

THE UNIVERSITY OF MANITOBA

A STUDY OF THE
EFFECTS OF THE EXTRA-CURRICULUM ON ACHIEVEMENT
OF DESIRABLE OBJECTIVES OF EDUCATION IN SOME
WINNIPEG JUNIOR AND SENIOR HIGH SCHOOLS

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FACULTY OF EDUCATION

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Lewis E. Walker

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(ABSTRACT)

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PROBLEM

The purpose of this study was to examine the relationship between student participation in extra-curricular activities and the achievement of desirable objectives of education in selected Winnipeg junior and senior high schools.

SOURCES OF DATA AND PROCEDURES

Texts and source books on the extra-curriculum, curriculum planning and administration, along with various types of periodicals, reports, memoranda and other statements, questionnaires, printed programs of events, school year books, letters, telephone inquiries, and personal observations were used to approach the problem in four ways:

1. to survey the general attitudes towards extra-curricular activities and indicate the claimed outcomes of the extra-curriculum;
2. (a) to establish an acceptable set of objectives of education and,
(b) to indicate the relationships between participation in the extra-curriculum and the desired outcomes of education;
3. to examine the relationship between extent of participation in the extra-curriculum and the student's mental ability and academic achievement;
4. to survey university attendance and subsequent occupations of some high school graduates in relation to their participation in extra-curricular activities.

INDICATIONS OF DATA

The first approach appears to indicate that, in the opinion of most writers, speakers, parents and students, a properly supervised and controlled program of extra-curricular activities makes very important contributions towards the achievement of desirable objectives of education. According to some sources, certain desirable out-comes are almost impossible without such a program.

The second approach to the problem appears to indicate that, generally, Winnipeg schools should attempt to extend the democratic way of life and assist in the development of each individual student to the highest possible potentiality. This means that the schools should strive to develop in the children the knowledge, skills, habits, understandings, attitudes and character traits which are essential in the healthful living of the "good life". Schools should attempt to give students the personal qualifications and training necessary for finding and holding a place in a vocation which is best suited to the particular characteristics of the individual. It is also important that the individual should learn to participate in, and contribute to, community life.

The survey in the third approach to the problem would appear to indicate that, generally:

(a) the better students participate more extensively in the extra-curriculum than do those of lower ability;

(b) up to certain limits, achievement in academic subjects improves with more extensive participation in the extra-curricular activities. The limits vary with the individual.

It would appear from the fourth approach to the problem that:

(a) a high percentage of the participants in extra-curricular activities attend university and enter business and the professions;



(b) graduation award winners in high school participate quite extensively in the extra-curriculum and, generally, appear to be quite successful in their university and subsequent occupations;

(c) in their academic program high school rugby players appear to achieve as well as, or better than, the general male school population. Most of them also succeed well in the years subsequent to graduation from high school.

CONCLUSIONS.

1. Both subjective and objective evidence would appear to indicate that the extra-curriculum is an important factor in achieving desirable outcomes of education in certain Winnipeg junior and senior high schools.

2. Apparently the extra-curriculum should be broad enough to provide an interest for each and every student. It should provide for, and cater to, individual differences.

3. It is apparent that a continuous re-evaluation of the extra-curriculum must be made at the local school and classroom level and that strong precautions must be taken to guard against various undesirable facets of the extra-curriculum such as the natural tendency of "teen-agers" to over-participate by joining in every possible activity.

TABLE OF CONTENTS

LIST OF TABLES	Page v
LIST OF FIGURES	vi
Chapter	
I. INTRODUCTION	1
Purpose of the Study	1
Diversity of Opinion	1
Sources of Data	2
Procedures	4
Definition	5
Scope and Limitations	6
II. HISTORY	11
Historical Background	11
Winnipeg Transitions	13
A Contrast	16
III. OBJECTIVES	18
General Background and Sources of Objectives	18
Manitoba Objectives for Junior and Senior High Schools	25
Winnipeg Superintendents' Statements	29
Summary	32
IV. ATTITUDES AND EMPHASES	33
Growing Interest and New Attitudes	33
Visits to Other School Systems	40
Questionnaire to Canadian and American Schools	46
Student and Parent Attitudes	53
General Attitudes	59
Words of Warning	61
V. OUTCOMES CLAIMED FOR THE EXTRA-CURRICULUM	68
The Douglass Approach	68
The McKown Approach	77
The "Selling" Approach	82
General-Musical-Athletic	86
Publications-Student Councils	96

TABLE OF CONTENTS (Cont'd)

Chapter	Page
VI PARTICIPATION	99
Possible Program	99
Gordon Bell High School	103
David Thompson Junior High School	114
Winnipeg Junior High Schools	120
An Interpretation of Tables and Curves	139
Academic Achievement of Rugby Players	147
VII. SUBSEQUENT RECORDS	149
Area for Research	149
University Attendance	154
Subsequent Occupations	155
Rugby Players	157
Graduation Award Winners	160
VIII. CONCLUSIONS	170
Summary	170
Recommendations	172
BIBLIOGRAPHY	178
APPENDIX	181
I. QUESTIONNAIRE TO WINNIPEG JUNIOR HIGH SCHOOLS IN JUNE, 1958	182
II. QUESTIONNAIRE TO CANADIAN AND AMERICAN DIRECTORS OF PHYSICAL EDUCATION	185
III. MILWAUKEE EXTRA-CURRICULAR SCHEDULES .	187
IV. QUESTIONNAIRE TO GORDON BELL HIGH SCHOOL GRADUATES OF 1946 - 1953	193

LIST OF TABLES

Table		Page
I.	Questionnaire Returns from Canadian Schools	47
II.	Questionnaire Returns from American Schools	49
III.	Township High School Participation	57
IV.	The "Douglass Diagram"	69
V.	Participation--Musical and Dramatic Activities Gordon Bell High School	103
VI.	Participation--Athletic Activities Gordon Bell High School	104
VII.	Participation--Other Activities Gordon Bell High School	106
VIII.	Academic and Intelligence Quotient Averages Gordon Bell High School Graduates with Various Numbers of Activities	109
IX.	Participation -- Musical and Dramatic Activities David Thompson Junior High School	114
X.	Participation -- Athletic Activities David Thompson Junior High School	114
XI.	Participation -- Other Activities David Thompson Junior High School	116
XII.	Academic and Intelligence Quotient Averages David Thompson Junior High School Students with Different Numbers of Activities	117
XIII.	Summary of Sampling of Total Junior High Participation	120
XIV.	Academic and Intelligence Quotient Averages Winnipeg Junior High School Students with Different Numbers of Activities	124
XV.	Average Achievements for Winnipeg Junior High School Students Grouped According to I.Q. and Number of Activities	140
XVI.	Academic Survey - Boys, Daniel McIntyre Collegiate Compared to Rugby Team	147

LIST OF TABLES (Cont'd)

Table		Page
XVII.	Record of University Attendance -- Gordon Bell High School Graduates	152
XVIII.	Occupations of Gordon Bell High School Graduates	153
XIX.	Occupations of Gordon Bell Rugby Teams	157
XX.	Record of Gordon Bell High School Award Winners	160

LIST OF FIGURES

Figure		Page
I.	Graph of Table VIII	111
II.	Graphs of Table XII	118
III.	Graphs of Table XIV	127
IV.	Graphs of Table XV	141

CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study was to assess the effects of participation in extra-curricular activities on the achievement of desirable objectives of education in selected junior and senior high schools in the City of Winnipeg.

Student participation in extra-curricular activities has been for many years a subject for long and, often bitter, discussions. These discussions have included all levels of education, from the elementary school to the university. In practically every type of meeting, from those at the family dinner table to those of curriculum committees of departments of education or of federal committees considering the cultural and recreational aspects of education, this subject has been thoroughly debated. Whatever viewpoint is expressed seems to make little difference; someone will take issue with it. Parents frequently complain that their children participate in extra-curricular activities to the detriment of their academic studies. Principals, arranging teaching programmes, and curriculum committees, re-assessing time allotments, are constantly faced with the problem of deciding upon how much time to give to extra-curricular activities relative to the total school programme.

The questions facing those responsible for making such decisions are difficult to answer objectively. Whether prohibiting a pupil from participating in basketball or dramatics will result in better achievement in academic studies, even though more time may be given to such studies, is a most difficult question to answer satisfactorily. Will the student's interest be lessened and his enthusiasm dulled to the extent that his achieve-

ment may become inversely proportional to the increase in study time? Will the cancellation of a field day, for example, be reflected in better academic standings? Will better academic standings, if obtained, mean that the students are thus better fitted for present day living? Will they participate more fully and effectively as citizens of the community and nation? Is it probable that students may acquire, through participation in extra curricular activities, certain attitudes and traits of character which are of fundamental importance in their after-school lives? These are questions which face those who are responsible for organizing school programmes.

Sources of Data

A growing interest in extra-curricular activities has led to many persistent attempts to resolve the difficult questions related to them. According to McKown¹ less than half a dozen books in the field of extra-curricular activities existed before 1927. Ten years later there were more than fifty, and a magazine devoted wholly to this field had appeared. Today, many of the professional journals and magazines contain material on the subject and many books written by authorities in the fields of curriculum and administration contain at least a chapter on the extra-curriculum. Newspapers and magazines appear to consider discussions on various facets of the extra-curriculum to be of popular interest. Scanning some of this literature supplied considerable information on methods used in other studies. From programmes of studies and the literature on curriculum and adminis-

¹ Harry C. McKown, Extra-Curricular Activities. Preface vii.
New York: The MacMillan Co., 1947.

tration came, also, the development of a set of desirable objectives which could be used as an evaluation of the contributions of the extra-curriculum.

School record cards and personal student folders were used to ascertain student academic achievements, abilities and activities. Program lists, school year books and personal observations gave estimates of individual and school participation in the various activities of the high schools. Personal observations and questionnaires were used to estimate the participation in the junior high schools. The results of final Department of Education or Winnipeg School Board examinations were used, when available, as measures of academic achievement. The results of local school examinations were the only ones available for high school students in the "Commercial" or "High School Leaving" courses. Intelligence quotients used for Grades VII and VIII students were those supplied by the schools on the mark sheets sent to the school board offices in June, 1958. These came from the medical and record cards of the students and were those considered most accurate by the schools concerned. Intelligence quotients for high school students also came from school records. Grade IX ability rating was on the basis of the group test given at the time of the Provincial Department of Education examinations in June, 1958.

Information was obtained from other centres in the United States and Canada by questionnaires and personal contacts to supplement information obtained from various publications on extent of participation, attitudes and practices.

Personal contacts, telephone calls, letters, and questionnaires were used to determine what the students have been doing since graduation from high school.

Procedures

One of the most commonly used and satisfactory methods of considering problems such as are indicated in the foregoing introduction is to survey what has been done in other localities as well as in the area under consideration and to compare methods of approaching the problems and the results of these methods. Sometimes objective and reasonable conclusions may be drawn and practical recommendations may be made. It is quite true that different localities, and even different schools in the same city, develop different sets of variables which make it almost impossible to find common factors. It is even rather difficult at times to find a real basis for comparison between boys and girls who have grown up in the same family, presumably under the same home and school conditions. Variations in local attitudes and different factors from year to year often make comparisons both odious and useless. Activities and methods of handling them which prove to be successful in one locality may be entirely inadequate and unsuitable in another. However, a comparison may give us a chance to look at our own attitudes and practices more objectively.

Keeping this attitude constantly in mind, a comparison was made in this study between the extra-curriculum in Winnipeg and in other centres under the headings of "History", "Objectives", "Attitudes and Emphases", "Claimed Outcomes", and "Participation". Emerging from the discussion of these topics was an attempt to search out some vital relationships between activities and objectives of education. Three methods were used to indicate these relationships and the advantages and disadvantages of student participation in extra-curricular activities.

By grouping students according to the numbers of activities in

which they participated and by taking averages of the abilities and achievements of the individuals in each group an attempt was made to discover whether the extra-curriculum in Winnipeg schools is related in any way to general ability and / or achievement. As a corollary to this facet of the study a survey was made of several of those students who had won prizes and awards at the high school graduation ceremonies to estimate the extent and effect, if possible, of their participation in the high school extra-curriculum. A survey was made also of the careers of students following high school graduation with special attention to the prize winners and participants in high school football.

Definition

The terms "extra-curriculum" and "extra-curricular activities" have been used rather differently by some writers. The thinking reflected in the literature on the subject would indicate that they actually mean somewhat different things in different localities and organizations. In some educational systems participation in such activities as band, chorus, student committees, athletic teams and clubs is an integral part of the regular curriculum. Students are given credit towards promotion based upon satisfactory participation in such activities. In other systems these activities receive no credit and, in some cases, schools giving them any support whatever are severely criticized. It would seem necessary, therefore, that a definition of an extra-curricular activity be found which would have local significance. Hansen and Terry say:

Although the term 'extra-curriculum' or 'extra-curricular activities' has been criticized on the ground that all activities under the direction and supervision of the school should be educative and within the scope of the curriculum, its use still

continues. For practical purposes and general understanding the following definition may be accepted: 'programs and events, carrying no academic credit, sponsored and organized by pupils or student organizations or by the educational institution, designed to entertain, instruct and / or provide exercise of interests and abilities; subject to some measure of control by the institution'.²

As indicated in this quotation, many educators consider anything which the school may do to develop the desirable skills, habits and attitudes of students as part of the curriculum and, hence, nothing in their lives, even remotely connected with the schools, is extra-curricular. And so, even the definition of an extra-curricular activity raises another question for discussion: Is there any such thing as an extra-curriculum?

As a point of departure for the following study the foregoing definition could be modified and simplified as follows:

An extra-curricular activity is any activity, event or program which is sponsored by Winnipeg School Board personnel, which would engage the time of the student, either within school hours or outside, and for which, under present conditions, no credit is given towards an official school standing.

This description is definite and it gives local significance to the following study.

Scope and Limitations

Anyone who has taught in a school in Winnipeg or in most other places will recognize that, in these times, the foregoing definition includes a remarkably varied group of activities. Just as gymnastics are

² Carl W. Hansen and Paul W. Torry, "Extra-Curricular Activities", Encyclopedia of Educational Research by Walter S. Monroe, p. 424. New York: Macmillan and Co., 1950.

often taken as synonymous with the schools' physical education program, school athletics are often considered as the whole, or at least a very large proportion, of the extra-curriculum. This is far from the case in Winnipeg, where the extra-curriculum in most of the schools includes several kinds of activities.

According to a survey³ made in 1948, more Winnipeg students participate in musical activities than in any other part of the extra-curriculum. This is very largely, vocal music. A considerable number of students take part in the Winnipeg Musical Festival. Some students receive instruction in instrumental music from itinerant teachers. Several bands and orchestras have been organized within the schools at various times and for various purposes. Student groups are trained for performances at teachers' conventions, parent-teacher association meetings, school teas, open days, and various other school programs such as graduation exercises, carol services, Remembrance Day observances and many others. In the summer of 1957, members of one group from Daniel McIntyre Collegiate financed their own way to compete in a festival in Wales.

Some of the preparation of this music may be done during the regular music periods which are an optional part of the regular curriculum. There is not enough time, however, in the regularly assigned periods to cover the prescribed course and have much time left over for the preparation of the foregoing. Hence a very large proportion of such preparation must be done on the students' and teachers' own time and initiative. The students usually get no credit for this extra time on an official school standing.

A second class of activities, which interests a large number of

³
L.B. Walker, "Report of Committee on Extra-Curriculum at the Secondary Level". Winnipeg Schools Survey, 1947-48, Winnipeg School Board Offices, Typed. p. 86.

students in the junior and senior high schools, is the student athletic program. This, of course, grows naturally out of the health and physical education program of the schools which, again, is a part of the curriculum as prescribed by the Department of Education. But, the two periods per week which are regularly allotted to this work do not give an instructor a chance to do much beyond limited instruction in a few fundamentals. In spite of this, the program in the Winnipeg schools includes soccer, football, volleyball, basketball, softball, speedskating, curling, ice hockey, bowling, track and field, swimming, rowing, skiing and snowshoeing at both the inter-class and inter-school levels. Other athletics, such as, floor hockey, pleasure skating, figure skating, badminton, tennis, golf, dodge ball, leadership classes, ballet, wrestling, fencing, boxing, weight lifting, tumbling, folk and social dancing, hikes and tramps are often carried on as class or school-team activities.

Many students participate in various "clubs". These range from the ordinary "subject clubs" to handicraft clubs, rifle clubs, and the like. For example, as shown in Table VII, one high school has approximately 80 boys and girls in a rifle club almost every year and sponsors competitions which lead to national prize competitions of the Dominion of Canada Rifle Association at Ottawa.

Then too, there are many "other activities" which often grow out of school life and the individual differences which appear in both students and teachers. Almost all rooms have some kind of "room officers" and most schools also have some type of students' council. Dramatics and debating are popular and are often part of the activities of a public speaking club. Publication of school papers and yearbooks is usually the product of an activity group. There are also school fairs, St. John's Ambulance classes, costuming and scenery committees, "make-up" classes for the school perfor-

mances, pep rallies and spectator participation in inter-school and inter-class games, cadet corps, and various visits to industries, art galleries, museums and other places of educational interest.

Obviously, the following discussion cannot cover in detail each of the activities listed. Obviously, also, the study would be much too long and unwieldy if an attempt were made to consider in detail even a few of these activities in all of the schools of the city of Winnipeg. To keep within reasonable limits the study makes specific reference to the major activities in one Winnipeg high school and one junior high school. The basis of selection of these schools was simply that the writer has had intimate knowledge of these schools and the students in them. He spent over twelve years in both the academic and the extra-curricular fields at the Gordon Bell High School and he was principal of the David Thompson Junior High School for three years. Various parts of this study refer to surveys made in other junior and senior high school areas. In one respect Gordon Bell High School is not quite representative of the Winnipeg high schools during the period under consideration, since this school did not participate in music festival competition as most of the other high schools did.

In this study an attempt is made to confine the discussions of the extra-curricular activities in these schools to the effects, if any, that the activities have had upon the achievement of desirable objectives of education. No attempt is made to discuss methods of finance or other facets of the extra-curriculum except as they are related to the question of whether these activities are worthy of the time, effort and money spent on them in these schools.

The question of compensation of coaches and other teachers for extra time, while it has some bearing on the problem in this paper, is worthy of a study in itself.

The results from David Thompson Junior High School are for only two years since that school opened in the autumn of the year 1955. The first year of activities was not complete since the auditorium-gymnasium of the school was not ready for use until late in November. The students of Gordon Bell School included in Tables V, VI, and VII are the total school population. Those in the remainder of the study are students listed as graduates in the year books of this school from 1946 to 1953 inclusive. The students in Grades XI and XII were chosen for reasons given on page 107. This means that the participations in Tables V, VI, and VII include Grade X students, but Table VIII and the graphs which follow are for Grades XI and XII students only.

Recent information about students included in this study, is limited by the fact that it was difficult to obtain reliable information about some of them. The information given has been obtained and checked as closely as possible by letter, telephone, personal contacts and school records. It was found easier to obtain information about participants than non-participants since those who participated in the activities of the school became more widely known than some of the others.

CHAPTER II

HISTORY

Historical Background

McKown¹ says that in the beginning most schools ignored extra-curricular activities. The teacher considered his job that of classroom instruction, and this usually meant lecturing. He recognized and accepted no responsibility for what the students did outside of his own subject. He simply ignored their social and physical lives.

Conant says that:

Too many college professors think of the high school only in terms of its responsibility to prepare students to do well in the freshmen courses taught by them.²

He says, further, that the European professional schools and universities are seventy-five years behind the American, in spite of their apparent excellence in scientific training. He believes that too many of their gymnasium type of educational institutions are purely academic in character with no concern for the moral and social development of students. He is very much opposed to having American schools revert seventy-five years to the European tradition.

Because the social, physical and aesthetic facets of their lives were considered important by the students it was but natural that they themselves would be quick to organize and promote activities which concerned them, even in the early history of the school systems. Sometimes

1

Harry C. McKown, op. cit., pp. 2 - 4.

2-

James Bryant Conant, "The Unique Features of Our American Schools", The Bulletin, National Association of Secondary School Principals, Washington, D.C., May, 1956. p. 8.

these activities were not of the best and, at times, ranged from healthy pranks to gang warfare.

The second period in the development of the extra-curriculum was that of opposition by the faculty. Some pupils, teachers and administrators began to recognize the value of these outside activities in the development of the individual and were successful in persuading some school authorities to provide limited time and financial support for them. Most teachers objected to the increasing recognition being given to these outside activities, and deplored the decreased reverence for "good old-fashioned scholarship". The school did not officially recognize any responsibility for the direction and use of these activities as a means of securing an important educational end. Except to repress and control them, most school personnel paid only limited attention to those features of school life such as athletics, music and debating, which are so natural to "teen-agers".

The third period began when an increasing number of teachers and administrators became aware of the educational value of these activities and made deliberate efforts to have them incorporated into the regular school program.

This, in some cases, led to a fourth period in which even the most enthusiastic supporters of the extra-curriculum recognized several other problems which required consideration. Jung and Fox say that:

The major concern of school men today pertaining to the so-called extra-curriculum is not so much whether or not to place such activities in the programme, as it is with the quality and development of these activities so that they may make contributions to the major goals of the secondary school.

Currently, there is hardly a school that does not include, in one way or another, many of the activities of a nature that would be included in any general discussion of extra-curricular activities In many instances these activities have

been completely incorporated in the curriculum. Credit is given for them; teachers are employed especially to teach them and school time is allowed for them in the regular daily schedule in much the same way as more academic and traditionally accepted 'solids' are included.³

Winnipeg Transitions

It would appear that the situation in Winnipeg is at an incomplete transition between the second and fourth stages of development. Some Winnipeg teachers and administrators claim such possibilities for extra-curricular activities that they not only organize, coach, supervise and train students in these programs in school, but actively promote them in community clubs, parent-teacher organizations, and provincial and federal organizations. They meet and help their own pupils outside of school and pupils of other schools as well. They believe that this has a humanizing effect upon the teacher and that it allows him to come back to his classroom with a broader outlook and a more intimate knowledge of both his students and himself. They also believe that these activities are worth the time and efforts of young people because they aid in the development of positive attitudes, worthy ideals, and other facets of personal development.

Those same teachers and administrators have to defend their philosophy constantly, not only to other teachers but also to some administrators, school board members, officials of the Department of Education, and the public press. Many of the persons in these latter groups accept the extra-curriculum, if properly controlled, as making a very worthy contribution to the process of achieving the objectives set out in the pro-

³ Jung and Fox, "Extra-Curricular Activities in Indiana High Schools", Bulletin of the School of Education, Indiana University: May, 1952, p.23

grammes of studies of the province. Others are continuously complaining about the cost of such activities and attempting to narrow the program to such an extent, according to the would be sponsors, that they rob it of the life, spirit, and attractiveness which make school life worth while for so many students.

