties are governed, directly and indirectly by the
Student Council.

Seating At Games

All MHS students sit in sections F, G, and H. The
Pep club girls occupy section F. One section on the
east end of the gym is devoted to the Band members with
junior high students sitting in the other half of the
section.

The floor and sections A, B, C, and D are reserved.
Section E is the section where the fans of the op-
posing team usually sit.

The Cut System

Students must have a reasonable excuse for a cut,
such as hunting, fishing, tournaments, conclaves,
church conventions, etc. All work must be made up
in advance by making arrangements with the various
classroom teachers involved. The student is then
signed up in the office for the cut.

ORGANIZATIONS

Band and Orchestra

Minot high students interested in instrumental
music may join Band and Orchestra. Both organizations
meet on first hour time with Band practicing three
mornings a week and Orchestra two mornings. Besides
regular practices each group gives an annual concert,
the Band plays for all games, and both clubs make
at least one road trip during the year.
Although anyone may join the Band only the better players from each unit are chosen to play with the concert or pep bands.

A Cappella Choir

The A Cappella choir is an organization composed of high school students.

Members of the choir are required to audition before they can become members. Also all members are required to abide by the rules of the organization and attend the special rehearsals scheduled before performances.

The choir program will include a number of trips of some distance as well as the yearly exchange concerts with other high schools.

The highlight of the year's work is the annual spring concert.

The Magician

The Magician is the school magazine published by Quill and Scroll. It contains creative writing by Quill and Scroll members.

Minot High Times

The Minot High Times is the school paper that is published every other week. The staff is composed of the members of the newswriting class which is an elective subject for above average students.

Debate

Debate may be taken by both junior and senior students. It is a two semester course for which one credit is given. The students learn different techniques of debating plus extemporaneous speaking, round table discussion, and mock jury trial. At the end of the first semester the debate team is chosen. If enough students participate a B and C squad are also organized and the teams participate in interschool debates and tournaments.

Library Club

The membership of the Library club under the direction of the librarian, Miss Wilson, is responsible for the complete management of the library.
Any boy or girl may join the club. By working 90 hours per year, one may receive 1/2 credit; however the credit does not count toward graduation.

The student librarians elect a president, vice-president, and a secretary-treasurer. No one student may hold the same office for more than one year.

The librarians learn how to care for books, and how to do reference work for both students and faculty members.

Playmaker Organizations

Froshmores interested in becoming Playmakers should join Playmaker reserves early in the fall. After being in reserves for a full year and earning 100 points by working backstage you are eligible for Playmaker membership. Acceptance is made at a spring initiation banquet.

Shorthand Club

Shorthand club is open only to students in second year shorthand. Officers are elected each year and the meeting date, time, and dues are decided upon at the first meeting.

Special activities are planned for each meeting. A visit to the Minot Business college and a picnic in May are two of the annual events. Miss O' Connor serves as advisor of the club.

Pep Club

Pep club is an organization whose basic function is to promote school spirit. It is the morale-booster for the major athletic activities. Membership is open to all junior and senior girls. A president, vice-president, secretary and treasurer are elected by the club. Two new cheerleaders from the junior class are chosen in the fall of each year. A recent, but not traditional, function is the election of two boy cheerleaders from the junior or senior class.

Ushers Club

A little publicized but very useful organization in MHS is the Ushers club. The ushers serve at games, concerts, plays, tournaments, and many other activities.
Membership is open to anyone. Awards are given members after they have earned a certain number of points. Mr. Keenan Smith is the advisor.

Quill and Scroll

Quill and Scroll is a national honor society for high school journalists. Members are chosen at the end of their junior or senior year, and are selected from the staffs of the school paper and yearbook on the basis of journalistic ability and scholastic standing. Each year they sponsor an all-school formal and also hold a formal initiation banquet.

Searchlight

The Searchlight is the high school annual which is conducted as an extra-curricular activity. The editor and assistant editor are chosen each year from the junior class, and they select their own staff.

Thespians

To become a Thespian you must be a Playmaker and earn ten points according to the National Thespian society. Points can be gained only by working in all phases of a dramatic production. Stars are given for additional points.

FFA

The Future Farmers of America, or FFA, is the national organization of, by, and for boys studying vocational agriculture in public high schools. There are four degrees of active membership based upon achievement. Mr. Raymond Skorheim, the agriculture instructor, is advisor for FFA.

FHA

The senior high Future Homemakers of America club is advised by one of the home economics instructors. To be a member of this organization, girls must have completed one year of home ec. Besides business and social affairs, the club does yearly goodwill projects. FHA is a national organization.

Hi-Y

The senior Hi-Y club is a service organization sponsored by the YMCA, which is dedicated to the
improvement of the school.

Members of Hi-Y are generally the leaders of the school. The club has Mr. Colin M. Brown, local "y" secretary, as its advisor, and meets every Tuesday night.