Apparently many individuals and groups in Winnipeg believe that the purely academic program is the only one that has any right to a place in the schools. They call the extra-curricular athletic and music programs, the clubs, etc., the "frills" of education. They claim that these activities are a waste of time and public funds and, as such, have no worthy place in the schools. Some school board members base part of their appeal to the electors on statements that they will help to balance the city budget by the elimination of the unnecessary and useless "frills" such as instruction in swimming and instrumental music. The public press of the city has often supported this view and, according to press reports, the local university is inclined to blame the extra-curriculum for a large proportion of the academic difficulties of the students entering that institution. For example, according to an editorial discussing the brief submitted to the Royal Commission on Education by the University of Manitoba, one of the reasons given for inadequate preparation for university was that,

...Teachers are expected to supervise
dramatic and athletic activities

.....

...The task of junior and senior high school teachers is not made easier by the undue emphasis placed on extra-curricular activities. Small wonder that students have a distorted sense of the value of strictly intellectual endeavour as opposed to such secondary matters as sporting events, social activities and the like.⁴

⁴ Thomas Green, "The University Looks at the Schools", The Winnipeg Tribune Winnipeg: November 29, 1957. p. 6.

In spite of this rather wide opposition, considerable support is given to the extra-curriculum by the Winnipeg School Board and the superintendents. Considerable equipment is supplied; part of the obligations of some directors is towards the extra-curriculum and, recently, high schools have been voted a sum of money to assist in financing some extra-curricular activities.

Public reaction can be both extreme and inconsistent. Often it appears that most citizens agree wholeheartedly with the people who advocate the elimination of this or that activity. But, if any radical change is made the result is often such indignant opposition that the decision is finally reversed. A good example of this was evident in the public reaction to the effort to eliminate high school football in Winnipeg during 1956-57. The pressure of public opinion was such that the decision, which had been made largely because of financial reasons, was reversed.

In spite of this apparently decided public approval of some aspects of the extra-curriculum, the controversy still continues. In the building of new schools the questions arise: "Should provision be made for extra-curricular activities in the form of adequate storage rooms for music and instruments, adequate gymnasium facilities, adequate auditorium space with stages constructed in a manner which would allow for the staging of programs and adequate playing field space and facilities? Or would the provision of these facilities simply tempt students and staff to spend more time on programs which allegedly do not contribute in significant measure towards the achievement of desirable aims of education?"

Several schools have been built in Winnipeg in recent years. In some of them, especially the new junior high schools, the dressing-room and wash room facilities connected to the auditorium-gymnasium are so

inadequate as to be almost useless. These junior high schools are almost entirely lacking in provisions for dramatic and other program productions.

A Contrast

Recently some teachers have been persuaded to come from Britain to join the Winnipeg staff. Some of them express their amazement quite freely at our inadequate facilities for sports and other activities. One of them came to the Aberdeen Junior High School in August, 1958. One of his first questions was, "Where is the playing field?" When he was told that the small fenced area adjacent to the school was all the space provided he would not believe it. He pointed out that it was covered with stones, broken glass and other rubbish. He refused to take a class on the field until he had a letter from the Director of Physical Education with assurances that the teacher would not be held responsible for accident or injury. He could not understand why this wide and wonderful country had such inadequate playing fields. One of his favourite noon hour staff room themes was a contrast between Winnipeg school playgrounds and the seventeen acres of beautifully turfed and maintained playground in conjunction with complete track and field facilities at his last school in England. He admitted that there were some schools there almost as bad as those in this city but he insisted that the best of facilities here do not approach what are considered minimum standards in British schools.

Sager also stated this opinion.

Educational authorities in England, national and local, have traditionally recognized team

games as an integral part of the curriculum and physical fitness as a responsibility of the school as well as the home. The ministry's allocation of funds for playing fields would make most of our Departments of Education seem niggardly by comparison. Minimum requirements for playing field space (apart from indoor facilities which often include a swimming pool) are higher than in most Canadian provinces. In a co-educational secondary school, for instance, it is 4½ acres for 150 pupils, 10 acres for 450, 13 acres for 900.⁵

Several former Royal Airforce men, serving as instructors in the Commonwealth Air Training Plan in Canada, were questioned to ascertain if another type of individual would feel the same contrast. Most of them seemed to feel the same way. One of them had attended St. Joseph's, which he described as a boys' school south of London. He described that school as having several soccer pitches, several cricket fields and tennis courts as well as complete track and field facilities. He said that this school also had excellent gymnasium equipment and a separate auditorium. He was far from complimentary towards our provisions for extra-curricular activities.

It is not necessary to leave Canada to see contrasts of the kind described in the last two paragraphs. Penticton, B.C., is a city of fewer than 14,000, but that small city has a junior high-high school unit with a larger auditorium than that of any school in Winnipeg. The seating accommodation, dressing rooms, storage rooms, showers, and offices are excellently planned. Also, in the same school, there is a 1000-seat sloping floor theatre type auditorium with excellent stage facilities, storage rooms and dressing rooms.

⁵ Arthur Sager, "English Schools are Better Than Ours",
The Winnipeg Tribune. Winnipeg: January 31, 1959.
Weekend Magazine Section, p. 5.

CHAPTER III

ACCEPTABLE OBJECTIVES FOR JUNIOR AND SENIOR HIGH SCHOOLS

The most important process in curriculum planning is the formulation of the aims of education and the purposes for which the school exists. However, before attempting to outline these aims it is necessary to define the terms "goals", "aims", "objectives" and "purposes". Actually, there are three sets of goals or purposes in existence when planning and carrying forward learning activities:

(1) the purposes, needs and / or objectives of the pupils as they participate in the learning experience;

(2) the pupil outcomes sought by the teacher, the school and the community as the teacher guides, directs and participates in the learning situation;

(3) the personal goals and objectives of the teacher.

The discussion herein is concerned almost entirely with (2) although (1) and (3) must always be kept in mind in all plans for learning experiences. In number (2) the word "outcomes" suggests a term which is being used in an increasing number of educational publications. The term, "desired outcomes", seems to convey, much better than do the usual synonyms, the idea of the values sought through an educational program. It seems particularly appropriate for use in this study which is largely concerned with the second set of goals.

Because much of our educational philosophy is derived from British traditions and because our educational philosophy has been influenced by that of the United States, a brief general discussion of what are considered to be desired outcomes of education in these countries is included here.

England

The following statement concerning the aims of education is found in the Spens Report:

....and doubtless it is true that in the daily task of attending to the immediate job in hand the ultimate objective may not always be evident. On the other hand we have received convincing evidence that those who are intimately concerned with the conduct of Grammar Schools have clear ideas of the aims which they have in view, and that these aims are concerned with the training of the pupil, first as a person with a body, a mind and a spirit, second as a future citizen of a democratic country, and third as one who will have work of some kind or other to do for a livelihood. With varying emphasis, now on one and now on another of these aspects, this aim is explicit in all schools.¹

The report continues to say that the aim of education should be to develop the full potentialities of every child, in accord with the general good of the community of which he is a member. From the personal point of view a well-planned and well-ordered school of today will open to the individual a life that satisfies his present needs - physical, intellectual, social and moral - and prepare him for a full, effective life in the community.

Scotland

The Scottish Council for Research in Education outlined the

¹ Will Spens, Board of Education Report of the Consultative Committee on Secondary Education, p. 145. London: His Majesty's Stationery Office, 193

desired outcomes as requirements of society:

Society requires of every member of the community certain minimum essentials, e.g. the ability to comprehend and use simple oral, written, and printed language, to handle small sums of money; to know the common British weights, and measures; to handle simple tools and perform simple household duties. It is now further expected that the school will send its pupils into life with a certain degree of physical fitness, of skill in the manipulation of ordinary mechanical appliances, with a certain knowledge of the duties and responsibilities of citizenship, a standard of conduct approved by the community, and an awakened religious sense. His education should not appear to the pupil to be irrelevant to, or divorced from the actualities of life.²

United States of America

Generally speaking, the reliable source books which contain statements of the desirable outcomes of education in the United States of America agree with the British authorities. They accept the basic principle that the major factors to be considered are; (1) the learners; (2) the society in which they have to live; (3) the interaction of (1) and (2) as a basis for formulating the concept of the "good life". On the assumption that these are the three basic factors in the educative process, the goals of education (desired outcomes) have been formulated by (1) philosophers, (2) professional groups such as committees of teachers. Formulation of goals has been approached from the viewpoint of scientific analysis of the needs of society and on the bases of children's

2

The Scottish Council for Research in Education, Curriculum for Pupils of Twelve to Fifteen, p. 7. London: University of London Press, 1932.

needs, interests, developmental characteristics and motivations.

All statements of desirable educational outcomes represent the opinions of some individual or group. The work of the foregoing groups is very well outlined in "Curriculum Planning" by Saylor and Alexander. Their general statement, after screening and discussing the concepts growing out of the work of the groups mentioned in the foregoing paragraph is:

In formulating our own statement, we have been guided by the point of view that educational objectives are most serviceable when they are stated in terms of outcomes that should be sought through the curriculum. We believe that when teachers and pupils plan and develop learning activities in terms of what is expected from the experience, learning will carry over into behavior patterns of the participants more completely and effectively. These desirable outcomes comprise: (1) skills and abilities developed by the learner; (2) enjoyments and aesthetic satisfactions of the learner; (3) ways of thinking and arriving at solutions of his problems; (4) ways of working and living in his own personal behavior and in his relations with others; (5) attitudes that characterize his behavior and modes of living; and (6) generalizations, concepts, knowledges, and understandings that the learner possesses.³

These six headings are expanded and developed in the following pages.⁴

McKown⁵ describes a changing concept of education. He says that the older theory of education was largely mental in nature and concern. The mind was supposed to grow through exercise and consequently the theory of mental discipline, with its emphasis upon mental wrestling, developed and found a great and ready following, which it still has, despite the fact that modern psychology does not accept it in all of its implications. The

³ Galen J. Saylor and William M. Alexander, Curriculum Planning for Better Teaching and Learning. p. 233. New York: Rinehart and Co. Inc., 1954.

⁴ Ibid. pp. 234-239

⁵ Harry C. McKown, op. cit. pp. 6 - 8.

theme of the new education is "all-roundness". Thus, the school should help the student to develop mentally, physically, socially and spiritually. The new school still stresses the importance of knowledge, but it emphasizes that knowledge alone is of little value. It is of value only if it enables the student to think for himself.

The second aspect of the new school (still according to McKown) is the physical life of the child. It is receiving more and more intelligent attention through courses of health, hygiene, sanitation, and safety than it ever did through the memorization of items of anatomy as was done in the old time physiology courses. In addition, recreational games and activities are being more intelligently designed and promoted for the purpose of wholesome physical development.

Healthful social living is also receiving considerable emphasis. Good citizenship, character education, manners and courtesy are all a part of the new education.

The fourth facet of this all-round education is the spiritual phase. This does not mean just the religious section of the spiritual, but also the development of worthy emotions and feelings, heightened inspirations and wholesome aspirations. In his words:

There are three elements absolutely essential in the development of all-roundness i.e. knowledge, ideals and habits Knowledge is basic to all learning and to all living. In fact, it has long been considered as synonymous with education and even now many individuals cannot see the distinctions between these two. To these persons, the individual with the greatest accumulation of knowledge is the most educated.

If we try to relate knowledge alone to the business of living, we have to stop short and cudgel our brains for the real and vital connections. An individual may have an immense stock of facts and informations and still be a perfect fool Knowledge is useless unless it is capitalized All the knowledge in the world as to how the good citizen acts and behaves does not mean necessarily that the individual possessing such information will act in any predetermined manner. Knowledge of law is no guarantee of its observance. It is only the basis upon which intelligent observance may and must be built.⁶

Dewey says in this connection:

There is nothing in the nature of the ideas about morality, of information about honesty or purity or kindness which automatically transmits such ideas into good character or good conduct.⁷

McKown says further:

The second essential element in developing good citizenship - or anything else - is a set of appropriate ideals. They not only supply the motivation, but they also determine the standards of achievement It is probably just as easy (apparently, often easier) for the individual to learn to play the piano inaccurately, to drive a car ineptly, read a newspaper unintelligently, or to vote blindly, as it is to learn to do the opposite. In citizenship, it is probably just about as easy for the individual to learn to be a successful crook as it is for him to learn to be a respected citizen. When we speak of character we usually mention such elements as 'courage', 'originality', 'initiative', 'energy', 'alertness', and 'efficiency', without recognizing that each of these elements is just as essential to ill-doing as it is to well-doing. There is probably little difference between Public Enemy Number One and Public Benefactor Number One except in direction Thus ideals of the proper type, that is, ideals that can be

⁶ Ibid. p. 8.

⁷ J. Dewey, Moral Principles of Education. p. 1. New York: Houghton Mifflin Co., 1909.

justified on the basis of social expediency and usefulness ---'the greatest good for the greatest number' ---must be set, recognized, and accepted.

.... What the individual does, is certainly as important as what he knows all three of these elements are absolutely essential to the development of a good reader, swimmer, kite flier, or doer of anything else. Not one can be omitted. If the individual has the knowledge and the habits but not the ideals he is an automaton, always acting in a predetermined manner and incapable of choosing a course intelligently, or adapting himself to new situations. He cannot be said to be moral even, because morality implies, on the part of the individual, a choice between the right and the wrong or between the good and the bad. If an individual is merely a machine he acts without exercising this choice.⁸

The "Seven Cardinal Principles of Secondary Education" formulated by the Commission on Reorganization of Secondary Education is quoted quite widely in text books on curriculum. This commission defined the goal of education in the following terms:

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well being of his fellow members and of society as a whole

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward even nobler ends.⁹

The same commission stated that, in order to achieve this goal of education, it is necessary to analyze activities of the individual. On

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Harry C. McKown, op. cit. p. 9-10

9

Commission on the Reorganization of Secondary Education, "Cardinal Principles of Education", Bureau of Education, Bulletin 1918, No. 35. p. 9
Washington, D.C.: Government Printing Office, 1918.

the basis of such an analysis the commission proposed that seven cardinal principles should be the starting points for determining basic objectives of secondary education:

- (1) Health
- (2) Command of fundamental processes
- (3) Worthy home-membership
- (4) Vocation
- (5) Citizenship
- (6) Worthy use of leisure
- (7) Ethical character

These seven principles are accepted widely as a basis for curriculum building. However, they are often stated in a different order and in many cases, with different emphasis. Some groups attach greatest importance to the broad moral side of education; some emphasize the vocational; and others stress education for citizenship.

Manitoba

In Canada the Departments of Education in the provincial governments set out the courses which make up the programs of studies. These courses vary from province to province and they reflect viewpoints which extend from the traditional to the so-called progressive. Almost all of the provincial sets of objectives have been designed by the "paper and paste" method.

The Department of Education in Manitoba appears to take an authoritarian attitude towards all schools with little inclination towards variation in the way of subject matter and levels of application in the schools of the province. It is stated in some of the course outlines that: "This curriculum is to be followed in all Manitoba Schools."¹⁰

At the same time officials of the Department of Education seem to be deductive in their approach to desired outcomes in their statement of basic principles, when they say that the curriculum should be determined by: "....what a person living in our society needs to learn."¹¹

The Manitoba Department of Education officials are also quite open to suggestions from educators and are often willing to permit experimental digressions from the set program if justification can be shown.

The objectives stated in the Programme of Studies are, in many respects, similar to other such statements. They encompass broad development of knowledge, skills, habits and attitudes. Because these objectives must be regarded as the criteria for evaluation in this study, they are stated here in full:

The objectives of the Junior High grades may be classified as:

1. Mental and Physical Health
2. Intellectual Growth
3. Social and Economic Understanding
4. Moral and Spiritual Development

There is, of course in this classification much over-lapping. The different divisions merge into one another in such fashion that in meeting one objective the teacher may be working towards others.

¹⁰

Authorized by the Minister of Education, Junior High Grades Introduction
p. 1. Winnipeg: King's Printer for Manitoba, 1947.

¹¹

Ibid. p. 6.

More specifically still, the objectives under each classification are:

1. MENTAL AND PHYSICAL HEALTH:

The aim is:

(a) to assist the adolescent to understand the physical changes that are involved in the transition from childhood to maturity, and to direct him to correct health habits, food and exercise, so that he may work with nature, not against it;

(b) to help the individual to overcome complexes and obsessions, to lead to thinking in terms of service, constructive and positive;

(c) to develop skill in the use of hands and feet in co-ordination with other senses.

2. INTELLECTUAL GROWTH

The aim is:

(a) to get mastery of language as a means of getting from and giving to others, in correct and concise terms, the thoughts upon which our social structure has been and will be built;

(b) to bring about a clear understanding of human relationships in the social unit that is the school, right through to the unit that is the world, so that the student may learn to live with and for others;

(c) to lead to such knowledge of science and mathematics as will enable the student to take his place efficiently in the sphere of activity to which he is bound;

(d) to develop appreciation of the good and the beautiful.

3. SOCIAL AND ECONOMIC UNDERSTANDING

The aim is:

(a) to provide opportunity for association in work and play with others of the same age and interests;

(b) to afford practice in organization and leadership, thus enabling the student to function in his social environment and develop a sense of working with others ---- an essential in democracy;

(c) to bring an appreciation of his aptitudes, abilities and qualities to the point where the student may make a rational choice of subsequent school courses or become acquainted with the possibilities of various vocations.

4. MORAL AND SPIRITUAL DEVELOPMENT

The aim is:

- (a) to develop the student's power to reason in the light of all the facts and to come to recognition of what is good and what is evil;
- (b) to teach the student to know what is good and what is evil, to choose the good and act in intelligent accord with this choice;
- (c) to develop a sense of justice, a mind free from prejudice, consideration for others.¹²

The Programme of Studies for the Schools of Manitoba, Senior High Schools, states that the general objectives of education are;

- 1. to provide every child with opportunities for the fullest possible development;
- 2. to enable every child to acquire the necessary knowledge, concepts and understandings for effective living in a democratic society;
- 3. to provide through our schools experiences which will develop co-operative attitudes and habits;
- 4. to promote the belief that peace, prosperity and happiness are attainable through individual and group action.¹³

For the purposes of this study these objectives have been re-stated as desired outcomes in Chapter V.

In the course outlines authorized from time to time by the Minister of Education, specific outcomes for each particular area of study are given. These are designed to show how each subject can contribute to the general set of desired outcomes.

¹²

Ibid. p. 26.

¹³

Authorized by the Minister of Education, Programme of Studies for Schools of Manitoba, Senior High Schools. p. 6. Winnipeg: King's Printer for Manitoba, 1950-51.

Winnipeg

A "Memorandum" prepared by the Superintendents' Department of the Winnipeg School Board¹⁴ to serve as a basis for discussion of selected areas includes a number of statements on desired outcomes which are pertinent to this discussion. It points out that our schools have not developed in isolation from the schools in the other parts of the English speaking world. The "Memorandum" states further that the secondary schools of today have developed in response to changing social needs.

This would seem to indicate that the superintendents believe that the most important influences determining and directing the aims of education are social needs. However, it is also pointed out that secondary education was, until recently, only for the few, and that the extension of education upwards to include a system of state supported secondary schools in the English-speaking parts of the world has been developing during the twentieth century.

It would appear that the purposes of secondary education in Canada, Great Britain and the United States have remained virtually unchanged through the last century. It was, primarily, to prepare students for entrance to university and teacher training institutions. However, the twentieth century has seen almost complete acceptance throughout the English speaking world of the point of view that a secondary education is the right of all and not the privilege of the few. The "Memorandum"¹⁵ points out that this change in viewpoint is by no means complete but

¹⁴

Superintendents' Department, Winnipeg School Board, "Memorandum";

¹⁵ School District of Winnipeg, (Mimographed) October 16th., 1956.

Ibid. p.3.

that a new kind of secondary education, which will better meet the needs of all youth, is evolving. It is pointed out in this document also that there are two powerful influences affecting the development of both elementary and secondary schools. The first of these is the scientific movement and the second is the stress resulting from changes in social, economic and political institutions.

The "Memorandum"¹⁶ indicates that these influences lead to some of the greatest challenges and greatest problems of our schools. Events of recent years have made educators more and more conscious of the values represented in traditions. Yet some of the facets of the democratic way of life which are prized most highly are in peril. It would appear, therefore, that one of the greatest needs in the process of education would be the ability to guide the pressures of the scientific movement and the social, economic and political changes mentioned previously, along channels which lead to the greatest good for the greatest number of citizens. This appears to be an argument for education for democratic citizenship.

The question, then, is how to go about educating for democratic citizenship in this changing world. In order to answer this question, from the point of view of desirable objectives, the "Memorandum" quotes the Code of Rules and Regulations of the School District of Winnipeg adopted in 1954:

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Ibid. p. 5.

The central purpose of the Winnipeg Schools shall be the preservation and extension of the democratic way of life, and the development of each individual to his highest potentiality. To this end, the school shall strive to develop in children the knowledge, skills, habits, understanding, attitudes, and character traits that are essential for the sound choice of and participation in a vocation, and for responsible contributing citizenship. With respect to the individual, the outcomes to be achieved are the development of a sound moral character and appreciation of spiritual values, love of home and country, and a disciplined approach to the varied responsibilities of life. With respect to the individual and society, the outcomes to be achieved include respect for duly authorized authority, genuine concern for the rights of others regardless of race or creed, willingness to act in the interest of the general welfare, and a desire ever to improve in those competencies essential to effective social living.¹⁷

This general statement of the objectives of the Winnipeg schools is in complete agreement with the objectives of education set forth in the curricula issued by the Department of Education and is, generally, in agreement with views expressed by most teachers and educational administrators in Winnipeg and elsewhere in the English-speaking countries.

Considerable variation of emphasis may be noted but in all cases the stated desirable outcomes may be summed up as the development of knowledges, skills, habits, understandings, attitudes, and character traits which lead to the preservation and extension of the democratic way of life.

Of course, Winnipeg schools have some individual differences amongst themselves also, but, as far as desired outcomes are concerned

¹⁷

Ibid. p. 6.

they generally subscribe to the previously outlined principles for Manitoba and Winnipeg. Their individual differences lead to some changes of emphasis on one facet or another. For example, some schools, more than others, develop a strong school spirit through such devices as daily assembly periods and emphasis on inter-school competitions. Some, more than others, develop an experimental attitude amongst the members of the staff and are constantly changing their methods of teaching. Experimentation with new courses and new methods is common. Different approaches are, really, only different means to the same end. The desired outcomes are, in all cases, essentially the same.

This chapter would appear to indicate that the objectives of education are the development of desirable knowledge, thinking abilities, skills, understandings, attitudes and character traits necessary in a democracy. To achieve these objectives is the primary purpose of the schools. Every facet of the school program should make a worthy contribution toward the attainment of these goals. If any part of the program does not make a worthy contribution it should either be changed in form or presentation, so that it will do so, or be excluded entirely. The extra-curriculum, or any part of it, must measure up to this criterion or be treated in the same way.

CHAPTER IV

CURRENT ATTITUDES AND EMPHASES

Growing Interest and New Attitudes

As stated previously, an increasing amount of reading material is available on the subject of the extra-curriculum. Some writers are beginning to face the problems involved in the extra-curriculum, but, so far, this writer has not found a summary of attitudes. It is not claimed that the following is, by any means, an exhaustive summary but it is believed to be fairly representative.

James Bryant Conant has had very broad experience, both in the field of public education and in higher education as President of Harvard University. He has also travelled widely during his foreign diplomatic service. In his book, "Education and Liberty", he says that if the Battle of Waterloo was won on the playing fields of Eton, it may well be said that the ideological struggle with Communism in the next fifty years will be won on the playing fields of the public schools of the United States. In other words, the development of good citizens, is very definitely dependent upon what must be largely an extra-curricular activity. Further, he says:

The extra-curricular activities provide a media through which students from widely different walks of life come to know one another.¹

One of the strongest arguments in favor of the extra-curriculum at

¹

James Bryant Conant. Education and Liberty, Pp. 62-63. Harvard University Press, 1953.

the junior and senior high school levels is that it adds to the holding power of the schools. When a discussion of this subject arises it is quite common to hear adults say: "I would have quit school in Grade (so and so) if it had not been for baseball" (or music or dramatics).

Genant² comments that the holding power of the junior and senior high schools is a highly important social phenomenon and that what holds boys in private schools undoubtedly is the school spirit, the attractiveness of the extra-curricular aspects of the private school. Indeed, one may speculate that these aspects of school life had to be developed to a considerable degree to hold the interest of the student by supplementing a curriculum loaded heavily with "book learning".

McKown says:

The theme of the new education is all roundness. It recognizes that when the child walks into the school all of him comes in - his brain does not walk in on a pair of wooden stilts. He comes in mentally, physically, socially and spiritually. This newer education recognizes that in all of these phases the child is educable and further, that he must be educated in all of them if he is to be a complete well-rounded individual.

In the mental phase the new school stresses the importance of facts, knowledges and informations, but it is increasingly emphasizing that these are of no value in themselves - that they are of value only if, by and through them, the student learns to think, apply and generalize, and so enrich his own life. Otherwise they may represent merely cluttering up of the mind with useless ornamentation. This newer education stresses the fact that the student mentally, physically, socially and spiritually, is far more important than all the subjects of the curriculum.

The present emphasis upon successful and healthy social living is ample proof of interest in this phase of education.

.....

The fourth member of this family of 'all-roundness' is the spiritual phase - not religious, which is only a small section of the spiritual - but spiritual in the broad. The development of worthy emotions and feelings, heightened inspirations and wholesome aspirations ---these are the objectives of this area of education.³

McKown goes on to explain in his development of "Being Versus Doing" that this all-roundness can not be accomplished through the academic curriculum alone. A person may obtain university degrees and still lack the qualities of a democratic citizen. He says:

Extra-curricular activities present a very important and challenging setting for developing the good citizen because they offer so many fine opportunities for the learning of appropriate knowledge, the establishment of desirable ideals, and the actual practise of functional habits.⁴

Bear says that from its inception a basic objective of the junior high school has been to provide opportunities for exploring many areas of interest. This would suggest that an extra-curricular program along with the regular class offerings should be just as extensive as the facilities and staff resources will permit.

A distinction must be made here between the extensiveness of the total program and the extent to which any individual at any time should participate in activities. The greatly expanding interests of the early adolescent and his desire to belong and to gain recognition often results in overparticipation. Therefore individual participation must be carefully controlled.⁵

He goes on to say that the objective of providing differential educational opportunities suited to varied backgrounds, interests, aptitudes,

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Harry C. McKown, op. cit. p. 7.

4

Ibid. p. 12.

5

Willard Bear, "How Extensive Should an Activity Program be for Junior High School Students." The Bulletin, The National Association of Secondary School Principals. (April, 1956), p. 26.

abilities and capacities also implies that extra-class activities should be broad and varied. He also enlarges on the value of this broad and varied program in socialization, and emphasizes that the difficult transition from elementary to junior high school can be made much easier through a properly integrated extra-curricular program. He points out a very important link between the sponsors of extra-class activities and the guidance teachers and how this program makes for good will and a healthy school spirit. This develops a self pride in students which tends to encourage them to do things of which they can be proud.

Drake, speaking of securing strength in the junior high school program gives as his third item - to develop: "...a strong extra-curricular program around adolescent interests."⁶

Several other speakers at the convention described in the same "Bulletin" emphasized the importance of the extra-curriculum. McAllister, Principal of Ben Lamond High School in Ogden, Utah, in outlining basic goals and objectives of education said that extra-curricular activities:

---help to make the student self-directive, teach social co-operation, increase interest in school, and develop school morals. Activities, in a very effective way, help prepare the student for active life in a democracy.⁷

Wood says:

Many forward looking school administrators are coming to a realization that one of the most effective ways of developing good school citizenship is through a dynamic school activities program.... The basis for the continuance of this country's democratic form of government is effective education for responsible citizenship.

6

Ibid. p. 87.

7

Ibid. p. 88.

.....
The organization and promotion of an effective student council will do much to set the tone for developing good school citizenship as well as to imbue pupils with the ideals and habits of responsible citizenship as they become adults.⁸

A large number of other administrators and teachers from widely separated parts of the United States show themselves very strongly in favour of a controlled but broad program of extra activities in their schools.

Someone may say that there is practically no "carry over" of this sort of training, but Goren says:

Research studies in the area of student activities have always developed many points of interest to teachers. Over twenty years ago in 1932 a study by the U.S. Department of Education (Bulletin 1932, No. 17, Monograph No. 26) entitled, 'Non-athletic Extra-curricular Activities' showed that 57% of students in selected high schools reported a direct carry over of participation in activities into college activities and 27% reported similar influence in adult life. In this case more than one alumnus in four reported that his early work in student activities affected his participation in activities throughout his adult life. For years teachers have recognized that some students could be taught better on the gymnasium floor, at a student club meeting, or in some similar informal situation, where the teacher's influence is often at its strongest.

.....
As another point, let me say that years of service as faculty advisor to student activities has led me to believe that in large institutions, some students working with other students in the relatively informal atmosphere of student organizations, may give better clues to their personality than can be discovered in the classroom situation.⁹

⁸
Ibid. p. 199.

⁹
Arnold L. Goren, "Student Activities and the Teacher" The Journal of Educational Sociology, (April, 1956), p. 351.

The same attitude prevails through the books and periodicals of England. Many English authors quote American references and then agree wholeheartedly with them. The Spens Report under the heading of "Education for Citizenship" says:

It is scarcely possible to exaggerate that importance, and it is not too much to say that all teaching should contribute to this end. On the extent to which youth of this country can be fitted to fulfil later duties, and to take advantage of their opportunities as citizens of a democratic State, may well turn the whole future of democracy, and that not only on this island.¹⁰

Under the heading, "The Principles of Curriculum" the same report says:

The outline of the changes thus brought about is that a typical school of the present day is to be regarded as not merely 'a place of learning' but as a social unit or society of peculiar kind in which the older and the younger members, the teachers and the taught, share a common life

.....
a natural society in so far as the conditions of life in it should enable its members to live on easy terms with one another, the older members exercising due influence upon the growth and character of the younger, and the younger having space and freedom for many-sided individual development. In such an 'organization of childhood', formal learning, the curriculum, in the narrower sense of the word, must retain its central place, but there will be much more - activities of less formal nature and other activities entirely informal, which make equally essential contributions to the life of society.¹¹

The report continues in some detail to emphasize the importance of physical education in the broader sense and of games, music and the arts.

It seems significant that this report, one of the most outstanding authorities on curriculum ever published, should, while still emphasizing the importance of the formal subjects, state that the informal activities "make equally essential contributions to the life of society."

One of the best attempts to summarize the importance of this question, while attempting to be as objective as possible, appeared in an issue of

¹⁰ Will Spens, op. cit. p. xxxvii
¹¹ Ibid p. 146.

the Readers' Digest. Trueblood said:

Small liberal-arts Colleges are far and away the most productive sources of future scientists. Of the first fifty institutions in the United States, judged by the scientific eminence of their graduates, thirty-nine are small, privately supported colleges.

.....
A recent study of 33,500 business executives show that 88% are college graduates and of that number 71% come from generally small liberal-arts schools.¹²

He continued in this article to tell of the high percentage of board chairmen of the 66 billion dollar corporations in America who came from these smaller colleges. He also gave an analysis of that catalogue of distinction "Who's Who in America" and in all cases the small schools, in relation to their enrollment, contributed the highest percentage.

Then he attempted to analyze the pattern of the small college life that produces such results and holds such promise for the future. One of his strongest points was that in a student body of many thousands an individual is often lost in the anonymous mass.

His roll in the University's extra-curricular activities is not that of participant but of spectator. In the small college on the other hand, almost every student is a participant in one activity or another.

At Earlham, which has an enrollment of 700, there are seventy-three student organizations. Every one of them, from the debating society to our twenty-three different intramural sports, grew out of the special interest of some group of students.

There is no way of estimating what this opportunity to participate has meant in the development of latent self confidence and initiative, and how much leadership it has produced. Recently at a student convocation I remarked to a faculty member on the skill and poise with which the student-body president conducted the meeting. 'When he came here three years ago', was the reply, 'he was the

gawkiest, least promising freshman we had seen in some time.... His English professor, hoping for some extra-curricular help in smoothing out his manner of speech, got him into a public speaking society. This is what he blossomed into!¹³

Report on Visit to Ontario Schools

D.S.McIntyre, principal of Elmwood High School, Winnipeg, said, in his report on schools of Toronto, Hamilton, Montreal and Ottawa:

I was amazed at the emphasis which was placed on instrumental music in the high schools. Another thing that surprised me with respect to this was that instrumental music is a curricular subject in Ontario. At the Riverdale Collegiate, in Toronto, I visited an instrumental class where the teacher was training an orchestra consisting of seventy violins, three cellos, and three base violins at the Grade IX level. He was also in charge of a group of wind instruments and the plan was to ultimately join the two groups to form a larger orchestra. It should be noted that all instruments were provided by the school board. I found a similar situation with regard to music in all of the schools I visited in Ontario. The development of the skills required to play the various instruments is curricular but the training of the orchestra and the band is extra-curricular.

I was interested in the instrumental program in a junior high school in Westmount, Montreal. I had the privilege of hearing the rehearsal of a musical program that was to be presented to the public. I heard a Grade IX band and orchestra as well as glee clubs from each of the three junior high school grades and thoroughly enjoyed all of it. What impressed me was the skill of the young players together with the enjoyment which they were apparently getting from their activity.

The Principal of the school told me that all the members of the band and orchestra were students who had obtained an average of 80% or better

in their Grade VIII work and were maintaining the same standard of academic efficiency in Grade IX. He also said that as a result of this work over the past few years they expected to organize a symphony orchestra in the district in the near future.¹⁴

McIntyre commented on musical festivals, area concerts, sports, art and handicraft clubs, as well as subject clubs and special interest clubs, with high student participation. The participation was especially high in the intramural sports:

The positive attitudes towards the extra-curriculum is illustrated, also, in the policy of teacher responsibility for extra-curricular activities.¹⁵

There seems to be no difficulty in getting each teacher to assume responsibility for some phase of extra-curricular activity. It appears that this very satisfactory situation is due chiefly to the fact that when teachers are appointed to an urban staff they are made fully aware of the fact that extra-curricular activity is a part of the total program of the school and of the fact that the share taken by any individual in the over-all school program is an important factor when his promotion is being considered. McIntyre says:

To illustrate the first factor I will describe the procedure in Hamilton schools as described to me by Dr. Price, Superintendent in charge of secondary schools. When an applicant for a position on the staff is being interviewed by one of the superintendents, he is asked for his opinion about extra-curricular activity in the schools. If he declares that he is opposed to them his application is not given any further consideration. If, on the other hand, he shows definite interest in an extra-curricular program he is asked to fill out and sign a form on which he names the activities in which his

¹⁴

D.S. McIntyre, "Report on Visit to Schools in Eastern Canada", Winnipeg School District Number 1, June 21, 1955. (mimeographed) p. 2.

¹⁵

Ibid. p. 3.

interest lies. Should his principal later complain about his acceptance of responsibility he is called in and given a certain time in which to prove that he was sincere in his indication of willingness to co-operate.¹⁶

In Ontario the urban school districts often appoint their own inspectors who make their reports to the school boards. They rate the teacher on a five point scale, one point on which is the contribution of the teacher to the life of the school.

Another indication of the attitude that extra-curricular activities have a worthy place in school life in Ontario is the compensation for those teachers who spend time on these activities. This includes all teachers who are providing leadership in the fields of sports, music and clubs of various kinds. The practice in Toronto, Hamilton and Ottawa with regard to teachers who have a particularly heavy extra-curricular load is to give them no home-room duties. They are also given extra free periods and extra study period supervision. Extra-mural games are, largely, time-tabled in school time. Some principals are in favour of monetary compensation for extra time spent by teachers in coaching, but others are against it.

Generally, the participation within school is regulated by the desire of the pupils to participate and to some extent on the premise that no one student should participate in more activities than are compatible with his chance to achieve in regular school subjects. One way of regulating this is by requiring the individual student to decide whether he is going to play with a school team or with an outside team. He cannot play with both.

All schools attempt to emphasize intramural programs which will provide every student with something of interest.

In most of the senior public schools of Toronto, Hamilton and Ottawa no attempt is made to group the classes homogeneously on the basis of ability. In most of the high schools the class groups are determined by the options selected by the pupils. For example, during the year 1955 the classes in the Riverdale Collegiate in Toronto were grouped according to choice of vocal music, instrumental music, and art.

In the senior public schools of the three Ontario cities just mentioned the assembly periods are usually held once a month on special occasions. They are controlled by the staff and operated by the students. The general purpose seems to be to provide information for the students and to develop their interest.

In the Westdale Senior Public School, Hamilton, for example, the pupils in grades VII and VIII are given at least one assembly period during the year. A teacher is made responsible for the program in the development of which the speech and drama teacher assists. The pupils, as a group, decide on a theme. If they decide to invite a speaker, invitations are written by all pupils. The best letter is sent to the speaker. The next step is to select the pupil who will introduce the speaker. This student interviews the speaker to discover important details of his life. The speech and drama teacher helps him or her polish the introduction. Similarly a student is prepared to thank the speaker. The emphasis in all cases is upon the encouragement of student participation in order to achieve worthwhile educational objectives. In Riverdale Collegiate career days are in the hands of pupils also.

Report on Visit to Six Western United States Systems
(Denver; Salt Lake City; Berkeley; Portland; Seattle; Spokane;)

R.T.F. Thompson, now Superintendent of St. James Schools, reported on some phases of the extra-curriculum in six of the Western United States City Systems. He said:

The facilities for instrumental music were extensive in practically all schools visited, but particularly in the junior high and high schools. Both orchestra and band instruments were supplied by the school boards, and most music rooms had large storage annexes with shelf space for dozens of instruments. Instrumental music instruction was an integral part of the curriculum, with credit for the different courses at the various levels. Only one school system (Salt Lake City - with an all-over per pupil cost less than Winnipeg) had temporarily dropped its instrumental music as an economy measure. This school system had reinstated instrumental music teaching after one year, due to public pressure, but experienced difficulties due to loss of personnel and continuity.¹⁷

Thompson¹⁸ also indicated that oral speech and dramatics, particularly the latter, occupy a much more important place in these American systems than they do in the Winnipeg Schools. Regular courses in dramatics are offered at the Grade IX level. Facilities and time are provided for a very broad program of activities which fit the definition of extra-class activities given previously. In most of the junior high schools visited by Thompson there were two gymnasiums and a separate auditorium. Two schools had special teaching classrooms fitted each with a small but complete stage. In Winnipeg, even the "platform" in the combination auditorium-gymnasium is usually lacking in curtains, back drops and scenery. Thompson commented:

¹⁷ Ronald T.F. Thompson, "General Report on Educational Tour", School District of Winnipeg Number 1, (mimeographed) June 1, 1955. p. 3.

¹⁸ Ibid. p. 4.

Despite our local limitations, however, it would appear that we could do more oral and dramatic work, with resultant benefit in English and Social Studies, and in personal poise and emotional well-being.¹⁹

The electives in most of the schools visited include many which would still be considered extra-curricular activities in Winnipeg. This gives opportunity for wider variety of student participation but it does not necessarily make for a wider range of participation for the individual pupil than in Winnipeg. Actually this leads to a more controlled extra-curriculum and insurance against over participation of individuals.

Also, most of the extra-curriculum having become curricular in these Western American high schools has resulted in the teachers carrying a considerably lighter load of extra-curricular duties outside school hours. This applies particularly in athletics, music and drama.

One of the surprising features of student activity in these schools is the number of school duties carried out by the students themselves. Under their Student Council, or Boys' Clubs and Girls' Clubs, they checked the corridors and washrooms, supervised the large cafeteria lunch rooms, acted as messengers for the administrative staff and counsellors, and did much of the office work. In some schools they received merit pins or other awards. Several principals stated that they thought that one solution to the drop-out problem lay not only in the provision of interesting and useful courses within the ability of the students, but also a wide range of school activities. Every student should be interested by at least one of these, and through participation, students should form a friendly and satisfying relationship with at least one member of the staff (the

¹⁹

Ibid. p. 5.

sponsor) to whom he could turn for advice and help.

As stated previously, the provision of facilities for these activities or courses is a major problem. The fact is that, in spite of all schools being faced with the major and almost desperate problem of providing adequate accommodation for increasing enrollment; school teachers and administrators have shown how important they think these activities are by continuing to make provision for them. One of the most obvious points of difference between these Western American Schools and the schools in Winnipeg is the greater emphasis of the former upon the so-called extra-curriculum.

Questionnaire Answered by Eight Canadian and Eleven

American Physical Education Directors

In an attempt to obtain some information directly from school people who actually handle extra-class activities, the questionnaire shown in Appendix IV was sent to the athletic directors of ten Canadian schools and fifteen American Schools.

Returns were received from eight Canadian and eleven American schools.

The answers are summarized in the following tables. This information was collected over a period of three years, 1953-1956.

TABLE I

RETURNS FROM QUESTIONNAIRE FROM EIGHT CANADIAN SCHOOLS

CITY	SCHOOL	CITY POP.	SCHOOL POP.	PARTICI- PATION IN PERCENT OF ACTIVITIES LISTED	STUDENT FEE	S.B. HELP	CHARGE FOR GAMES	PROCEEDS PAY EXPENSES?	OTHER FUNDS USED	TIME OUT ALLOW.	EXTRA PAY ALLOW.
Halifax N.S.	Queen Elizabeth H.S.	100,000	870	80%	\$2.00	Crests some- times	10 ¢ & stu. card	Not as a rule	Fees & Operetta & Dramatics	No	\$200
River- bend, Que.	St. Michael's H.S.			25%	\$1.50	\$200 per year	No	No	Charity	No	None
Bath- hurst, N.B.	Bathurst H.S.	7,000	200	60%	\$2.00	Game & Track & Field Equip.	Yes?	Yes Most	Socials Magazine Sales	No	None
Saska- toon, Sask.	Saska- toon Tech. Coll.	56,000	800	80%	\$3.75	None	Foot- ball only	Nearly All	Dramatics & Operetta	No	None

TABLE I (cont'd)

RETURNS FROM QUESTIONNAIRE FROM EIGHT CANADIAN SCHOOLS

CITY	SCHOOL	CITY POP.	SCHOOL POP.	PARTICI- PATION IN PERCENT OF ACTIVITIES LISTED	STUDENT FEE	S.B. HELP	CHARGE FOR GAMES	PROCEEDS PAY EXPENSES?	OTHER TIME FUNDS OUT USED ALLOW.	EXTRA PAY ALLOW.
Charlotte- towne, P.E.I.	Prince of Wales College	17,000	500	50%	Boys \$5.00 Girls \$4.00	Purch- ase Game & Track Equip.	Not usually	No	Stu. Fees	Yes No
Noranda, Que.	Noranda H.S.	9,600		15%	(Recreation Facilities Supplied by Noranda Mines Ltd.)					Special Athletic Director Supplied
Van- couver, B.C.	John Oliver	450,000	2500	85%	\$1.25	None	Finals only (surplus)	Yes	None	No No
Pen- tiction, B.C.	Pentic- ton Jr. & Sr. High School	13,000	1065	70%	\$1.00	Grant \$600	Yes	Yes	None	None No

TABLE II

QUESTIONNAIRE RESULTS FROM ELEVEN AMERICAN SCHOOLS

CITY	SCHOOL	CITY POP.	SCHOOL POP.	PARTICIPA- TION IN % OF ACTIVI- TIES LISTED	STUDENT FEE	S.B. HELP	CHARGE FOR GAMES ETC.	PROCEEDS PAY EXPENSES	OTHER FUNDS USED	TIME OUT ALLOW.	EXTRA PAY ALLOW.
Denver, Colo- ado	Denver Public School	450,000		55%	None	Facilities Equip. & Coach Salaries	Yes	Yes	S.B.pro- vides all equip. needed	No	Yes
Cleveland, Ohio	Bureau of Phys. Wel- fare Cleveland, Pub. Sch.	650,000	(system) 112,000	85%	\$1.50 2.50	All faci- lities & Inst. & Supervision	Yes	No	Moonday 2 periods movies & off of 6 Spec. during Events season of sport	No except regular coaches & directors	
Buffalo, N.Y.	Buffalo Public School	600,000	(system) 67,000	85%	None	Yes(Offi- cials Ren- tals, Medi- cal Equip.)	Yes	No	School Board	No	Yes
Nashville, Tenn.	Nashville city school	160,000	(system) 23,000	75%	None	Yes (Equip.)	Yes	Yes. Exc- cept one Men's sch. which Clubs Board Help subsidizes	P.T.A. & Men's Clubs Help	No	Yes Sr.Coach \$75. Ban-\$50 Jr.Coach \$35 Assist \$40 for extra time per month

TABLE II (cont'd)

QUESTIONNAIRE RESULTS FROM ELEVEN AMERICAN SCHOOLS

CITY	SCHOOL	CITY POP.	SCHOOL POP.	PARTICIPA- TION IN % OF ACTIVI- TIES LISTED	STUDENT FEE	S.B. HELP	CHARGE FOR GAMES ETC.	PROCEEDS PAY EXPENSES	OTHER FUNDS USED	TIME OUT ALLOW.	EXTRA PAY ALLOW.
San Jose, Calif.	Willow Glen H.S.	125,000	900	55%	\$6.00	Yes	Yes	No	Magazine Sales Dr., Fees, Sch. Bd. Subsidy	No	No
Des Moines, Iowa	Five Pub. H.S.	165,000	(5 sch.) 5,500	75%	\$6.50	Yes	Yes	No	Student Fees Bd. of Ed.	Yes	Yes
Seattle, Wash.	Seattle Public School	600,000	(whole system) 86,175	75%	\$6.00	Yes	Yes	No	Bd. of Ed funds	No	Yes
Coos Bay, Oregon	Guy Shellen- burger Sr. H.S.	7,500	1,000	75%	\$2.75	Facili- ties & Salaries	Yes	Yes	Football & Basket- ball pay the bills	No	Yes

TABLE II (cont'd)

QUESTIONNAIRE RESULTS FROM ELEVEN AMERICAN SCHOOLS

CITY	SCHOOL	CITY POP.	SCHOOL POP.	PARTICIPA- TION IN % OF ACTIVI - TIES LISTED	STUDENT FEE	S.B. HELP	CHARGE FOR GAMES ETC.	PROCEEDS PAY EXPENSES	OTHER FUNDS USED	TIME OUT ALLOW.	EXTRA PAY ALLOW.
San Bernadine, Calif.	San B Jr. & Sr. H.S.	72,000	2,100	65%	\$3.50 H.S. only	No Trans portation only	Yes	Yes	Sch. Car- nival Magazine sales		
Mil- Wauke Wisc.	Mil- waukee H.S.system	700,000	13 H.S.s	55%	None	Yes facilities etc.	Yes	No	Proceeds of Sch. Act.	No	Yes (schedule)
Mary- ville MO.	Mary- ville H.S.	6,975	400	75%	\$4.50	Yes	Yes	No	Tax supported	Some	No

Discussion of Questionnaire

Sent to Canadian and American Schools

All school systems reported participation in at least some of the listed activities. Six out of the eight Canadian school systems which returned the questionnaire reported participation in over half of the listed activities, while seven out of the eleven American school systems showed participation in 75% of them or more.