Foremost among its annual projects is the Hi-Y Carnival. The proceeds go each year to some worthy objective of the school. Hi-Y also sponsors an annual Magicians-Faculty basketball game to raise money for their spring canoe trip into Minnesota.

Frosh And Junior Hi-Y

Froshmore and junior Hi-Y are junior versions of the parent club and membership is limited to froshmores and juniors.

Mr. Brown is also the advisor of this group and the members follow the same general program as the older boys.

YWCA

The YWCA offers classes for high school girls who are interested in various crafts.

A charm class is held once a week, usually on a Monday. Tips on personal hygiene, clothes, make-up, posture, etc., are presented.

Some of the classes the Y is offering are: textile painting, felt classes, flower arranging, art appreciation, linoleum block carving, chip carving, and metal crafts.

A camping program is being planned and also a "Know Your Town" tour.

DeMolay

The Boys' Order of DeMolay is a Masonic body for boys between 14 and 21. The order is not sponsored by the school, but it is composed mainly of boys of high school age.

Any boy who wishes to, may join DeMolay upon the payment of the registration fee. The varied activities throughout the year include the Rainbow-DeMolay formal, the conclave, mother-son banquet, and other social projects.
Rainbow

Rainbow is an outside activity for girls. Meetings are held in the Masonic temple. All girls 13 to 19 years of age are eligible to join. Besides the regular Monday evening meeting, Rainbow holds several social affairs.

Church Youth Groups

Many of the local churches have youth organizations which meet regularly for the benefit of their members of high school age. Augustana, St. Paul's, Zion, Bethany, and First Lutheran churches all have Lutheran League organizations for young people. St. Leo's Catholic church sponsors a Catholic Youth group, and the First Presbyterian church conducts Westminster Fellowship. All Saints' Episcopal, Vincent Methodist, Congregational, First Baptist, Calvary, Gospel Tabernacle, Salvation Army, Church of the Nazarene, and Church of God also have youth fellowship groups.

Scouting

To become a Boy Scout, a boy must be 11 years of age. There is a club scout movement for those under 11 and advancement in scouting is obtainable through achievement.

There are three scout groups in which a girl may belong. These are the Brownie group for girls from 7 to 10; the intermediate group for girls from 10 to 14; and the Senior Girl Scout program for girls who are in high school or girls from 14 to 18 years of age. The explorer scouts are also in this age group, from 14 years and older.

Membership for the above mentioned activities is obtained through the Boy Scout and Girl Scout offices located in Minot.

TRADITIONS AND CUSTOMS

Froshie Day

One day is set aside early in each school year to be known as Froshie Day. The Student Council issues rules for the day which all upper-classmen and froshmores must follow. The juniors and seniors use various means to let the underclassmen know that there is a place for them in Minot high school and that they are welcome to be a part of the student body. The froshies generally perform small tasks for the upperclassmen and odd forms of dress are often the custom for the
new students. A welcome dance traditionally follows the initiation with the froshies as guests of honor.

Loyalty Day

Sharing the headlines with the highlighted institutions of the year is the Minot high homecoming more commonly known as Loyalty Day. Features of the day is the crowning of the queen and the football game in the evening.

Each homeroom and activity prepares a float to represent them in the afternoon parade, and many groups plan their own skit to share in the entertainment during the afternoon coronation program.

Queen candidates are chosen by senior boys and voted on by each student, with the girl receiving the most votes elected queen and the other candidates serving on her court. The Loyalty Day dance or ball caps the day.

Junior-Senior Prom

Spring brings about one of the years biggest social events, the junior-senior prom. The prom is put on by the junior class with the seniors as their guests. The grand march is led by the presidents of the junior and senior classes.

Hi-Y Carnival

Minot high's biggest financial project each year is the annual Hi-Y Carnival. Although the Hi-Y club is the sponsoring body, and guiding light, all of the organizations throughout the school take part.

Each organization or group sponsors a booth at the carnival, but the Hi-Y does the actual organization, construction and prize collection. The entire proceeds are donated to some worthy objective of the school.

Cheerleaders And Cheers

It is traditional every fall to elect two girl cheerleaders from the junior class. These two cheerleaders retain this position throughout their senior year. By this system the two experienced seniors serve as instructors for the new, incoming
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juniors. These elections are conducted by the Pep club.

Following are some of Minot high's traditional cheers:

We're from Minot high school
No one could be prouder
If you don't believe us
We'll yell a little louder

Yea -- Minot
Yea -- Magicians
Yea -- Minot Magicians

(Cheerleaders) What's the matter with our team?
(Students) They're all right
(Cheerleaders) Whose all right?
(Students) The team
(Cheerleaders) Who?
(Students) The team
(Cheerleaders) Who?
(Students) The team
(Students and Cheerleaders) Team rah; Team rah;
       Rah, rah, rah.