All Canadian systems except that of Noranda, Quebec, where all facilities are provided by Noranda Mines Ltd., reported that student activity fees were required. Four of the American systems reported that no student activity fee was collected but some of the other systems reported fees which were high in comparison with those required in the Canadian cities.

School board assistance varied from none at all to payment for coaches and provision of sponsors for various activities. One of the most interesting ideas gained from the answers was the fact that those schools with the most varied programs seemed to have the least trouble balancing budgets. This is also the case in Winnipeg schools, where athletics and instrumental music which are very expensive activities often have to be subsidized from the proceeds of concerts, plays and special programs.

Only two Canadian schools reported time compensation for the sponsors and only one reported extra pay allowances. In spite of the previous statement from the school systems of the Western United States favouring time allowance during regular school hours rather than monetary compensation, eight out of the eleven American school systems answering the questionnaire reported a regular pay allowance for sponsors and for coaches. The George A. Wolfe School in Milwaukee, Wisconsin, enclosed a copy of Extra-Curricular

Schedules of Pay with their returned questionnaire. Teachers receive pay bonuses if they act as head coaches or assistant coaches for football, basketball, baseball, swimming, cross country racing, golf, soccer tennis, wrestling and other athletics. This applies also to personnel in charge of musical or dramatic activities and to people who act as stage managers, student ushers, ticket takers, guards, directors of school papers, cafeteria, book-stores and visual aids. This extra compensation may be any amount to a maximum of nine hundred dollars per year per teacher. This school system offers a sum not to exceed four thousand five hundred dollars for extra-curricular activities to any high school of less than fifteen hundred students. High schools exceeding fifteen hundred are allowed a sum not to exceed five thousand dollars for this purpose. The administration also sets out a definite schedule of maximum hours in equivalents of school time. This schedule gives an excellent outline, also, of the variety and nature of the Milwaukee extra-curriculum. It is reprinted in Appendix III.

It will be noted from the summary that all athletics in the Vancouver system are controlled by the "Vancouver and District Inter-High Athletic Association" which is run by volunteer teachers. The by-laws of this association were included with the return of the questionnaire but were too lengthy to report here. It is interesting to note that this organization reports a surplus of funds.

By their active support of these extra-curricular activities, all schools show that they consider them to be an important part of the total educational program

Student and Parent Attitudes

It is not difficult to determine parents' and students' attitudes

towards extra-curricular activities. If some of them are eliminated in a school which has a reasonable tradition in such things, a reaction is usually not long in coming. Thompson²⁰ indicated in his report that public pressure in Salt Lake City had been so strong as to induce re-establishment of the musical program after it had been suspended as an economy measure. The same kind of thing happened to inter high school football in Winnipeg in 1957. As a matter of fact, many extra-curricular activities have been started as a result of suggestions and requests from pupils and parents.

It would appear that several facets of the extra-curriculum lead to good public relations for the schools. Good athletic and musical programs develop a feeling of possessive pride in students and their parents. The resulting healthy attitude of friendliness means that more students are more willing to put forward their best efforts in other parts of the school program. The achievement in regular classroom work should be better as a result and parents should be more willing to cooperate with the school. Most communities appear to be alike in this respect. Even in Winnipeg, while the public press and many public officials, in their constant endeavours to keep costs of schools to a minimum, often deride these extra-activities and complain about the added expense of them, the parents and former students of our schools approve of and appreciate the extra-curricular program.

In 1947 a questionnaire was sent to one thousand parents of junior and senior high school students, chosen according to accepted sampling methods. Seven hundred and seventeen replies were received. One of the questions asked was, "Do you approve of some school time being used for

(a) Sports?

(b) Music Festivals and Operettas?

(c) School Teas & Concerts?

(d) Soliciting, advertising, etc. for
School Paper or Year Book?

98.2% answered "Yes", for (a).

95.2% answered "Yes", for (b).

85% answered "Yes", for (c).

79.9% answered "Yes", for (d).

This is a very strong vote of approval for these four kinds of extra-curricular activities. Furthermore the replies indicated that parents approved of school time being used for them.

Another question was, "In your opinion, do the schools at the present give:

(a) enough school time to such extra-curricular activities?

(b) too much time?"

The (a) part was answered in the affirmative by 79.6% of the respondents; in the negative by 11.8%. The remaining 8.5% were undecided. To the (b) part only 9.6% answered "Yes", 51% "No", and 39.3% did not answer. A space was left on the sheet for comments. Of the three hundred nine who made comments, most were in favour of continuing or increasing the number of extra-curricular activities in the schools. Over 46% of the parents had received some or all of their education in Winnipeg schools.

Another questionnaire was sent to former students of Winnipeg schools who had been out of high school from five to eight years. The number of complete and valid returns was not large enough to give an adequate sampling (only eighty-nine) but of that number 54% gave first choice to extra-curricular activities as that part of their school experience which they remembered with most appreciation, and over 29% said that extra-curricular activities

had contributed most to the satisfactions which they got out of life. Seventy-three percent said that participation in these activities, more than anything else in the school program had helped them learn how to get along with people. Over 13% stated that such participation had helped them in making a living.

These appreciations and satisfactions are natural results of the same feelings being stimulated during participation in extra-curricular activities. A sincere statement of appreciation and learning in dramatics was given by a clever type of student to the writer of this study during a high school presentation of a Shakespearean play. One of the boys in the cast was noticed in the wings off stage listening intently to one of the great speeches of the play. When the spell was broken the writer asked, "Earl, why were you listening to that speech so closely? You must have heard it over one hundred times during the rehearsal for the play."

"Yes", answered the boy, "but every time I hear it I get something new out of it as well as all the old thrill all over again." You could not have imagined a more sincere testimony to the value of that play to that member of the cast.

The fact that many students participate in extra-curricular activities indicates general approval by both them and their parents. According to tables given in Chapter VI, a very high percentage of students participate in one or several forms of extra-curricular activities. The Hamilton Township High School in Trenton, New Jersey, (enrollment - twelve hundred, fifty) Annual Report²¹ gives a statistical account and overview of the condition and progress of school extra-class activities. These reports year by year give a comprehensive and useful picture of extra-curricular activities as to participation, status, accomplishment, and recommendations from the viewpoint of administration, faculty and pupils.

²¹Reported by the U.S. Office of Education, June, 1948.

TABLE III

EXTRA-CURRICULAR PARTICIPATION IN HAMILTON TOWNSHIP

SCHOOL - NEW JERSEY 1948

1. All E.C.A. ("Extra Class Activities") INCLUDES CLUBS, SPORTS, PLAYS, ETC.

A. High School in General		Percent
Pupils Taking Part		93.5%
Pupils not Taking Part		6.5%
B. Participation By Grade	% Participating	% Not Participating
Grade IX	95%	5%
Grade X	94%	6%
Grade XI	94%	6%
Grade XII	90%	10%

2. CLUBS

A. High School In General	Number	Percent
Pupils in no clubs	315	23.9
Pupils in one club	489	37.1
Pupils in two clubs	449	34
Pupils in three clubs	37	2.7
Pupils in four clubs	12	.9
Pupils in banking, secretary, etc.	17	1.4
Pupils taking part in club programs	1004	76.1
Pupils not taking part in club programs	315	23.9

TABLE III (cont'd)

B. Participation By Sex							
Sex	No Club	One	Two	Three	Four	Five etc.	One or More
Boys	26.8	35.6	32.4	3.3	0.5	1.2	73.2
Girls	21.0	38.4	35.6	2.4	1.3	1.4	79.0

3. SPORTS

BOYS				GIRLS			
Sport		Number		Sport		Number	
Varsity Soccer		18		Inter-School			
Varsity Football		50		Hockey		75	
Varsity Basketball		15		Basketball		50	
Varsity Baseball		20		Intramurals			
Varsity Track		35		Hockey		200	
Jr. V. Soccer		16		Basketball		200	
Jr. V. Basketball		13		Softball		250	
Jr. V. Baseball		19		Archery		36	
Freshman Soccer		17		Badminton		180	
Freshman Basketball		10		Table Tennis		32	
Freshman Baseball		20		Cheerleaders		10	
Intramurals (Soccer, football, Basketball, softball)		600					

ESTIMATED PARTICIPATION IN SPORT FOR BOYS AND GIRLS

	% Boys	% Girls
Inter-School Sports	20	15
Intramurals	94	50
No Participation	6	50

The foregoing summary shows not only a wide and varied program, but also an attitude of almost complete acceptance and approval of the program through almost complete participation.

General Attitudes

The attitudes of Winnipeg Superintendents towards extra-curricular activities is indicated in the following quotation from the Annual Report:

Some Aspects of the Extra-Curricular Program in the Senior High Schools

The modern high school is admittedly concerned with other aspects of its students' development in addition to the mastery of book content for purposes of examinations. Matters of personal growth, moral and spiritual training, some vocational preparation, social and civic competence, good health---these are concerns of the school too. They are important considerations in the training of our youth to become adequate adults and citizens. Many of these matters are associated primarily or entirely with school activities outside the instructional program of the classroom, but they take their place in the purposes of a good high school along with the acquiring of book knowledge and intellectual skills.

Most high schools meet these new demands now made on them by the extra-curricular program, as a vital part of the total school program. How to accept and practise civic duties cannot be learned by a youth from a book; the adult learns it by practising it in his "community" politics, clubs, committees, civic government, etc.: the student learns it too in his "community" which is the student body to which he belongs. If the activities of this community include a generous amount of social events and athletics, it is merely because the "community" is still young and virile. If music, dramatics, public speaking,

committee activity, and philanthropic interests receive attention it is because these activities appeal to youth and they must become the medium through which the school provides the learning situations desired. The more these activities can be undertaken independently by students or with a measure of teacher guidance, the more valuable are they educationally. In very general terms those are the reasons for an extra-curricular program in today's high schools.

In a school with a large student body many organizations and activities are necessary and desirable if every student is to be provided opportunities to participate. Sometimes the number or size of these activities alarms citizens, but consideration must also be given to the number of students to be served. Good administration of the program and wise counselling are the protection against over-participation by any student to whom this aspect of school life has too great appeal. The financing of such programs in some cities is provided by the school boards, but there can be excellent training for students by sharing in the budgetting, raising and administering of a part of the cost of their program.

Teacher-participation in the sponsorship and direction of some part of the extra-curricular program is vital to its success and is an integral part of the duties of every high school teacher; this is part of the justification of lower pupil-teacher ratios in recent times.

Winnipeg high schools have developed a fairly rich extra-curricular program within the general principles stated above, recognizing the student body as a youth community and endeavoring to foster activities with legitimate educational value to its members. As compared with many schools in other parts of Canada and the United States ours are perforce limited by one year less of high schooling, greater pressure of examination subjects, fewer credited electives like the choir and orchestra and dramatics, and a rather more conservative attitude as to the focal place of the business of classroom instruction in the school program.

The attention of the School Board is drawn at this time to these matters and to the program in Winnipeg high schools because of current

critical enquiry in this matter everywhere. We have faith in a well-administered program of extra-curricular activities along with one of classroom instruction. The aim must always be to keep these two in wise balance for every student.²²

Andrew Currie, former director of Physical Education for Winnipeg Schools, has often commented in convention speeches and discussions that one of the most frequent causes for young people losing their first jobs is some kind of personality conflict with superiors or fellow workers. The group efforts associated with most extra-curricular activities tend to help boys and girls play and work with superiors and others of their own age and interests.

The Juvenile Court workers and social workers of Winnipeg appear to believe in the positive values of extra-curricular activities. They endeavour to interest boys who come under their jurisdiction in such things as Y.M.C.A., Cadets, Scouts and Church groups. They believe that keeping boys interested and busy keeps them out of trouble. This was expressed very well by one boy, who said to the writer on the way home from a curling game, "I feel sorry for those fellows. They have nothing to do!" He was referring to a group of boys crowded around the door of a drug store.

Words of Warning

So far this chapter has indicated a considerable body of opinion which is generally favourable towards the extra-curriculum. Following are some expressions of opinion of negative or, at least, less positive nature.

Many critics are rather inconsistent. For example, one of the most respected teachers of English in Gordon Bell High School during the

²² Annual Report, Winnipeg School District Number 1, Winnipeg School Board Offices, 1952, p. 7.

time shown on the participation tables in this study made the statement that his happiest and most satisfying year of teaching was the year that High School Football was cancelled because of late opening of school due to the "Polio" epidemic that year. He was quite emphatic that football did more harm than good during the fall term. However, he was inconsistent in this opinion in two respects. In the first place he allowed his own sons to play high school football and basketball, and in the second, he was one of the most enthusiastic supporters of the extra-curriculum in some of its other facets. He was very enthusiastic about the school orchestra and band and was active in the orchestra as a sponsor and participant. Furthermore, he was the one member of the faculty most persistent in keeping up the Gordon Bell School tradition of a play and an operetta for public performance each year. He worked very hard every year as the director of the Shakespearean or modern play.

Similarly, the public press, following whims of individual writers or the apparent wanderings of public opinion, sometimes commend individuals or groups for their interest in extra-curricular activities and at other times condemn them. In fact, they seem to praise and condemn these activities in the same issue of the papers and sometimes even in the same editorials. For example, the Winnipeg Tribune, in an editorial comment on the threatened "demise" of high school football said:

Of course the game may be saved if the patron saint of competitive sport can turn up the \$3500 to \$4000 needed to cover the out-of-pocket expenses of the seven teams. It is to be hoped that he will. The team work and competition of the sport are desirable character-building activities. Not only that, but there is always the possibility that energies will be expended in flying tackles which might be used for less desirable pastimes.²³

²³ The Winnipeg Tribune, p. 9. (Editorial Page), Winnipeg: April 19, 1957.

Up to this point the editorial appears to be taking the attitude that football has positive educational values. However, at the end of the same editorial there is a negative note:

It is a sad commentary on the state of education, however, that the possible demise of high school football has already kicked up a greater hullabaloo than the actual disappearance of Grammar, Geography, Parliamentary History and Latin from the high school curriculum.²⁴

The inaccuracy in the latter part of this editorial concerning subjects, which are still very much in evidence in the junior and senior high schools of the city and the province, is almost equal to the inconsistency of the editorial writer's sense of values. At other times this same newspaper in its editorials frankly praises the values of educational experiences which cannot be obtained in the regular academic program. For example:

A child may be able to read and write and yet have only an inkling of education, or no education at all. Indeed we have known people who could neither read nor write, who were what the world call 'illiterate' yet who had a far better education, more of moral and ethical values, more compassion and understanding, and charity and sportsmanship than people who could read and write and were put down by statistics as 'literate'.²⁵

This was a quotation from the Ottawa Journal, but whoever wrote it into the editorial page of the local paper presumably subscribed to the philosophy it expresses.

Some outstanding educational authorities give definite words of warning. Douglass states:

²⁴

Ibid. p. 9.

²⁵

The Winnipeg Tribune, p. 6. (Editorial Page). Winnipeg: August 2, 1957.

Practice relative to debates, athletics, and other fields of activity have developed along lines not entirely desirable from an educational point of view. Their chief source of strength has led to their greatest weakness. Competition and exhibition provide powerful motives and keen interest. The keen interest in excelling has constituted a temptation to subordinate learning to exhibition and winning. All activity not contributing to exhibition and winning is neglected, and activities so contributing are employed with little regard to their educational value -- often negative.

Coaches and sponsors are tempted to write speeches, to provide most of the leadership, to do all of the planning, and otherwise to deprive less expert members of the teams of the educative experience which should be theirs. Perhaps the solution is more teams, less public exhibition, development of better educational philosophy on the part of coaches and administrators, and more control by state leagues, accrediting agencies, or central bodies less susceptible to local lay enthusiasm.²⁶

Several other limitations and dangers are cited by Douglass²⁷. He says that some activities simply do not fit into the pattern of any subject, while others cut across several subjects. Because of this they are difficult to integrate into the regular curriculum. Extra time, therefore, is needed if these are to be part of the educational experience of the school. This means changing the curriculum and usually the changes are additions. It is much easier to add materials, or even new subjects, than to eliminate them over the protests of traditionalists and vested interests. This tendency leads naturally to an overcrowded curriculum --- a curriculum encouraging superficiality and lack of mastery --- the "teaching" of too much and the learning of too little.

Some writers, parents, teachers, and other critics of the extra-

²⁶

Harl R. Douglass (Editor) The High School Curriculum. p. 364. New York: The Ronald Press Co., 1947.

²⁷

Ibid. p. 375.

curriculum go much further than this and say that sponsors of extra-curricular activities tend to overlook the possibility that some of these activities cause development in undesirable directions. They point out that some activities have a tendency towards encouraging the formation of cliques; that participation in musical festivals often means the over-practising of a few special numbers at the expense of the rest of the school music program; that participation in sports sometimes seems to make brutes instead of gentlemen out of boys; that it is too difficult to get skillful sponsors who can be depended upon to keep the educative values always to the fore. The critics complain that over-participation often means that the student forgets the purposes of the regular curriculum; that participation often leaves the student with too little time and too little energy to handle his regular assignments and finally that the publicity so often given to the school sports heroes or the leaders in other activities so overshadows that given to boys and girls whose success lies in their academic endeavours that all students get an unhealthy attitude towards academic achievement.

There is no question about the validity of these criticisms. This makes it imperative that any program must be continuously scrutinized and evaluated. Ladner says:

Everyone should realize that any activity which is sponsored by the school should have as its primary purpose the development of the child. This is the sole purpose of education today. Education should develop the child in such a manner that he or she will be able to live a normal and useful life in a democratic society. Any activity in the school which does not lead to this end either needs revision or exclusion from the school program.²⁸

He goes on to indicate that the present interscholastic programs with which he is acquainted are largely geared to pleasing the spectators and raising money for the support of the rest of the school's activity program.

It would appear that this particular criticism is not entirely valid as far as Winnipeg junior and senior high schools are concerned. Although the football, soccer and basketball are of good quality, the crowds who see the games have been so small recently that they do not pay the expenses of the sports. Winning the game is an important objective in making the games worth while, but those in charge of school sports in Winnipeg schools, as a general rule, follow methods which give maximum opportunity for students to learn to be good losers as well as good winners.

Schools are often criticized for not doing enough in the field of the extra-curriculum. Some of those who make the assertions in the foregoing paragraphs are sometimes extremely emphatic in their comments on the present program in our schools. They sometimes assert that more time and more effort should be expended in other extra-curricular activities. They are rather vague when asked what should be dropped in order to leave time for the added activities.

The more important negative criticisms, therefore, seem to be:

1. The extra-curriculum is too expensive in both time and money.
2. Individuals tend to overparticipate.
3. It is difficult to find skillful sponsors who have the ability and knowledge necessary to direct the extra-curricular activities along lines which will mean the

maximum development in the right direction for the individual students.

4. Some activities actually stimulate growth in undesirable directions.
5. The enthusiasm towards extra-curricular activities often acts as a disturbing and disorganizing influence in the regular courses of the curriculum.
6. Over-commercialized activities and emphasis on winning at any price become undesirable objectives.
7. Too much publicity of school sports heroes gives them a false sense of values and leads them to overparticipation with an idea of becoming professionals when they should be thinking of improving their high school academic standing.
8. Not enough emphasis is placed on the truly educative activities nor on the really worth while values of some of those which are now sponsored.
9. School organizations often do not take adequate precautions, through continuous revision and re-evaluation, to be certain that all activities have worth while positive values.

CHAPTER V

OUTCOMES CLAIMED FOR THE EXTRA-CURRICULAR ACTIVITIES

This chapter is essentially an extension of the last and is an attempt to evaluate the activities in a more or less objective manner. Books and periodicals which deal with the subject of extra-curricular activities usually use three methods of indicating what extra-curricular activities, under wise control and leadership, are able to contribute towards the desirable outcomes of education.

The Douglass Approach

Harl R. Douglass¹ says that it is not difficult to identify the relationships and the direct contributions of participation in extra-curricular activities to the objectives of education. He gives what he calls an "incomplete diagram". Following the method indicated in this "incomplete diagram" and applying the desired outcomes as evolved previously in Chapter III the following relationship between desired outcomes and extra-curricular activities becomes evident.

¹

Harl R. Douglass, Organization and Administration of the Secondary Schools. pp. 210 - 211. Boston: Ginn and Co., 1945.

TABLE IV

CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
Mental and Physical Health	-Understanding of the physical changes that are involved in the transition from childhood to maturity, correct health habits, correct food and exercise, how to work with nature, and not against it. -Overcoming of complexes and obsessions, to learn to think in terms of service, constructive and positive. -Developing skill in the use of hands and feet in co-ordination with other senses.	-The conditioning program of athletic teams of all kinds, hiking, outdoor clubs, dancing, junior Red Cross, St. John's Ambulance; -learning first aid and proper treatment of injuries; -any activity in which school and room pride is encouraged give self-esteem and self respect; -team sponsors are often asked to explain things that boys seem to be afraid to ask their fathers about; -Some students even have to learn the joy of a good shower bath; -skill games of all kinds.

TABLE IV (cont'd)
CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
Intellectual Growth	-Mastery of language as a means of getting from and giving to others, in correct and concise terms, the thoughts on which our social structure has been and will be built; -A clear understanding of human relationships in the social unit that is the school, right through to the unit which is the world, so that the student may learn to live with and for others; -To learn such knowledge of Science and Mathematics as will enable the student to take his place efficiently in the sphere of activity to which he is bound; -To develop appreciation of the good and the beautiful.	-Any activity requiring reading of books, writing "Minutes" or reports, keeping accounts, giving oral reports such as student council members must give to their home rooms, participation in discussions, taking part in inter-school and inter-room debates and writing competitions, coaching teams, all group efforts, inter-room and inter-school and inter-city games and trips; -Learning and teaching the rules of games; -Memorizing lines of good plays and operas; -Often Science lessons and Arithmetic lessons may be motivated by "Science Baseball" etc. -Band, Orchestra, Choirs, Glee Club, Art Clubs, Literature Clubs; -Learning rules and their applications to game situations.

TABLE IV (cont'd)

CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
Social and Economic Understanding	-to provide opportunity of association in work and play with others of the same age and interests; -practice in organization and leadership to enable the student to function in his social environment and develop a sense of working with others in democratic endeavours; -development of an appreciation of the students' aptitudes, abilities and qualities to a point where the student may make rational choices of subsequent school courses and become acquainted with the possibilities of various vocations.	-All group activities contribute to these outcomes. It would appear that the less formal, more independent activities of the extra-curriculum would allow for a more normal and complete exchange of ideas and points of view between students of different social groups. In these circumstances they get more of a feeling of mutual respect and understanding between students and teachers also; -Game leaders, student captains, coaches, equipment managers, publication editors and staff executives; -Coaching.

TABLE IV (cont'd)

CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
Moral and Spiritual Development	-A power to reason in the light of all the facts and to come to recognition of what is good and what is evil -the will to choose the good and reject what is evil, and the will to act in accordance with this choice; -A sense of justice, a mind free from prejudice, consideration for others.	-Playing games under the critical eyes of other students will do wonders in emphasizing to the individual the desirability of playing together as a team unit. They come to understand the reasons for the rules. Boys and girls, under wise guidance, and in the informal atmosphere of a game, a debate, a student council meeting, will learn a new and lasting respect for those of different religions and different colors. The emphasis on a school spirit which will not tolerate the "booing" attitude but which expects polite "applause" for any worth while achievement, whether for a good play in a game by the home team or the opponents for a good play on the stage or a good mark in Science develops a wholesome attitude towards the school and the community as well as other facets of life

TABLE IV (cont'd)
 CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
 TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
 FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
Personal Development	-The development of an appetite for learning a positive attitude towards the school, home and community; -A pleasure and satisfaction from work or play achieved satisfactorily; -A willingness to listen and observe; -mental resources for the use of leisure; -A rich, sincere and varied social life; -Observation of the amenities of social behavior.	-All group activities; -finding that books are useful to give rules; -Team play - pays; -The joy of winning and the appreciation of losing, winning or losing gracefully; -playing or even just learning how hard it is to play a game, a musical instrument, etc; -adequate participation in all group activities; -learning the pleasure and usefulness associated with a good bath after vigorous physical activity.

TABLE IV (cont'd)
CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
The acquisition of necessary knowledge, skills, concepts and understandings for effective living in a democratic society.	-Reading English effectively so that what is read is understood and enjoyed; -Speaking and writing English in a manner to convey meaning accurately and in acceptable form; -Acquisition of number concepts and skills of manipulation necessary for later life; -An understanding of the development of types of society which will lead to an understanding of our present way of life; -Appreciation of personal weaknesses and strengths; -A wise choice and development of vocational skills with the ultimate choice of making a living in a way acceptable to society; -The wise and efficient use of material resources such as income, land and other natural resources.	-Understanding rules, poetry club for enjoyment, reading minutes, school notices to assemblies; -Giving instruction in leadership classes - being captain, organizer, school-president, school publication rep. or reporter; -Maths. of Music & Sport, even of Literature; -All group games; -"Subject Clubs."; -Attitude of trying to do ones best in a game can be directed and taught to carry over to studies; -Many make a living as leaders in sport, recreation, music, writing teaching, etc. -Hikes, outdoor activities of all sorts, if properly guided lead to appreciation of lawns, forest, water and wild life conservation.

TABLE IV (cont'd)
CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
The development of Co-operative Habits and Attitudes.	-Willingness to participate in group activities; -Effective participation as a member of the family group, the community and the world; -A pride in belonging, a healthy school spirit; -A willingness to accept responsibility; -A willingness to co-operate reasonably with those in authority; -A willingness to accept the wishes of the majority; -A personal poise and integrity in meeting situations which challenge his principles and threaten his security and welfare; -Use of rational methods of reaching decisions, solving problems, and exploring issues; -Carrying out tasks & responsibilities satisfactorily so that they reflect credit on the integrity and capabilities of the individual.	-Student Government; -Debating and Public Speaking Clubs; -Having dad and mother come to see participation in events; -Student leadership, game officials and monitors; -All school and inter-school competitions; -Steadiness under pressure of performance; -Practice in winning and losing until neither causes too much emotional stress; -Reasoning out why he lost or why he won; -Accepting majority opinions; -Clubs of all sorts; -Learning to play by the rules of the game.

TABLE IV (cont'd)
CONTRIBUTIONS OF EXTRA-CURRICULAR ACTIVITIES
TOWARDS THE STATED OBJECTIVES (DESIRED OUTCOMES)
FOR THE JUNIOR HIGH SCHOOLS OF MANITOBA

Manitoba Programme of Studies Objective	Types of Outcomes	Contributing Activity
The promotion of the belief that peace, prosperity and happiness are attainable through individual and group action.	-An attitude of confidence in democracy's ability to meet new situations and deal with them effectively; -A willingness and ability to meet new and novel situations with the confidence necessary to deal with them realistically; -The participation in and enjoyment of the good and beautiful - Music, Literature, Art, the beauties of nature, etc.	-All group games - learning that one man does not make (e.g.) a rugby team; -When a soccer ball comes to a player he has to make his own decision; -Band, orchestra and Glee Club; -Student council of room and school; -Learning that it does not pay to elect a poor rep. of their room, that the resulting poor performance reflects on those who did the choosing; -Music and Drama activities of all types.

The McKown Approach

Several source books differ from Douglass in their approach to the question of measurement of the values of extra-curricular activities in terms of the outcomes achieved. For example, McKown² presents this evaluation by giving a number of logical objectives of extra-curricular activities, some of which are more applicable to certain types of activities than others, and then explaining the manner in which the outcomes are achieved. The following is a summary of part of his presentation with indications of its application to the Winnipeg schools.

1. To capitalize, for educational profit, important fundamental drives.

The child is a bundle of innate and early learned urges or drives. It is natural for him to want "to run away", to be with others, to be curious, to show off, to master, to be loyal, to imitate, and to be sympathetic. The real educator recognizes that these urges are "bad" only if the child is not led to a proper and beneficial capitalization of them. Settings should be constructed and activities planned through which these urges will be used to accomplish worthy educational ends. Extra-curricular activities offer many opportunities in which these drives may be capitalized for educational benefit. Many good teachers also capitalize on these drives in the teaching of academic subjects. One of the most loved and respected teachers on the Winnipeg teaching staff (recently killed in a car accident) used Latin and French "baseball" as a teaching device for drilling vocabularies and idioms in French and Latin. Several well known science teachers regularly use such games as baseball as a basis for necessary, and otherwise rather monotonous, drills on science vocabulary and content.

2. To prepare the student for active life in a democracy.

If he is to live in a democracy, it is reasonable that the individual should be intelligently prepared for it, not only by learning about democracy but also by direct participation in democratic procedures. This education must be natural and gradual just like any other type of learning. The early life of a child is not democratic. It is, of necessity, largely autocratic. He is restricted in many ways by his parents and his teachers because he is not born an adequate social being. He must be trained in certain habits because he has not arrived at the point where he can reason about worthy ideals and practise the habits appropriate to them. Consequently he must be made to do certain things in certain ways.

But later, as he nears the time to take his place as a citizen, he must realize the obligations and responsibilities of his coming membership in a democratic state. If he is not trained to recognize and assume these duties gradually and thoroughly, he will not be able to perform them successfully when they are suddenly thrust upon him. Training in democratic behaviour is the best preparation for living in a democracy. The effective school in a democracy must give its pupils an intelligent understanding of the issues of democracy, make them well disposed towards democracy as a way of life, and make them skillful in the co-operative activities through which democracy must function. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar, if only in a small way, to those he will have later on as a grown-up citizen, he will be better able to meet and discharge these responsibilities as they occur. If he does not take his responsibility in a students' council or in making the arrangements for a party, a student is soon informed of his shortcomings by his own committee members. If his assign-

ment in a football play is forgotten or performed inadequately during a rugby play his coach is usually not the first nor the strongest critic. A student soon learns on the athletic field or as a member of the staff of a school newspaper that he gets a real personal satisfaction out of doing an assignment well. Teachers often use this incentive. "You wouldn't give up in a baseball or football game as you did on that question, would you?" is often an effective encouragement to greater effort.

3. To make him increasingly self-directive.

This principle is closely related to number two. The child must be brought gradually from the point where he is unable to control himself socially to the point where he is master of himself. Here again, it is a matter of basic knowledge, ideals and proper practice. It is interesting to note that many boys and girls who fail to conduct themselves according to accepted patterns and get into difficulty in balancing their studies against outside interests during their first year at college are those who are from homes where the parents over protected them. There, they had little or no practice in controlling themselves and directing their own affairs, and consequently they had not developed the ability to do these things. As a result, when they were placed in settings that demanded self-direction they were lost, and the things which they did were often rather unwise. Here again, as in the previous item, extra-curricular activities provide numerous situations in which the student may gradually and naturally assume increasing responsibility for his own direction. If a student is able to find an activity to which he is able to make a worthwhile personal contribution, he is encouraged to explore wider fields. This intellectual curiosity, which is the real basis for all of our advancements of culture, is the direct outgrowth of the ability of individuals to be self directive

individually or within a group.

4. To teach social co-operation.

Social co-operation for common purposes is recognized as one of the most important demands of citizenship, and yet little of the work in the traditional school teaches it. It is not taught in the usual subjects of algebra, history and languages, and, cannot be tested. The mastery of these formal school subjects represents individual application and study. True, group co-operation is talked about, but this is not sufficient. There must be participation in it for true learning. Membership in the students' council, athletic team, club or dramatic cast requires co-operation because the student must co-operate with others in order to retain his position and standing. As a ball comes bouncing towards an athlete, he must use his own skill and think for himself, but at the same time he must co-operate with other members of the team or be both a failure and an outcast.

5. To increase the interest of the student in the school.

Motivating the school work through the medium of the extra-curricular activities is extremely effective. The student who gives of his time and effort to his school is, therefore, the most interested in it because of his contributions. The athlete, for instance, usually talks louder about "school spirit" than any other student in the school, and the reason is clear. He usually gives more of himself to the school, at least in his own way of thinking. He, who said that, "It is more blessed to give than to receive" was psychologically correct. Increasing the number of opportunities for giving means increasing the number of benefitted students.

6. To develop school morale.

A school without extra-curricular activities, one in which the students and the teachers are concerned about only their own particular obligations, with

little or no interest in the institution as a whole, would be an unco-ordinated institution with no group spirit. Assemblies, games, competitions, programs, publications, exhibits and other causes bring the school together, unify it, solidify its spirit, develop the "we feeling" and help to make the individual not only proud of it and its records but also of his connection with it and his contributions to it. The development of this unified intelligent public opinion has definite educative values for the student. The school becomes a community in itself in which the student is an active and integral part.

7. To foster sentiments of law and order.

Externally and arbitrarily set rules are always a challenge. Human beings are gamblers. They like to take chances. Many principals have found to their grief that making threats, especially publicly from the assembly stage, has only increased their troubles. The best discipline is that which is so well explained that it appears to be right and sensible, even to the receivers of the discipline, or that type which comes from within and which finds expression because the members of the group take personal pride in setting up their own standards. The two kinds are, really, one and the same. This does not mean, of course, that the school authorities should surrender their moral and legal obligations for effective discipline. It does mean that, whenever expedient, the student should be guided towards a goal of efficient and wholesome self-discipline. Extra-curricular activities offer many opportunities for this. For example, one high school in Winnipeg started having trouble early in 1947 with "smart Alex" writings on the notices and bulletin boards. An appeal to the student body on the basis of pride in their school did not stop the practice completely, but the following item in the school paper under the heading "Bellop Poll" put a sudden and effective end to that trouble:

"Do you think that students should write all over the bulletin board? Yes 0 No 100% Undecided 0 . The clowns who do so please take note."

8. To discover and develop special qualities and abilities.

Such qualities as initiative and leadership are little developed in classes of Latin, English, or chemistry. With the changing emphasis from subject to student, it is but natural that teachers should look for ways of discovering and developing desirable personal interests and characteristics, mental, physical, social, spiritual, and vocational, which are, after all, the most important assets of the school and its community. The opportunities for such discovery and development are, of course, not limited to extra-curricular activities, but in this field they are not only numerous but also very appropriate. In the extra-curricular situation the student is working congenially with others of his own age, ideals and understandings, on things which he, himself, selects because they have a personal appeal to him. In following careers of high school graduates the writer often remarked on how the extra-curricular activities appeared to indicate subsequent careers for many individuals.

In the two approaches to the evaluation of the extra-curriculum given in the foregoing discussions, it appears evident that the extra-curricular fields not only help fulfill the objectives of education in general but also serve to enrich the program and bring the student into a wider world of experience.

The "Selling" Approach

A third approach to the same evaluation problem is taken by many

writers today. As a matter of fact this is the selling device which is most often used and which most often results in the promotion of activities which have doubtful purposes. It is, really, a very simple method which consists of taking each activity, describing the contributions which it makes towards the desired outcomes of the school, and measuring these contributions against the various costs and possible undesirable outcomes. It is, ultimately, the method which a school must use to decide whether or not some specific activity should be given the necessary time and energy. It would be impossible to give, in this study, this type of evaluation to all activities in any school but it would seem worth while to indicate briefly the evaluations given to some of the popular parts of the programme.

Pupil Participation in Student Government

McKown says that:

Armies and navies can crush external foes but they cannot vanquish internal enemies. These must be conquered by education. The fundamental assumptions of democracy are that men are competent to govern themselves and that their efforts will result in an organization of the people, by the people, and for the people. Such an organization necessitates appropriate social and political ideals, understandings and habits, and a willingness to live, as well as die, for the common good. These elements are not in the original nature of man. They must be developed and this development comes most easily and surely through practice in a setting that resembles that of ultimate citizenship. Student participation in school government represents such a setting.³

Pretwell⁴ gives seven worthy purposes which should be considered in pupil participation in government.

³ Harry C. McKown, The Student Council. Preface vii, New York: The McGraw Hill Book Company, 1944.

⁴ E.K. Pretwell, Extra-Curricular Activities in Secondary Schools, pp. 102-109 Chicago: Houghton Mifflin Company, 1931.

1. An opportunity for the pupil to have a purpose of his own.
2. A friendly feeling between teachers and pupils.
3. Remedial psychology.
4. Development of constructive attitudes.
5. Emotional satisfaction.
6. Intelligent obedience to authority.
7. Education for citizenship in a democratic setting.

These are expanded and explained in his book.

In a negative evaluation Francis T. Spalding⁵, while giving limited credit to student government as a factor in training for citizenship, says that once out of school, the ordinary boy or girl does practically nothing to add to his readiness for citizenship, nor does he even keep alive the knowledge of civic affairs or the interest in social problems which he may have had when he finished his schooling. Perhaps the school does not train towards enough carry over of these knowledge and attitude elements. Perhaps there is a field here for follow up contacts and training. However, various other studies indicate that the people who participate in the extra-curricular activities of their school tend to participate more fully in the life of the community outside of school. The Rohrback⁶ study found that pupils who join one activity tend to join others both in school and out of school.†

Spalding, in further discussion of the extra-curricular program, says that student government offers examples of unusually effective practice:

Schools in which the social conscience of the pupils -- their willingness to 'put themselves out' for the common good -- was found to be definitely more active than the average, were all of them schools in which the pupils were given a large

⁵ Francis T. Spalding, High School and Life, The Regents' Inquiry.
p. 29. New York: The McGraw Hill Book Co., 1938.

⁶ Q.A.W. Rohrback, Non-Athletic Student Activities in the Secondary School.
Chapter X. Philadelphia: Westbrook Publishing Company, 1925.

measure of responsibility for certain phases of school life. They were not necessarily schools whose pupils came from unusually favoured homes, or schools in communities with a tradition of good citizenship among their young people. One school whose pupils showed an especially strong sense of social obligation was, in fact a school enrolling pupils from an economically poor rural district, in which a few years before it had been the custom for high school pupils to defy the teachers, abuse school property, and make themselves generally a nuisance.

The change in the pupils' attitude was reported to have been brought about by entrusting the pupils with complete authority and responsibility for certain school activities in which they were vitally interested. They were allowed to raise the money by selling sandwiches and organizing 'benefits', and to spend the money as they saw fit in projects which concerned the school as a whole. They took full charge of the enforcement of certain school rules. Their growth in social concern and in healthy social attitudes owed much, it is clear, to the personal influence of one or two farseeing members of the faculty. But the activities through which they had a chance to grow were activities which any secondary school can introduce if it will.⁷

Koos, Hughes, Hutson, and Reavis, in their discussion of student participation in school control say:

.....it appears that to impress control on the pupil wholly from without is to deny him his most essential and effective learning experience, to nullify the educative influence of the school.⁸

The following is part of the report of the Junior High School Principals' Committee on Extra-Curriculum:

⁷ Francis T. Spalding, op. cit. p. 151

⁸ Leonard V. Koos, James M. Hughs, Percival W. Hutson, William C. Reavis, Administering the Secondary School. p. 169. Chicago: American Book Company, 1940.

Student Councils

Student Councils can serve many useful purposes in our schools providing we assume the following:

1. The principal retains veto powers at all times over council decisions.
2. Student council activities are properly supervised at all times by staff members.
3. Student councils are properly constituted --i.e. consist of representatives of the entire student body.

Advantages of Student Councils

A. To the Students:

1. They provide opportunities for wholesome and satisfying participation in a wide range of activities.
2. They provide training for assuming duties and responsibilities and hence help prepare students for active life in democracy. They learn by doing.
3. They can help foster sentiments of law and order.
4. They can increase the interests of students in school and hence improve school morale.
5. Through council activities, students may discover latent abilities and special qualities.

B. To the School:

1. They can organize, promote, administer, supervise and articulate all extra-curricular activities.
2. They can serve as a sounding board for student opinion and hence can provide administrators with valuable information regarding the feelings and desires of the student body.⁹

Musical Activities

Of all the interests which pupils have engaged in, musical activities have come most nearly to being a part of the regular school curriculum.

⁹Unfinished Report of the Winnipeg Junior High School Principals' Committee on Extra-Curriculum Section on Student Government. Winnipeg: School Board Offices. (typed) 1957-8-9.

The Manitoba Department of Education and the University of Manitoba are willing to give credit for a course which they call the "Music Option". During the 1956-7 term, an accredited course in instrumental music was authorized for Junior High schools. The musical abilities of students lead them far afield as indicated previously. The instruction in fundamentals is curricular - but the actual participation in choirs, bands, etc., must be extra-curricular as it cannot be done entirely in school time.

It is, perhaps, unnecessary to go into a detailed discussion of the value of musical activities. A good band tends to quicken school spirit. A band or orchestra adds greatly to a dramatic, athletic or assembly event. For the individuals, it has even greater values. The virtues of self-control, steadiness of purpose, frequent self-effacement, loyalty and unselfishness, as well as perseverance and persistence are all brought into play. There may develop the financial reward, the real artist's career. With all of this is the pure delight in performance and self-expression which thrills every person who possesses a true musical sense.

Following is a report prepared on band activities for the Winnipeg junior high school Principals' Committee on Extra-curriculum during the 1957-58 term.

Should We Include School Bands In Our Junior High School Programme?

Complete books have been written on the answer to the above question. Most of them present discussions which tend to indicate that the school band, as one facet of the school music programme, contributes strongly to the enjoyment of music which is an important means of achieving the objectives of education. Statistics are given which indicate the numbers of students who, having a chance to get started in the school music programme, continue their musical careers into adult life, making a living for themselves and contributing to the leisure time enjoyment

of their country and the world. It is pointed out that the individuals who participate in school bands will have an appreciation of the efforts of others even if they do not become accomplished musicians themselves. Claims are made that participation in a band tends to discover and develop special qualities and abilities; to capitalize, for educational profit, important fundamental drives; to encourage co-operation and group activity as a preparation for active life in a democracy; to give students a feeling of usefulness and encourage increasing self directiveness within the group; to increase the interest of the student in school; to develop school morale; to foster sentiments of law and order; etc.

The above facets need no expansion here. The fact that a great number of schools and school systems are willing to put so much money and effort into school bands would certainly indicate that such expenditures can be easily justified or they would not be so commonly made. Consequently there is no need for a discussion of the ethical, aesthetic, and character-developing aspects of the band as these discussions would be but repetitions of much repeated material. Perhaps there is a need, however, for some effort to evaluate the Winnipeg picture.

It has long been the contention of some local educators that the programme in our schools has been somewhat off balance. We spend considerably more time and money for such things as equipment and instructors, for physical education and the extra-curricular activities of this nature than we do for music. This is true in spite of the fact that many of our students do not participate, either through lack of ability or lack of interest. The Reavis Report Sub-Committee on Extra-Curriculum found that more students participated in musical activities than any other classification of the extra-curriculum. But this was, very largely, vocal music, with the festival competitions accounting for a considerable proportion of it. Vocal music, while it is a very worth-while facet of the program, is a practical impossibility with the male students during a considerable portion of their early teens. Yet many boys

will take a keen interest in musical instruments and, if this interest is encouraged and directed, will reap the benefits of self-realization, and satisfactions which will lead to positive attitudes towards music, the school and his fellows, attitudes which are so necessary if he is to have an interest in learning other things.