Chili concarne, Chinese rice
Hot tamales, loaded dice
Are we in it
Well I guess
Minot, Minot - yes, Yes, YES!

Rigger, jigger, pull the trigger
Zis, boom, bah
Minot high school
Rah, rah, rah

Formal Dances

There are two annual formals; the Rainbow-DeMolay Christmas formal and the Quill and Scroll formal. Any member of Rainbow or DeMolay may ask anyone as his date to the Christmas formal. Quill and Scroll, usually sponsors a formal in February which is an all school formal. It can be either a boy ask girl, or girl ask boy affair. A Minot high student may ask an outsider as his guest for either event.

Occasionally there are formals sponsored by other organizations. In recent years the Glee club and the Pep club have sponsored successful formal dances.
Honors and Awards

Awards

Since the all-school letter bill has been abolished a completely new system of honors and awards has been set up for the school's activities. The athletes and the cheer leaders are the only ones who wear the letter. Pins have taken their place with organizations like Orchestra, High Times, Searchlight, Debate, Pep club and others. The FFA has designed distinctive emblems of their own and some of the groups such as Playmakers and A Cappella gave no awards last year, but will probably have an award for this school year. Honors and Awards are presented traditionally on all school assembly in early May.

Scholarships

There are three local scholarships open to Minot high school students in Minot each year. The largest one is offered by the American Legion for $300 and covers two years of college. The Minot Labor Temple offers a $150 scholarship covering one year of college. The Elks local scholarship is $75 with the winner having the opportunity to compete for additional funds in the Elks state scholarship contest.

Besides these three local scholarships there are many others offered to all high ranking high school students from schools all over the country.

Grading System

The grading system in senior high is the same as that used in junior high and the grade schools. Ninety-five signifies excellent, 90 very good, 85 a good average, 80 slightly below average, 75 passing, 70 failing. Ninety-five is the highest grade obtainable.

Honor Roll

There are three levels of Honor Roll achievement; Honors, High Honors, and Highest Honors.

To get Honors one must have an average of 90 (an 85 will let you on if you have 95's to offset this 85, however, no mark lower than an 85 will be accepted).

To win high honors one must have a 90 average (all
To be eligible for highest honors one must maintain a straight 95 average.

Senior Honors

Between 10 and 15% of the senior class with an average of 90 or above are graduated with honors. These students have the privilege of wearing gold braid on the right shoulder of their graduation gown. Heading the group are the valedictorian and the salutatorian.

ATHLETICS

Physical Education

One year of health and physical education is required for graduation from Minot high school. Phy Ed in the tenth grade for girls includes: soccer, speedball, volleyball, basketball, tumbling and stunts, badminton and deck tennis, ping-pong, softball and swimming. Also included is folk dancing, square dancing, and social dancing; and units on orientation, family relations, personality development and personal and social problems.

Tenth grade boys have touch football, volleyball, basketball, tumbling, gymnastics, badminton, ping-pong, swimming, and softball. In their classes they study disease prevention and social and mental health.

Football

The Magician football squad, which has already started to practice, is coached by Duane Carlson and will be out to better the six won two lost record that they compiled last fall. Lettermen are rather scarce this fall especially in the line, where Coach Carlson is looking for capable replacements for last year's seniors. The backfield material looks strong, but a complete rebuilding job must be done on the team that was co-champion of North Dakota in 1950.

The traveling squad usually numbers around 30 men with the surplus material working as a reserve squad. Mr. James Swenson coaches the reserves, a team usually composed of underclassmen who play a short schedule to gain experience.
Basketball

Coach Art Hovde's '50-'51 Magician Basketball team returns only two lettermen to this winter's basket squad. Coach Hovde should be able to call on some of the strong reserves from last year's squad to form a quint that may better last year's record. Coach Duane Carlson handles some of the surplus material in forming a reserve group and Coach Odin Bryn guides some of the more promising froshmorels. The regular season schedule calls for 18 games this winter with the tournaments in March.

School Song

Minot High School hats off to thee,
To our colors true we will ever be,
Firm and strong united are we.
Rah Rah Zis Boom Bah
Rah Rah Zis Boom Bah
Hats off to Minot High

Track

Coach Ed Bork prepares the track squad for five or six meets every spring. The squad is open to all boys from all three classes. Four juniors and one froshmore won track letters last spring and will form the building material for the 1952 squad.

Minot Recreation Commission

The Minot Recreation Commission, under the direction of Mr. Rueben "Ookie" Hammond, has attracted the interest and participation of the majority of Minot high students. "Learn-to-dance-night" has been one of the biggest weekly attractions. An athletic program has been set up and is open to all interested persons. The large variety of sports offered are listed below:

Archery
Basketball
Bowling
Golf
Softball
Swimming
Tennis
Volleyball