Some money and moral support have been given to the formation of orchestras in our schools and this activity does satisfy the need to some extent. But the participation in the orchestra does not have the appeal to many who would participate enthusiastically in a band. This is a direct result of the nature of the band matching the nature of the teen-ager and was well illustrated in David Thompson School. From the excellent work which he did with a dozen Grade Four and Five students in Inkster School it looked as if Mr. Buss should be able to form an orchestra without much trouble in a junior high school. When the David Thompson School opened, Mr. Buss was on the staff and every effort was made to arouse interest in violins, etc., at the beginning of the first term. For two months individual musical interests and abilities were evaluated. The "feeding schools" were explored and all other apparent sources were investigated. No matter what was done in trying to sell the program to the students and the homes the results were completely discouraging. Fewer than five students indicated either interest or desire.

When a few band instruments were bought out of school funds and the idea of a David Thompson Band was started it was an entirely different story. Before a week had passed several, who had previously indicated some musical ability but absolutely no interest, began to await their turns for a chance to show what they could do. It soon became apparent that, if a band could be organized, the problem of interest would be solved. Before long there were several good candidates for each instrument and it was actually possible to pick the better ones and keep the others in reserve. Many of these boys and girls were good students who could get little or no satisfaction out of kicking a football, etc., but who gained a wealth of satisfaction out of expressing themselves with a musical instrument. Now, in less than three years,

there are over 100 students in that school participating in band activities. Over 40 of them have actually become so enthusiastic that they have purchased their own instruments. It is to be hoped that this interest will be sustained through their high school years and that the band activities of the David Thompson Junior High School and the Elmwood High School will lead to the formation of an Elmwood Citizens Band of which this city can be really proud.

It is hard to realize and evaluate what this band activity means to the school. The band members themselves gain most from it, of course. But the rest of the school, both students and teachers, gain much from it also. They consider Mr. Buss, the director, a genius, and the whole school and community are better from that attitude towards a teacher. Students strive to keep their academic achievement and behavior at a level which will make them worthy to belong to a school which has achieved so much in so little time. As a matter of fact, this academic achievement has become one of the most important items of evaluation of individuals to become members of the band. During last year several students who would have, very definitely, been in the bottom class groupings of their grade if this incentive had not been there, brought their reports anxiously to the principal asking if this standing, which they had worked for so hard, would be good enough to get them into or keep them in the band next year. The band gives the whole school, including the band members, that feeling of loyalty which is so important to a good school spirit.

The David Thompson Band has been one of the most powerful influences in building a healthy community regard for the school. Many telephone calls have come to the school indicating that favourable public reaction (as well as all the pre-school youngsters of the district) followed the band on every practice march it has taken through the district. The theme of the 'phone calls is, "What a thrill your band gave us as it marched down our street!"¹⁰

It would appear that there are several other results of this band activity.

1. Practically no demand for instrumental music classes came from Elmwood before organization of this band. In 1957-8 there were three classes in this area.

2. Over a dozen members of the David Thompson Band were members of the Manitoba School Orchestra during the 1957-8 season. This area had not participated in that activity previously.

3. Six David Thompson Band members participated in the International Band Clinic at the Peace Gardens in July, 1958. This again was a new venture for this community.

4. Over twenty members of the David Thompson Band became members of the Blue Bomberette Band and went on trips to the United States and Vancouver during the 1958 season.

Athletic Activities

Jordon gives the picture of the part athletics may play in the school. He says:

Athletics! the hope and despair of the teacher!
the source of the best and the worst in school life!
the greatest reward and the sorriest disappointment
of the system! the blessing and the bane of the
school and the home! the nation's boast and the
nation's peril!

If one wants to know the soundness or weakness of the school, let him examine her athletics. This is the touchstone. No other will do as well. If there be weakness, hypocrisy, dishonesty, cowardice, selfishness, the story will be told in athletics. If there be truth, honour, courage, self-control, self-abnegation, again these will be manifested in the games. All that is noble, self-sacrificing, brave, even heroic can be developed

by our sports.¹¹

To be successful, says Jordon, a system of athletics must be made to serve the following purposes:

1. a better physical development than would otherwise be obtained;
2. a development of physical and mental courage; (it was a very thrilling day for one coach in Winnipeg, when one of his "boys" came to visit him after having served with distinction overseas during the last world war. The boy, who had become a man to command respect, and his former coach were going over some of the old times, replaying games that only they would remember, enjoying the memories of old school days, when the boy said something like this, "You know, rugby made a man of me! Before I started playing rugby I was afraid of my own shadow. You taught me how to control that fear. I was afraid overseas too --- who wasn't --- but I had learned to control myself.")
3. better health habits, growing out of good training rules and properly adjusted diet;
4. formation of a habit of exercise which will become a life habit if properly taught;
5. growth in ideals of fair play, involving the observance of the spirit rather than the letter of the rules;
6. a willingness to endure the ordeal of training for the good of the school without personal reward;
7. a willingness to sacrifice for the good of the team;
8. a conviction that it is unworthy to lie or misrepresent with regard to eligibility of players, observance of training rules and the like;

11

R.H.Jordan, Extra-Classroom Activities. p. 117. New York: Thomas Y. Crowell Co., 1928.

9. a standard of self-control, extended to restraint not only of unsportsmanlike actions, but also of vulgarity in practice and in the game;

10. loyalty and obedience to orders of captain, coach or principal.

In other words, it is to be hoped that athletics will result in a better standard of citizenship which is inseparably bound up with better ideals of play and which will be worth any risk of occasional failure. To ensure this will require continuous examination, and evaluation of all facets of the program.

Following is the concluding summary on athletic activities from the report of the Winnipeg Junior High School Principals on Extra-Curricular Activities.¹²

Should Athletics be a Part of our Junior High

Extra-Curricular Program?

1. Values to the individual:

The program should provide for the physical development of the students. It should be so designed that a maximum number of the students in a school will benefit. Another important value to the individual is the mental and social training athletics afford. Co-operation, subordination of selves to the welfare of the group, respect for authority, and good sportsmanship, should result from the course in physical education. In addition, there are certain recreational benefits. The student gains respite from mental activities and obtains this by temporarily participating in an activity largely physical. Finally a below average student has an opportunity to excel in physical education.

2. Values to the School:

It claims that physical education contributes to such qualities as good citizenship, democratic outlook, moral rectitude, health, self-mastery,

etc., are valid, then it must follow that the attitude, tone, and discipline of the school must benefit from the teaching of this subject. Most will agree that interscholastic competitions make some contribution to the creation of school spirit, loyalty, and respect for authority, although the behavior of some young people at the stadium makes some people doubt the last. The trouble-makers are not, of course, competitors. The rest of the student body must be taught good sportsmanship also.

3. Pitfalls:

- (a) The reputation of a school should not be dependent upon its prowess in sports. If such is so, the whole organization of sport-teaching is geared towards producing the best representative team. Under such conditions only a small percentage of the student body will benefit from the program.
- (b) The number of athletic activities for each student may be regulated, otherwise too much time and effort may be expended on physical education and other subjects of the curriculum may suffer.
- (c) Steps must be taken to guard against the excess use of physical education for show purposes, the display, the demonstration, the concert. This almost inevitably means sacrificing time, and again exploiting a few students and neglecting the majority.
- (d) Finally, sport should not be emphasized to the extent that it is all important in the minds of the students. Schools should make every effort to keep all athletic activities in their proper perspective.¹³

To illustrate the values of student publications, the Principals Committee used the following excerpts from "A Principal's Guide to High School Journalism" by Lawrence R. Campbell, published by Quill and Scroll Foundation, Northwestern University, 3rd. Edition, 1947.

From the Introduction: By Peter B. Ritzma

It is not unusual to find that the enthusiastic teacher of any subject or the inspired sponsor of any school activity believes that his subject or activity fulfills, not one, but all the accepted aims of education and meets all the purposes advanced in the standard texts in the field. Perhaps with unlimited enthusiasms and a broad enough view of the activity the belief is justified. Journalism, however, requires no exceptional protagonist to present its worth in the secondary schools and its unusual value to the administrator.

We hear much about school publicity, community relations and student esprit de corps but we must remember that the clear presentation of the effective work of a well-conducted school is the publicity most appreciated by our patrons, most encouraging to our students, and most helpful to the cause of education. The school newspaper, the yearbook, the handbook, and the magazines are the publications best qualified to carry our message to the students and their families. As administrators we must capitalize on this opportunity.

Student Journalism Helps the School:

Student journalism pays big dividends. It serves the students, the faculty, the parents, the alumni, the community. This it does the year around, performing a service neither paralleled nor duplicated by any other activity.

....Yes, Student publications inform the readers -- adult and adolescent. They present an interesting and accurate account of the salient ideas, events, and situations in school life. Thus, they publicize the educational program, thereby interpreting it to the community and creating a favorable public opinion.

Second, student publications entertain the readers

Third, student publications influence readers. Supporting high standards of citizenship, they develop school spirit, advocate good sportsmanship, encourage logical thinking, urge fair play ...

Student Journalism Helps the Student:

Student journalism helps boys and girls individually as well as collectively. Both curricular and extra-curricular activities in journalism achieve seven major objectives. Some of which coincide with the basic aims of English and social science instruction. Thus, journalism courses, student publications, and related activities do much to train boys and girls for effective citizenship in a democracy.

First, student journalism helps boys and girls to understand, appreciate, analyze, and evaluate modern mass media of communication --

Second, student journalism helps boys and girls to gather, verify, interpret and present significant information objectively ...

Third, student journalism helps boys and girls to communicate simply, clearly, and effectively with others in oral and written English...

Fourth, student journalism helps boys and girls to write imaginatively in so far as their individual capacities permit...

Fifth, student journalism helps boys and girls to learn the fundamentals of journalistic technique essential to the production of good student publications...

Sixth, student journalism helps boys explore opportunities in journalistic vocations...

Seventh, student journalism helps boys and girls to develop qualities of character and personality desirable in citizens of our democracy...

A veteran newspaperman, Kenneth E. Olson, ... says: 'Educational thinkers emphasize that the function of the school is to provide pupils with actual life situations as far as possible. Work on student publications offers such situations every day. Few other activities offer greater possibilities in building character and good citizenship. Student journalists learn lessons of accuracy, punctuality, responsibility, perseverance, industry, honesty, and fair play.

In putting out the publication they learn team play and cooperation and develop initiative and alertness.

University educators have ample evidence of the value of this training. It does not make any difference whether these high school editors go into journalism, chemistry, commerce, or political science; they have acquired a mental alertness, they know what they are after, and they have developed qualities which make them better university students.'

'As an amateur journalist he is acquiring the ability to meet people, learn from them, think clearly, and write tersely and with understanding--all desirable traits of a good citizen...'

To Sum Up:

1. Students begin to understand modern mass media of communication--some as producers and all as consumers and critics.
2. They learn to gather, verify, interpret, and present information.
3. They secure practice in communicating simply, clearly, and effectively.
4. Some secure practice in writing imaginatively.
5. They learn the fundamentals of journalistic technique: organization, planning; budgets, lay-outs, art work, advertising, circulation, etc.
6. In working together and with the faculty, businessmen, and other students the staff learns to develop desirable qualities of character and personality.
7. The student staff has an opportunity to explore journalism as a vocation.
8. Student publications help develop school spirit and esprit de corps.
9. If they give a complete picture of school life, student publications are one of the best means of public relations in interpreting the program of the school to the parents and to the community at large.

10. Yearbooks can preserve a good history of the school.¹⁴

From the foregoing discussions it would appear that student government, musical activities, student publications, and (in general) athletic activities, all contribute strongly to several desirable outcomes, and are well worth the cost in time and energy if they are properly directed and controlled. All authorities emphasize, however, that continuous examination and evaluation are even more necessary in these fields than in the fields of the regular subjects of the curriculum, and that these processes of examination must be carried on at the local school level. If school choirs, for example, disrupt regular school schedules too much, or if they practise one or two selections to the exclusion of all else and therefore to the detriment of the rest of the school program, these facts should be ascertained and their impact on student welfare recognized and admitted by the principal and his staff. They must then have the courage either to correct the unhealthy aspects of the situations or to discontinue the activities altogether.

¹⁴

Ibid. Section on Student Publications.

CHAPTER VI

PARTICIPATION

The two foregoing chapters include a considerable body of evidence in favour of a properly controlled program of extra-curricular activities. However, Chapter IV is almost completely subjective opinion and even the matching of desired outcomes and activities in Chapter V is of a somewhat subjective nature. In the hope of finding some objective evidence which would definitely apply to the Winnipeg program a survey of participation in extra-curricular activities in Winnipeg Schools was attempted.

In spite of the uncertainties and lack of support from certain quarters, and in spite of outright opposition from others, the extra-curriculum in the Winnipeg Schools is one of considerable breadth and variety. A partial list of these activities was given in a previous chapter. A committee¹ of teachers and administrators working on the Winnipeg Schools' Survey for the Reavis Report listed these activities as follows:

A. Musical Activities

Opera or Operetta

Musical Festival

1. Choirs
2. Vocal solos and duets
3. Instrumental solos, duets, school orchestras, school bands, etc.

Other Musical Programmes

1. Preparations for radio programmes
2. Junior Boys' Choir
3. Church Choirs
4. Performances at:
(a) Teachers' Conventions;

¹

Report of the Sub-Committee on Extra-Curriculum at the Secondary Level,
Winnipeg Schools Survey, pp. 8-11. Winnipeg: School Board Offices (Typed)
1947-48.

- (b) Parent-Teacher Associations;
- (c) School teas and open days;
- (d) Graduation programmes;
- (e) Christmas carol services;
- (f) School festivals;
- (g) Remembrance Day, Empire Day and other special day programmes.

B. Student Athletic Activities

Association Football (Soccer)
Rugby Football
Touch Rugby
Volleyball
Softball
Ice Hockey
Floor Hockey
Pleasure Skating (ice)
Roller Skating
Figure Skating
Speed Skating
Curling
Bowling
Badminton
Tennis
Golf
Dodgeball
Danish Rounders
American Ball

Track and Field
Swimming
Refereeing Games
Hikes and Tramps
Leadership Classes (a) Cheer Leaders
(b) Team Leaders
Ballet
Social Dancing
Folk Dancing
Rowing
Wrestling
Fencing
Boxing
Weight Lifting
Skiing
Snowshoeing
Tumbling
Horse Back Riding
Various Athletic Clubs

C. Clubs

Sports Council
Students' Council
Stamp and Coin Club
Sketch Club
Handicraft Clubs - leathercraft,
pottery, needlecraft
Inter-School Christian Fellowship
Garden Club
Writers' Club
Citizenship Club
Model Building
Rifle Club
Frolic Club (Entertainment Committee)

Science Club
Book Club
Radio Club
Public Speaking Club
Language Club
Red Cross Club and Junior Red Cross
Camera Club
Personality Club
Chemistry Club
Chess Club
Library Clubs and Committees
Acting in Club, Class and School
Offices

D. Other Activities

School fairs
Counselling Groups
Assembly Period Programmes
St. John's Ambulance Classes

Promoting Ticket Sales for Plays, Operas, School Fairs, Teas, etc.
Stage Hand Training for Programmes, Plays and Operas
Costuming and Make-up Classes
Honor Roll Committee
Charity --- Hampers, etc.
Plays (Dramatics)
Spectator Participating in School games, plays, etc.
Outside Reading
Scouts
Guides
Y.M.C.A.
Y.W.C.A.
Canteens
Hi-Y
Tag-Y
Cadets - Navy, Army, Air
Reserve Army
Work on School Publications such as Year Book, Handbook, School Paper, Etc.
Visits to ---Museums, Art Galleries, Industrial Plants, University (Open House), Library, Employment Agency, City Hall, Legislative Buildings, Radio Stations, Hospitals, Various Shops such as T.C.A., Standard Machine, Etc.

The foregoing list includes all activities in all of the junior and senior high schools of the city with which members of the survey committee were acquainted. No school in Winnipeg sponsors every item on the list, also, the list for any school would vary from year to year. This is inevitable since most of the activities depend upon the interests and talents of individual members of the staff. Often, when the sponsor of a certain very popular activity is moved to another school or retires and a new sponsor takes it over, student interest may decline and that activity eventually disappear. However, it may be replaced by another activity which gains in popularity through the interest and enthusiasm of some individual or group.

Tables V-VIII show total numbers participating in the various activities of the Gordon Bell High School for the years indicated. Table V indicates how the "averages" were determined. The numbers are those shown in printed programs, pictures, team lists and year books. Similar research and calculations were made for other activities but only averages are shown in the other tables. The population of Gordon Bell school was nearly

constant for these years so that an average gives an adequately accurate picture for the purpose of this study.

In the tables of musical activities, no attempt has been made to include an estimate of the numbers who "tried out" for the various events. Usually most of those who wished to participate in the operetta were included in choruses if they had passable voices even though they were not capable of taking lead parts.

Similarly, in other activities no attempt was made to include those who did not remain active for most of the duration of the activity.

It is impossible to apply percentages except for individual activities because many individuals participated in several programs as is shown in Table IX.

TABLE V

APPROXIMATE NUMBERS PARTICIPATING
IN
GORDON HELL HIGH SCHOOL
MUSICAL AND DRAMATICAL ACTIVITIES

Year	School Enrollment		Activity	Approximate Yearly Participation	
	girls	boys		girls	boys
Operetta					
1945-46	325	290	"The Gondoliers"	48	50
1946-47	321	282	"Iolanthe"	42	46
1947-48	275	242	"The Mikado"	46	46
1948-49	293	231	"Ruddigore"	45	51
1949-50	295	242	"H.M.C.S. Pinafore"	40	48
1950-51	310	268	"Iolanthe"	42	46
1951-52	249	280	"The Gondoliers"	40	47
1952-53	237	276	"Ruddigore"	45	51
Average					
1945-53	288	264	Annual Operetta	44	46
Average					
1945-53	288	264	Mixed Choir	26	16
1945-49	303	261	School Band		35
1945-52	295	262	School Orchestra	6	15
1945-53	288	264	School Play	14	13
			Shakespearian or Modern		

The mixed choir and opera choruses formed the nuclei for some radio programs almost every year. Students participating in these groups quite often became members of choirs sponsored by the school music teachers. At times, also, the school choir was invited to various churches for special events. These same groups were used at various school programmes such as graduation, carol services and Remembrance Day.

The boys from the mixed choir often formed a boys' choir for various events.

TABLE VI
GORDON BELL HIGH SCHOOL
ATHLETIC ACTIVITIES

Years	School Enrollment girls boys	Activity	Approximate Yearly Average Participation	
			Girls	Boys
Average				
1945-53	288 264	Inter-Room Soccer		110
Some years only		Inter-Room Rugby		110
Average				
1945-53	288 264	Inter-Room Volleyball	90	70
Average 1				
1945-53	288 264	Inter-Room Basketball	90	80
Average				
1945-50	288 264	Inter-Room Ice-Hockey		70
Some years only		Inter-Room Softball		60
Average				
1945-53	288 264	Inter-Room Floor Hockey		70
1945-48(				30
1948-53)	288 264	School Curling		80
1945-53				
most years	288 264	School Bowling	50	50
1945-53				
exc. 1950	287 267	School Badminton	80	
1945-53				
exc. 1950	287 267	Inter-Room Track & Field	150	175
1945-49	304 261	Inter-Room American		
		Ball	100	
1945-53	288 264	Cheer Leaders	10	
1945-53	288 264	Inter-School Soccer		28
1945-53	288 264	Inter-School Rugby Ftbl.		50
1945-53	288 264	Inter-School Volleyball	30	
1945-53	288 264	Inter-School Basketball	30	30
Some years only		Inter-School Softball		20
1945-53	288 264	Inter-School Skating	6	5
1948-53		Inter-School Curling		24
1945-53				
exc. 1950	287 267	Inter-High Track & Field	8	10
1945-50				
& 1953	291 260	Inter-School Swimming	10	12

Association football (soccer) was a popular sport at both inter-class and inter-school levels at Gordon Bell High School. Each boys' class entered a team organized by the room's sports captain for a schedule of games leading to a grade and school championship. The inter-room games were played, usually, at noon, and the inter-school games after school.

What is commonly called rugby football in Canada was played to almost the same extent as soccer with approximately the same numbers participating in inter-class games. Many were interested in the very popular inter-school schedule. Between eighty and one hundred boys would turn out each autumn for places on the team to represent the school and it was always a heart-breaking and time-consuming job to give each one a "tryout" and tell about one-third of them that they should wait until next year before attempting to play football. About fifty or sixty boys would continue attending practices for the first part of the schedule and at the end of the season approximately forty-five boys would still be participating regularly after school almost every school day and often on Saturdays as well.

Inter-school softball was played only in years when Grade Nine students were in the school. Wrestling, skiing, snowshoeing, and rowing clubs were not active every year. Most girls participated in Red Cross activities and all boys in this school participated in Cadet Training.

The Winnipeg flood in 1950 curtailed many high school activities. Even the Year Book was abbreviated for that year.

OTHER ACTIVITIES AT
GORDON BELL HIGH SCHOOL

TABLE VII

Year	School Enrollment		Activity	Approximate Yearly Participation	
	Girls	Boys		Girls	Boys
1945-53	288	264	Sports Council	10	10
1945-53	288	264	Students' Council	17	17
1945-53	288	264	Rifle Club	3	80
1945-53	288	264	Assembly Periods		
			One per Week	288	264
1945-53	288	264	Frolic Committee	10	10
1945-53	288	264	Stage Hands,		
			Costumes & Makeup	10	10
1945-53	288	264	Gadets & Red Cross	288	264
1945-53	288	264	School Paper &		
			Year Book	12	18
1945-53	288	264	Room Presidents		
			& Secretaries	25	25

The foregoing tables give a summary of the approximate total student participation.

To obtain reliable records of individual participation proved a far more difficult task. Individual record cards in the office of the school showed an accurate record of school subject marks, but the records of extra-curricular activities on them were far from complete. The personal folders in the guidance office were examined and found unreliable in at least two respects: (a) They were not complete for most students, and (b) In many cases the questionnaires had been filled out by the students themselves, and frequently proved to be inaccurate. Examination of just one set of folders revealed several students who had simply "tried out" for teams, then marked themselves as members of the team. This kind of thing also applies to some extent in the junior high school questionnaires which will be examined later in this study.

Marks on final examinations were used to determine academic achievement. It would appear that the marks for graduates' final examinations would be the best measure since students would be making their best efforts for them and also a good proportion of these "final" examinations would be marked in committee under the direction of the Department of Education. They should, therefore, be better measures for comparison than the individual teacher-marked tests for Grade X. However, the academic marks for "exempted", "High School Leaving", and "Commercial Course" students are results of local marking even in grades eleven and twelve.

To complete the comparison it was necessary to get some "unpadded" records of participation of individuals. After trying various sources, as described previously, it was decided that the best record of extra-curricular activities was that given of the graduates in the school year books. The students guard that record well. No one gets into pictures or written records of activities who does not deserve to be there. There would still be several errors but they would be the opposite of "padding". One error would be that some were not in school the day the pictures of the activity groups were taken. Also, only the final winners of the inter-room competitive events were photographed. Thus a large number of students who were in the series of events leading up to the championship would not appear in the photographs. However, it was felt that this record, on the whole, was much more accurate than record cards, personal guidance folders, personal inquiry, questionnaires, or any other available source.

A file card was made for each graduate of each year. These were filed alphabetically by years, and the year books of 1946 through to,

and including, 1953, were scanned. Each activity recorded was tabulated on the individual cards. The percentage marks for four academic subjects - social studies, mathematics, language, and science, were obtained from office records, and averaged. In some cases, where options did not result in marks in these subjects, some other academic mark such as that for French, was used so that at least four academic subjects were averaged. This average was also recorded on each individual card. Intelligence quotients were also recorded when available. The cards were then sorted according to the number of activities in which each individual had participated, and the academic averages and intelligence quotients for each group thus formed were averaged. Graphs were drawn for the total of eight years. Those for whom either academic averages or intelligence quotients could not be found were excluded from the calculations.

Table VIII shows the percentages and totals of students participating in the various numbers of activities each year. Table VIII also indicates the average academic percentages and I.Q.'s for the groups thus formed.

-109-
TABLE VIII

ACADEMIC AND I.Q. AVERAGES OF GROUPS OF GORDON BELL GRADUATES HAVING
VARIOUS NUMBERS OF ACTIVITIES

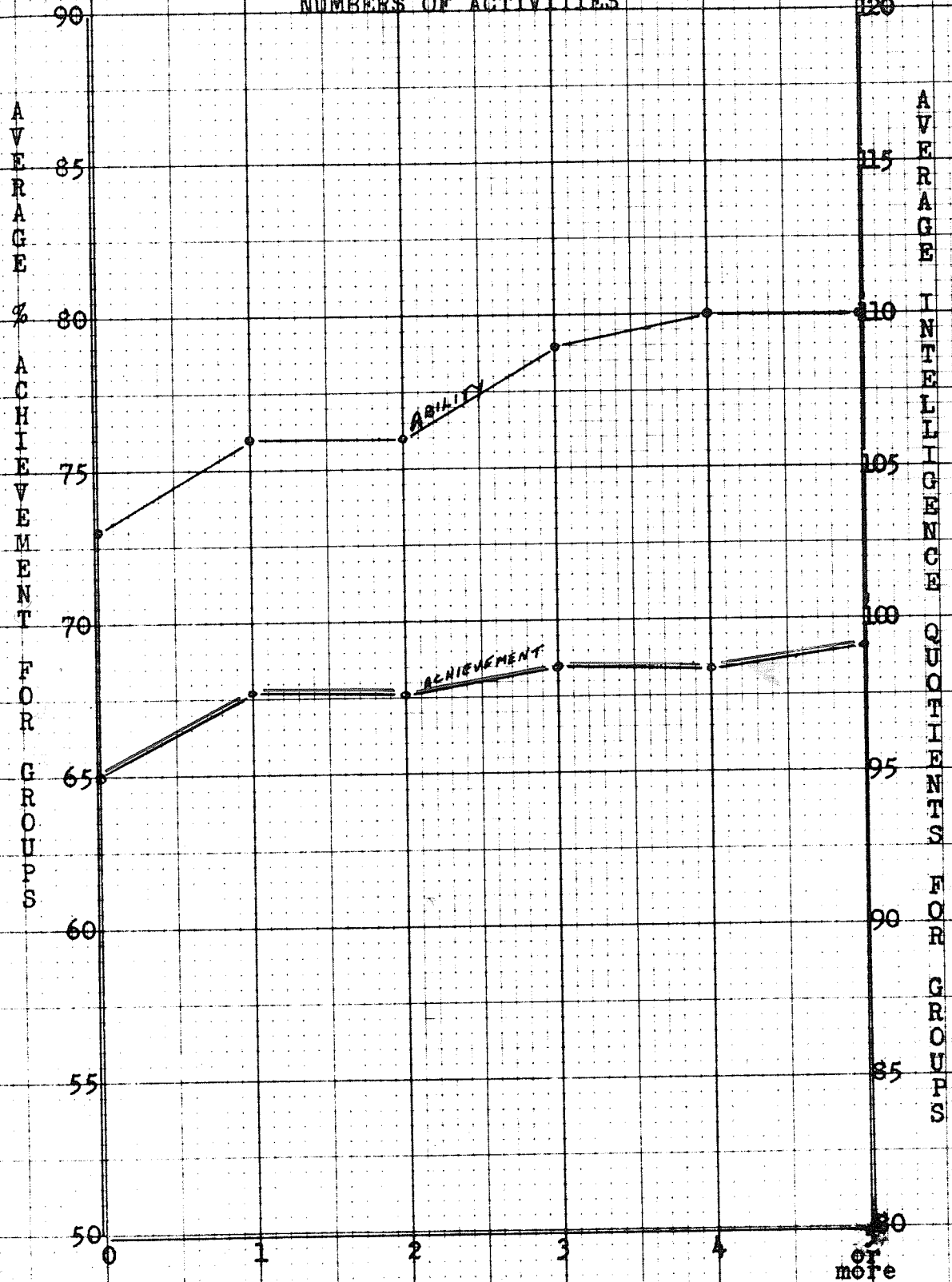
N U M B E R O F A C T I V I T I E S	F O R		1946	1947	1948	1949	1950
I M V O L U N T A R Y	E	% of students in group	3	9	15	12	9
		Average Academic % of group	72	71	69	70	69
		Average I.Q. of group	105	108	113	109	113
F O U R	O R	% of students in group	1	8	12	12	5
		Average Academic % of group	71	70	68	67	73
		Average I.Q. of group	111	109	111	113	112
T H R E E	E	% of students in group	11	12	14	14	11
		Average Academic % of group	70	70	71	70	68
		Average I.Q. of group	107	111	118	108	103
T W O	O	% of students in group	21	19	22	20	15
		Average Academic % of group	67	69	66	72	68
		Average I.Q. of group	103	110	107	109	103
O N E	E	% of students in group	27	28	23	23	20
		Average Academic % of group	70	67	66	71	69
		Average I.Q. of group	108	106	103	109	104
N O N E	E	% of students in group	37	25	14	20	40
		Average Academic % of group	65	64	65	66	66
		Average I.Q. of group	103	104	102	103	103

TABLE VIII (Cont'd)

ACADEMIC AND I.Q. AVERAGES OF GROUPS OF GORDON BELL GRADUATES HAVING
VARIOUS NUMBERS OF ACTIVITIES

			1951	1952	1953	Average of Total
N U M B E R O F	F O R					
	I M M E D I A T E	% of students in group	15	12	21	11
		Average Academic % of group	71	69	65	69.1
		Average I.Q. for group	108	106	112	110
	F O U R					
		% of students in group	7	12	7	8
		Average Academic % of group	68	68	62	68.4
		Average I.Q. for group	113	105	104	110
A C T I V I T I E S	T H R E E					
		% of students in group	11	14	16	13
		Average Academic % of group	69	69	61	68.5
		Average I.Q. for group	107	103	109	109
	T W O					
		% of students in group	16	21	22	19
		Average Academic % of group	66	67	64	67.6
		Average I.Q. for group	107	100	109	106
	O N E					
		% of students in group	20	19	21	23
		Average Academic % of group	70	65	66	67.7
		Average I.Q. for group	104	101	110	106
N O N E						
		% of students in group	32	22	13	26
		Average Academic % of group	68	63	65	65
		Average I.Q. for group	104	92	112	103

GRAPH OF TABLE VIII
AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF
1666 GORDON BELL HIGH SCHOOL STUDENTS GROUPED ACCORDING TO
NUMBERS OF ACTIVITIES



NUMBERS OF ACTIVITIES

Fig.1

The same information was recorded for David Thompson Junior High School for the two years 1956-7 and 1957-8. Here the information was obtained by questionnaire and, because the events were so recent and the writer so familiar with the students and their activities, it was easy to verify the information thus gathered. No use was made of the data for the first year of operation of the school since the auditorium-gymnasium was not completed until the latter part of November of that year and therefore some extra-curricular activities could not be organized.

The committee of the Winnipeg Junior High School Principals' Council, which was formed in the autumn of 1957 to study the extra-curricular program in all Winnipeg junior high schools, decided to make a survey of the extent of participation of students. A questionnaire¹ was answered by all junior high school students in Winnipeg schools attending classes in June, 1958. No attempt was made to give different activities different time values. In other words, no weighting was done. The results for David Thompson and the city-wide survey are tabulated on the following pages.

Average marks on the four major subjects were calculated from the mark sheets supplied to the Winnipeg school superintendents' office in June, 1958. The questionnaire forms were collected from all schools and the academic averages and intelligence quotients were recorded on each questionnaire form. The numbers of activities were also recorded on the front of each form. The individual questionnaire sheets were then sorted according to the numbers of activities of the individuals. The average achievement and intelligence quotients for each group thus obtained

¹

See Appendix I.

were determined. The achievement marks and intelligence quotients for all students in Grade IX were those obtained by tests given during departmental examinations written by the students in June, 1958. Not all Grades VII and VIII students were included because some schools either neglected to report the requested intelligence quotients or did not have them available. The tables and graphs which follow give the results.

TABLE IX

NUMBERS OF STUDENTS PARTICIPATING IN
MUSICAL AND DRAMATIC ACTIVITIES
DAVID THOMPSON JUNIOR HIGH SCHOOL

Year	Approximate School Enrollment		Activities	Approximate Participation	
	Boys	Girls		Girls	Boys
1956-7	225	225	Choirs for Special Events	40	20
1957-8	250	250		80	
1956-7	225	225	School Bands	28	36
1957-8	250	250		55	66

TABLE X

NUMBERS OF STUDENTS PARTICIPATING IN
ATHLETIC ACTIVITIES
DAVID THOMPSON JUNIOR HIGH SCHOOL

Year	Activity	Approximate Participation	
		Girls	Boys
	<u>Soccer</u>		
1956-7	Inter-Room		170
	Inter-School		50
1957-8	Inter-Room		180
	Inter-School		50
	<u>Touch Rugby</u>		
1956-7	Inter-Room		90
1957-8	Inter-Room		100
	<u>Volleyball</u>		
1956-7	Inter-Room	120	
	Inter-School	50	
1957-8	Inter-Room	135	135
	Inter-School	50	12

TABLE X (Cont'd)

Year	Activity	Approximate Participation	
		Girls	Boys
	<u>Basketball</u>		
1956-7	Inter-Room		100
	Inter-School		24
1957-8	Inter-Room		115
	Inter-School		24
	<u>Hockey</u>		
1956-7	House League		90
1957-8	House League		100
	<u>Softball</u>		
1956-7	Inter-Room	100	100
	Inter-School	50	50
1957-8	Inter-Room	120	120
	Inter-School	50	50
	<u>Speedskating</u>		
1956-7	Inter-School	12	8
1957-8	Inter-School	0	0
	<u>Field Day</u>		
1956-7	Inter-Room	115	115
1957-8	Inter-Room	125	125
	<u>Team Coaches</u>		
1956-7		8	16
1957-8		8	16
	<u>Game Officials</u>		
1956-7		15	40
1957-8		20	50
	<u>Equipment Managers & Score Keepers</u>		
1956-7		8	16
1957-8		8	16
	<u>Gym Club</u>		
1956-7		-	20
1957-8		-	-

TABLE XI

NUMBERS OF STUDENTS PARTICIPATING IN
OTHER ACTIVITIES
DAVID THOMPSON JUNIOR HIGH SCHOOL

Year	Activity	Approximate Participation	
		Girls	Boys
	<u>Room Officer</u>		
1956-7		14	14
1957-8		15	15
	<u>School Officer</u>		
1956-7		9	7
1957-8		10	7
	<u>School Paper & Year Book</u>		
1956-7		12	10
1957-8		14	8
	<u>Stamp & Coin Club</u>		
1956-7		6	10
1957-8		8	12
	<u>Public Speaking Club</u>		
1956-7		15	15
1957-8		15	8
	<u>Art Club</u>		
1956-7		6	6
1957-8		0	0
	<u>Square Dancing Club</u>		
1956-7		64	10
1957-8		70	10
	<u>Coke Parties</u>		
1956-7		150	50
1957-8		160	50

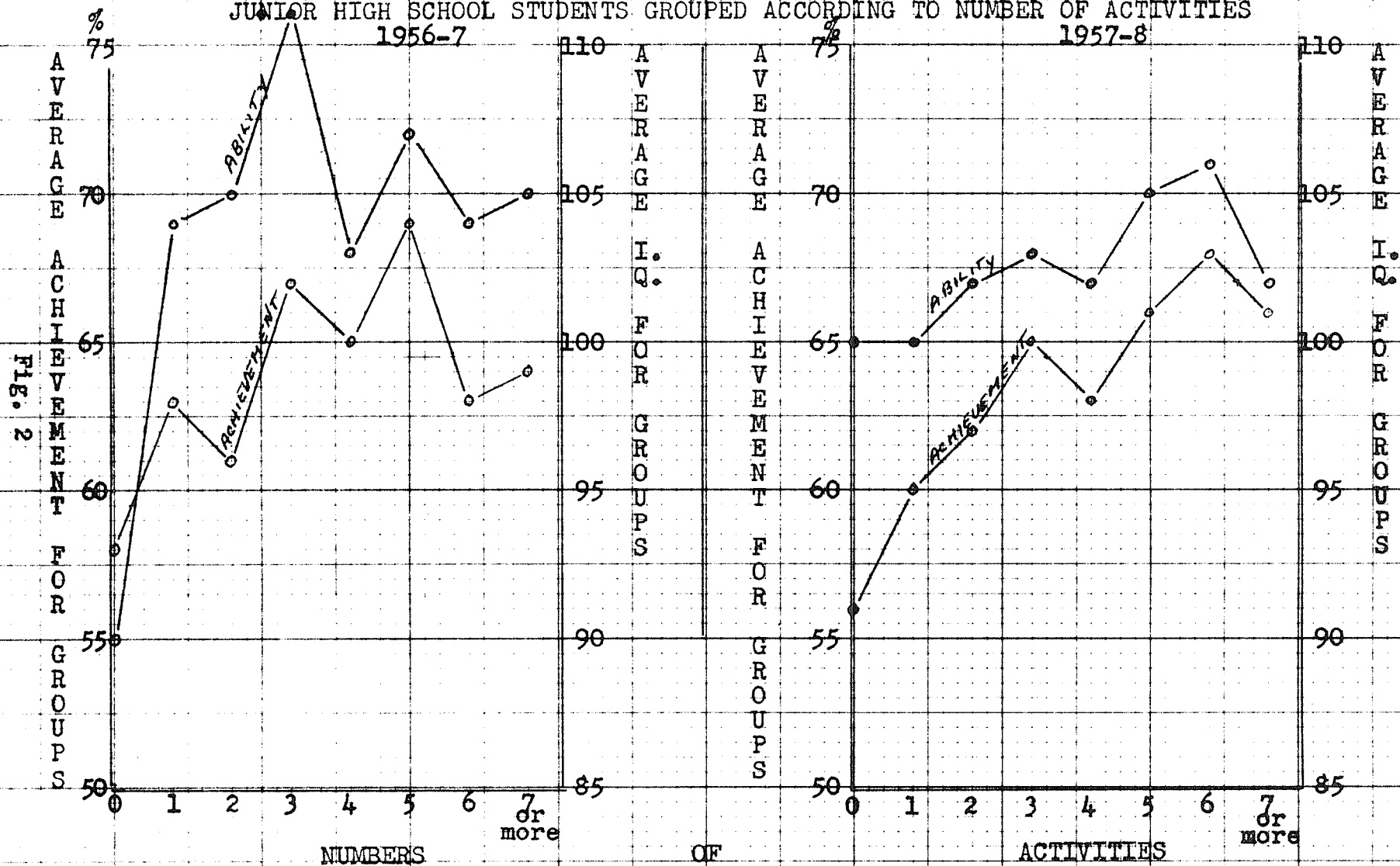
TABLE XII

ACADEMIC AND I.Q. AVERAGES OF GROUPS OF DAVID THOMPSON
STUDENTS HAVING VARIOUS NUMBERS OF ACTIVITIES

			1956-7	1957-8
S E V E N	S or	% of students in group	41	37
	E m	Average Academic % of group	64	66
	V o	Average I.Q. of group	105	102
N U M B E R	S	% of students in group	13	10
	I	Average Academic % of group	63	68
	X	Average I.Q. of group	104	106
F I V E	F	% of students in group	10	15
	I	Average Academic % of group	69	66
	V	Average I.Q. of group	107	105
A C T I V I T I E S	F	% of students in group	9	9
	O	Average Academic % of group	65	63
	U	Average I.Q. of group	103	102
T H R E E	T	% of students in group	9	11
	H	Average Academic % of group	67	65
	R	Average I.Q. of group	111	103
T W O	T	% of students in group	9	9
	W	Average Academic % of group	61	62
	O	Average I.Q. of group	105	102
O N E	O	% of students in group	6	5
	N	Average Academic % of group	63	60
	E	Average I.Q. of group	104	100
N O N E	N	% of students in group	3	5
	O	Average Academic % of group	58	56
	N	Average I.Q. of group	109	100

1956-7 - 309 students
1957-8 - 450 students

GRAPHS OF TABLE XII
 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF DAVID THOMPSON
 JUNIOR HIGH SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES



The Results of the Questionnaire Survey
of Winnipeg Junior High Schools

A sampling of 801 girls and 840 boys was obtained by selecting every fifth junior high school questionnaire, then rejecting those which were not properly completed. These selected questionnaires were scanned, and a count recorded of participants in each event listed in the form. The following tabulation is the result of this count.

TABLE XIII

June 1958

PRINCIPALS' COMMITTEE ON EXTRA-CURRICULUM
QUESTIONNAIRE ON JUNIOR HIGH SCHOOL ACTIVITIES
TOTAL GIRLS: SAMPLE 801

I. <u>Musical and Dramatic Activities</u>	Number %	
A. <u>In School</u> - During This School Year (1957-58)		
1. Did you sing in a school choir at a musical festival?	372	46%
2. Did you sing in a choir for any special event at your school?	402	50%
3. Did you play an instrument in a school band or orchestra?	29	4%
4. Were you in a school play?	41	5%
5. Were you in a school operetta?	3	-
6. Were you in a school concert?	219	27%
7. Were you a stage hand or make-up artist for a school play, operetta or concert?	20	2.5%
B. <u>Out of School</u>		
1. Did you sing in any organized choir not associated with school?	188	24%
2. Did you play in a Manitoba Schools' Orchestra?	2	-
3. Did you play an instrument in a band or orchestra not associated with the school?	32	4%
4. Did you take private or group music lessons?	200	25%
5. Did you participate individually in the musical festival or in a festival group not connected with the school?	63	8%

TABLE XIII Cont'd

II. Athletic Activities

	Room Team		School Team		Organized Outside School	
	Number	%	Number	%	Number	%
Soccer	3				1	
Rugby						
Volleyball	514	64%	158	20%	170	21%
Basketball	33	4%	4		37	4.6%
Hockey					9	1%
Softball	347	45%	168	21%	86	11%
Speed Skating	28	3.5%	37	4.6%	10	1%
Curling					18	2.2%
Swimming	4		1		173	22%
Field Day	398	50%	89	11%	12	1.5%
Bowling	10	1%	6		112	14%
Referee	51	6.4%	8	1%	11	1.4%
Equipment						
Manager	9	1%	2		3	
Score Keeper	84	10%	37	4.6%	26	3.2%
Team Coach	12	1.5%	5		7	

III. Other Activities

A. In School - During this school year (1957-58)	Number	%
1. Were you the president, vice-president, secretary or sports' captain for your room?	131	16
2. Were you a member of the school student council, sports' council or other student committee?	78	9
3. Were you on the staff which helped publish a school paper or year book?	56	7
4. Were you a member of a school club - such as a Science Club, Public Speaking Club, Stamp Club, etc.?	68	8

B. Outside of School

1. Were you an active member of any of these out-of-school organizations (check which, if any) during the 1957-8 year?

	Number	%		Number	%
Scouts			Tag-Y.....	2	
Cubs			Community Club....	205	26%
C.G.I.T.....	141	17%	Cadets		
Guides	107	13%	Reserve Army		
Y.M.C.A.			Fancy Skating &	171	21%
Y.W.C.A.	104	13%	Clubs		
Y.M.H.A.....	40	5%			
Hi-Y	7				

TABLE XIII (Cont'd)

PRINCIPALS' COMMITTEE ON EXTRA-CURRICULUM
QUESTIONNAIRE ON JUNIOR HIGH SCHOOL ACTIVITIES
TOTAL BOYS' SAMPLE 840

I. <u>Musical and Dramatic Activities</u>	Number	%
A. <u>In School</u> - During This School Year (1957-58)		
1. Did you sing in a school choir at a musical festival?	96	11%
2. Did you sing in a choir for any special event at your school?	84	10%
3. Did you play an instrument in a school band or orchestra?	34	4%
4. Were you in a school play?	35	4%
5. Were you in a school operetta?	1	
6. Were you in a school concert?	78	9%
7. Were you a stage hand or make-up artist for a school play, operetta or concert?	27	3%
B. <u>Out of School</u>		
1. Did you sing in any organized choir not associated with school?	56	6.7%
2. Did you play in a Manitoba Schools' Orchestra?	10	1.2%
3. Did you play an instrument in a band or orchestra not associated with the school?	50	6%
4. Did you take private or group music lessons?	133	16%
5. Did you participate individually in the musical festival or in a festival group not connected with the school?	34	4%

TABLE XIII (Cont'd)

II. Athletic Activities (1957-8)

	Room Team		School Team		Organized Outside School	
	Number	%	Number	%	Number	%
Soccer	334	40%	215	26%	56	6.7%
Rugby	123	15%	5		150	18%
Volleyball	276	33%	43	5.1%	23	2.7%
Basketball	290	35%	82	9.8%	130	16%
Hockey	36	4.2%	7		224	28%
Softball	371	44%	195	23%	111	13%
Speed Skating	31	3.7%	38	4.5%	19	2.3%
Curling	1		3		52	6.2%
Swimming	2				147	18%
Field Day	389	46%	78	9.3%	43	5.1%
Bowling	15	1.8%	8	1%	114	21%
Referee	58	7%	19	2.3%	39	4.6%
Equipment Manager ..	5		4		8	1%
Score Keeper	50	6%	35	4.2%	24	2.9%
Team Coach	14	1.7%	13	1.6%	26	3.1%
Hard Ball					67	8%
Golf					8	1%
Tennis					10	1.2%

III. Other Activities

Number %

A. In School - During This School Year 1957-58)

1. Were you the president, vice-president, secretary or sports' Captain for your room?	187	22%
2. Were you a member of the school student council, sports' council or other student committee?	99	12%
3. Were you on the staff which helped publish a school paper or year book?	44	5.2%
4. Were you a member of a school club - such as a Science club, Public Speaking club, Stamp club, etc.?	60	7.1%

B. Outside of School

	Number	%		Number	%
Scouts	112	13%	Y.M.H.A.....	38	4.5%
Cubs	23	1.7%	Hi-Y	5	
C.G.I.T.....			Tag-Y	2	
Guides			Community Club..	191	23%
Y.M.C.A.....	125	15%	Cadets	135	16%
Y.W.C.A.....			Reserve Army ..	7	.8%

		School							
		A	B	C	D	E	F	G	H
S or Em Vo Er Ne	Total Number of Students	403	313	290	510	450	432	619	38
	% of students in group	19	26	22	25	37	26	25	8
	Average Academic % of group	67	64.5	65	71	66	68	67	58
N U M B E R	Average I.Q. for group	96	103	101	110	102	106	107	102
	% of students in group	9	9	8	12	10	13	12	16
	Average Academic % of group	61	64	67	70	68	64	67	62
O F F E	Average I.Q. for group	95	103	107	110	106	103	108	102
	% of students in group	10	12.5	11	12	15	14	12	21
	Average Academic % of group	63	62	64	72	66	62	67	61
A C T I V I T I E S	Average I.Q. for group	100	103	100	113	105	103	106	115
	% of students in group	16	12.5	13	13	9	14	14	34
	Average Academic % of group	65	59	64	66	63	62	65	73
T W O	Average I.Q. for group	96	101	101	104	102	102	105	108
	% of students in group	17	16.5	14	11	11	11	12	16
	Average Academic % of group	57	60	65	66	65	62	65	70
O N E	Average I.Q. for group	86	103	106	107	103	102	104	111
	% of students in group	10	12	9	7	9	9	9	5
	Average Academic % of group	59	61	66	63	62	63	61	52
N O N E	Average I.Q. for group	96	104	104	107	102	102	102	90
	% of students in group	6	8	13	8	5	7	8	
	Average Academic % of group	60	56	60	62	60	65	60	
N O N E	Average I.Q. for group	96	100	101	102	100	99	105	
	% of students in group	13	3.5	9	12	5	6	9	
	Average Academic % of group	58	55	56	59	56	65	57	
N O N E	Average I.Q. for group	94	96	95	101	100	104	100	

TABLE XIV (Cont'd)

ACADEMIC AND I.Q. AVERAGES OF
GROUPS OF WINNIPEG JUNIOR HIGH STUDENTS
HAVING VARIOUS NUMBERS OF ACTIVITIES 1957-58

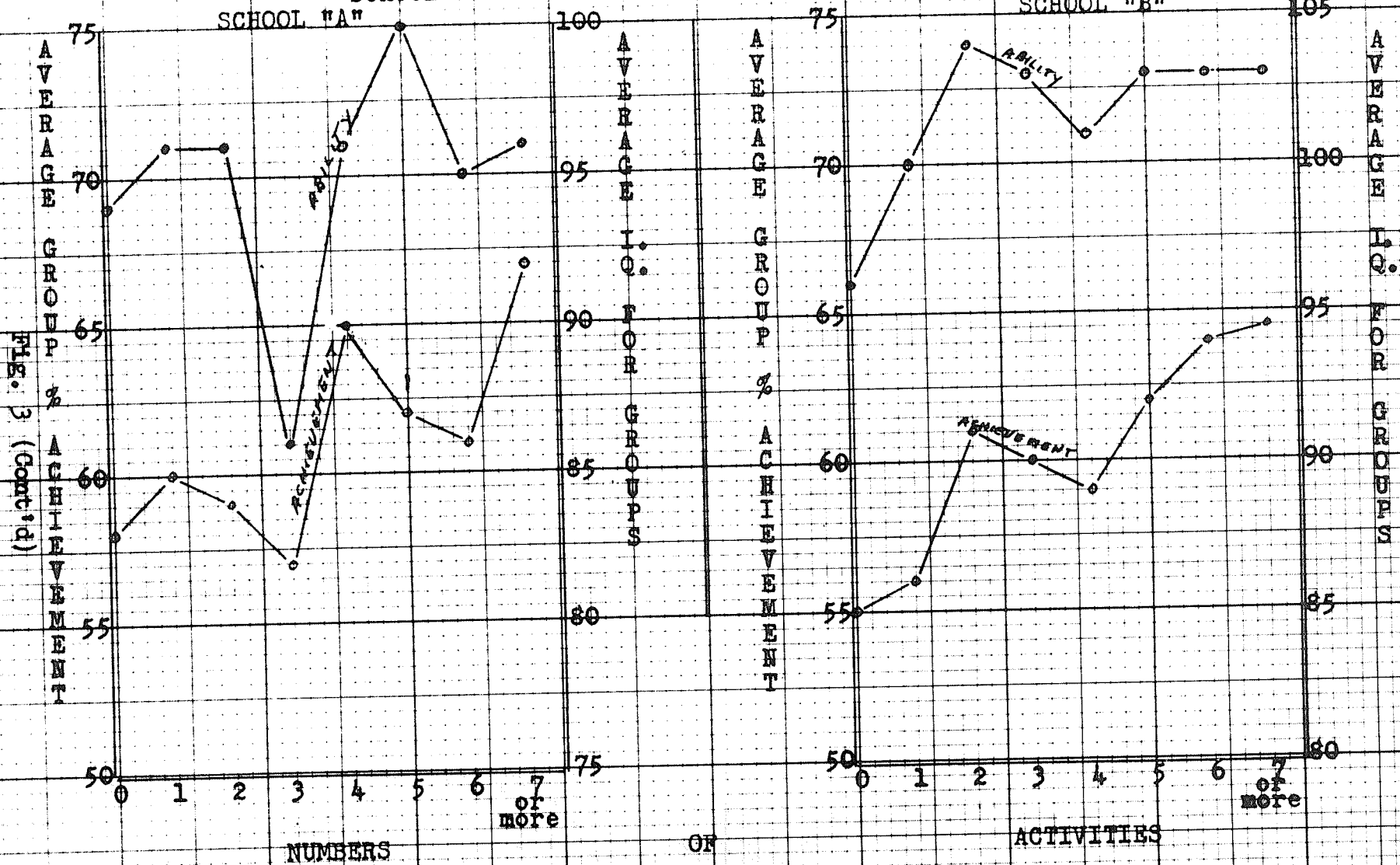
		School								
		I	J	K	L	M	N	O	P	
S or Em Vo Er Ne	Total Number of Students	549	291	653	367	207	95	236	311	
	% of students in group	5	29	9	26	25	11	19	20	
	Average Academic % of group	69	73	65	71	66	65	72	66	
	Average I.Q. for group	104	106	102	107	106	98	106	104	
N U M B E R O F	S	% of students in group	4	9	7	12	12	8	12	
	I	Average Academic % of group	65	71	65	69	73	66	65	
	X	Average I.Q. for group	99	105	104	107	109	104	105	
F I V E	F	% of students in group	5	14	7	11	15	18	16	
	I	Average Academic % of group	66	70	65	61	68	68	69	
	E	Average I.Q. for group	100	106	102	104	106	106	110	
A C T I V I T I E S	F	% of students in group	7	14	11	14	17	8	12	
	O	Average Academic % of group	69	72	65	66	70	66	69	
	U	Average I.Q. for group	103	109	101	105	110	107	106	
T H R E E	T	% of students in group	14	15	20	12	16	14	15	
	H	Average Academic % of group	69	71	63	67	63	66	62	
	E	Average I.Q. for group	104	106	101	106	105	104	98	
T W O	T	% of students in group	16	10	15	9	5	15	14	
	W	Average Academic % of group	63	74	65	65	69	70	59	
	O	Average I.Q. for group	104	106	101	106	105	104	98	
O N E	O	% of students in group	22	7	15	11	8	14	6	
	N	Average Academic % of group	63	65	63	67	65	74	57	
	E	Average I.Q. for group	102	105	102	107	100	116	102	
N O N E	N	% of students in group	28	1	16	4	2	13	7	
	O	Average Academic % of group	60	79	60	66	64	75	51	
	E	Average I.Q. for group	98	120	99	107	107	125	100	

TABLE XIV (Cont'd)

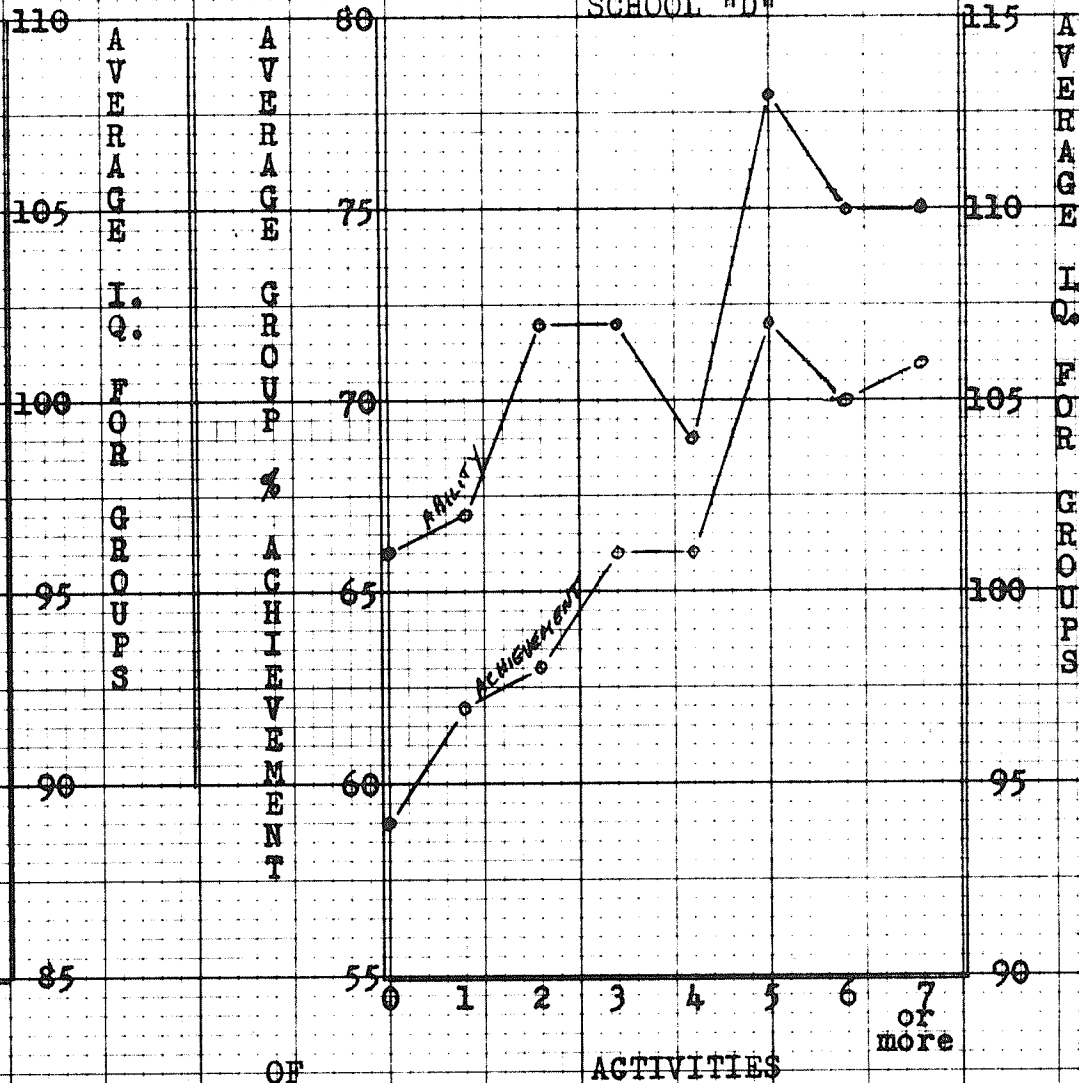
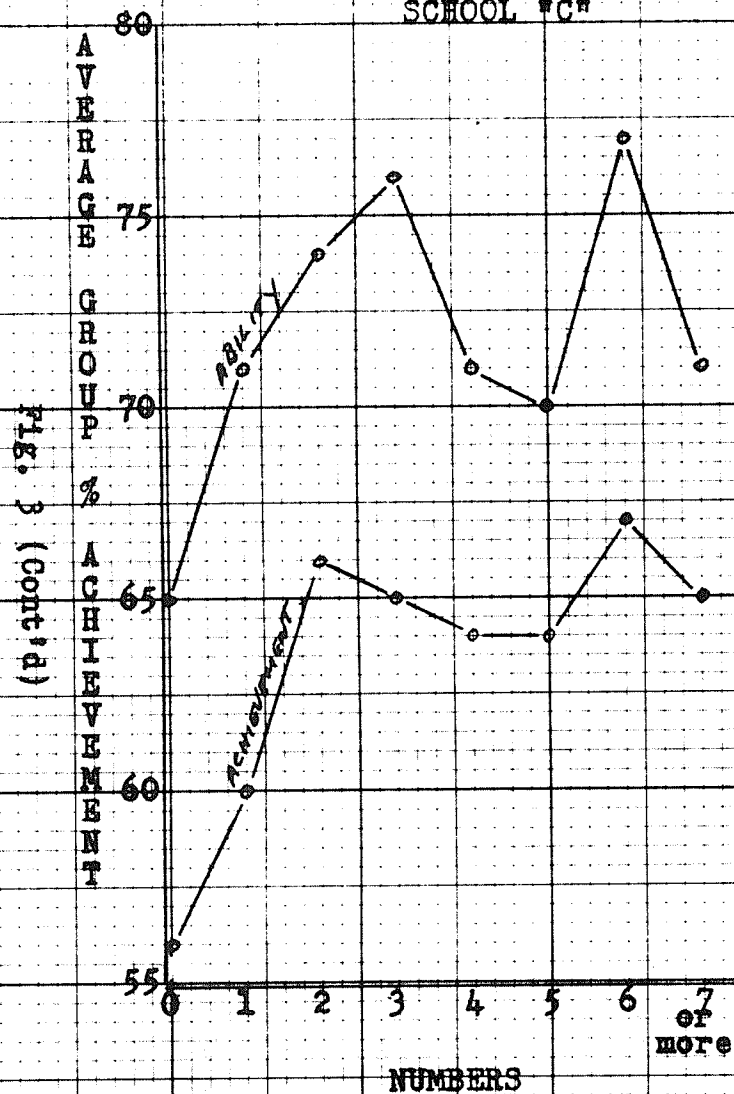
ACADEMIC AND I.Q. AVERAGES OF
GROUPS OF WINNIPEG JUNIOR HIGH STUDENTS
HAVING VARIOUS NUMBERS OF ACTIVITIES 1957-58

		School						Totals
		Q	R	S	T	U	V	
S E V E R E	Total Number of Students	342	83	873	57	440	185	7744
	% of students in group	21	12	15	12	19	3	19.9
	Average academic % of group	79	61	73	68	69	75	68.7
	Average I.Q. for group	115	99	114	100	105	107	106
N U M B E R	% of students in group	13	7	8	7	9	9	9.6
	Average academic % of group	69	65	72	57	70	69	67.5
	Average I.Q. for group	107	110	113	99	106	108	106.3
O F	% of students in group	13	18	9	0	11	15	11.3
	Average academic % of group	70	64	73	0	69	68	67.1
	Average I.Q. for group	109	100	116	0	107	102	106.5
A C T I V I T I E S	% of students in group	16	22	15	14	12	14	13.1
	Average academic % of group	66	63	70	65	70	66	66.4
	Average I.Q. for group	101	95	111	97	107	104	104.6
T H R E E	% of students in group	11	13	15	25	13	18	14.1
	Average academic % of group	64	62	71	71	67	63	65.9
	Average I.Q. for group	106	97	112	98	105	102	104.1
T W O	% of students in group	12	13	16	19	13	16	11.8
	Average academic % of group	64	65	69	63	70	59	64.7
	Average I.Q. for group	102	105	111	97	105	96	103.8
O N E	% of students in group	9	7	12	14	14	12	10.5
	Average academic % of group	58	59	69	65	66	54	63.4
	Average I.Q. for group	95	100	112	100	106	93	103.5
N O N E	% of students in group	5	7	10	9	9	14	9.7
	Average academic % of group	56	70	69	70	60	64	61
	Average I.Q. for group	97	103	112	99	97	104	101.2

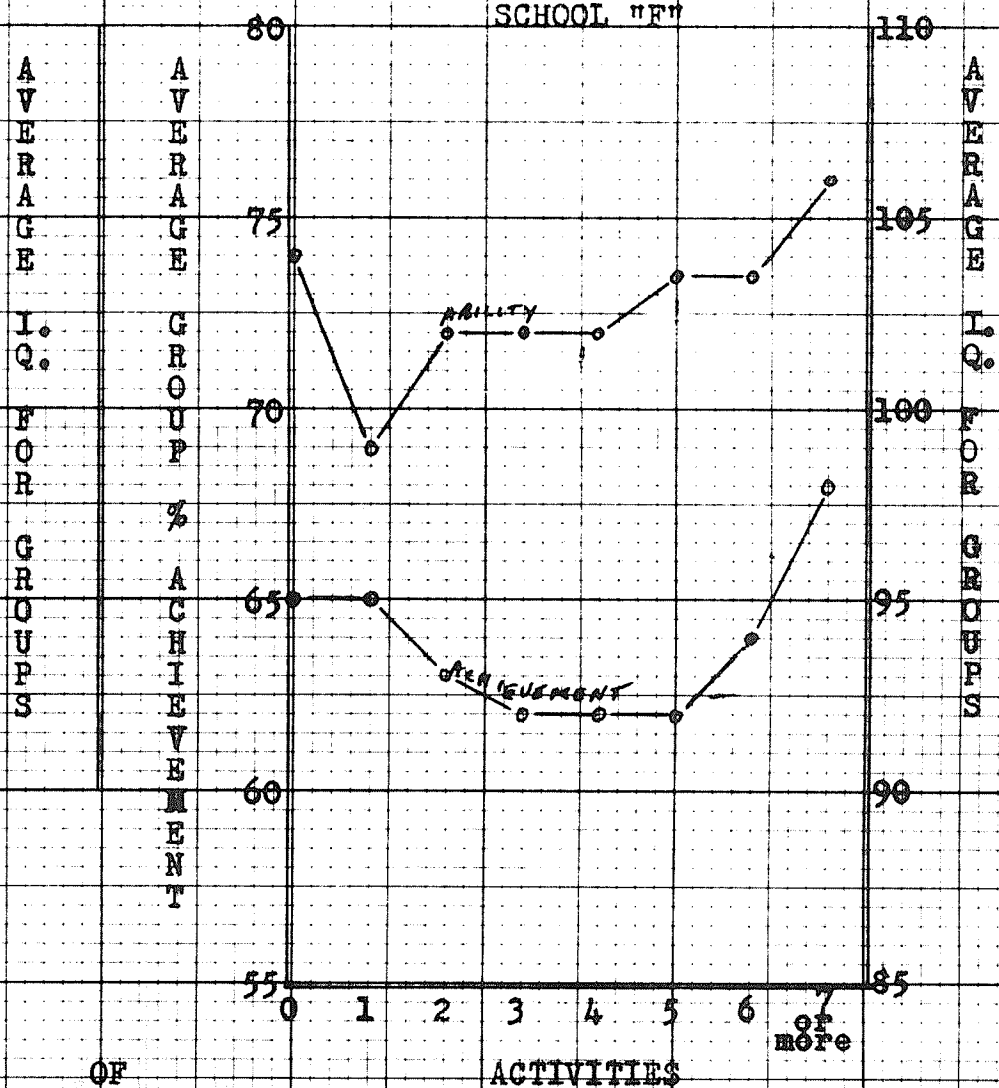
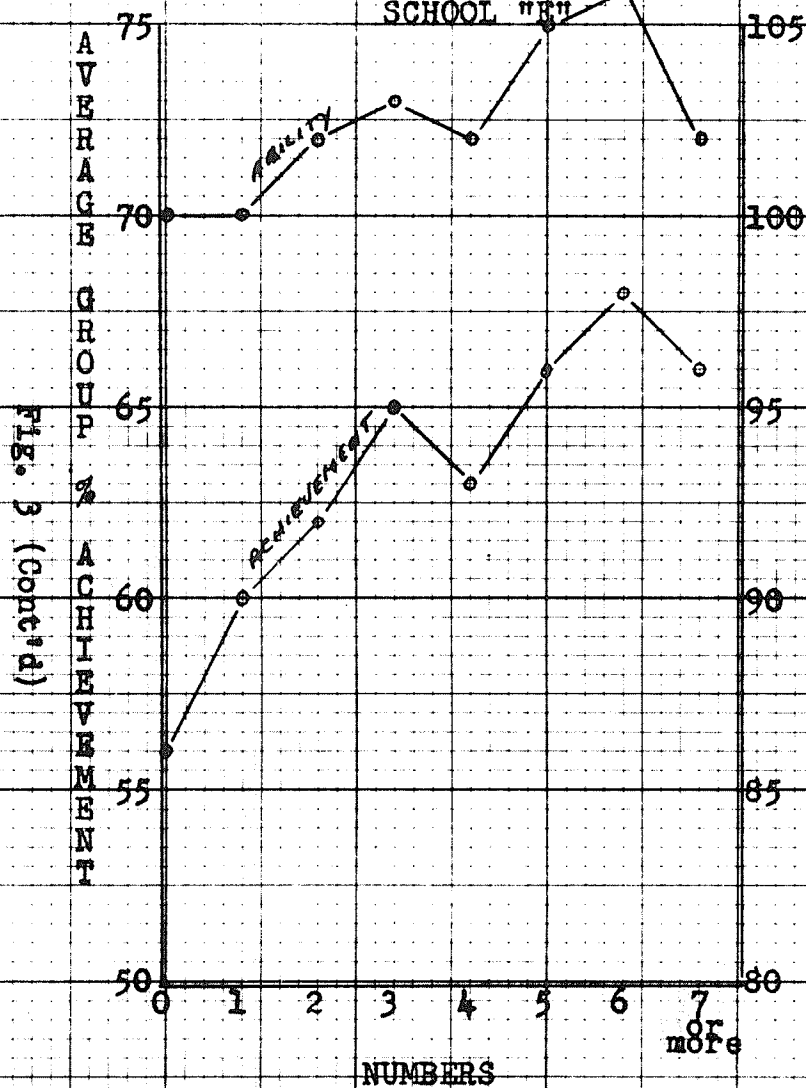
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AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES



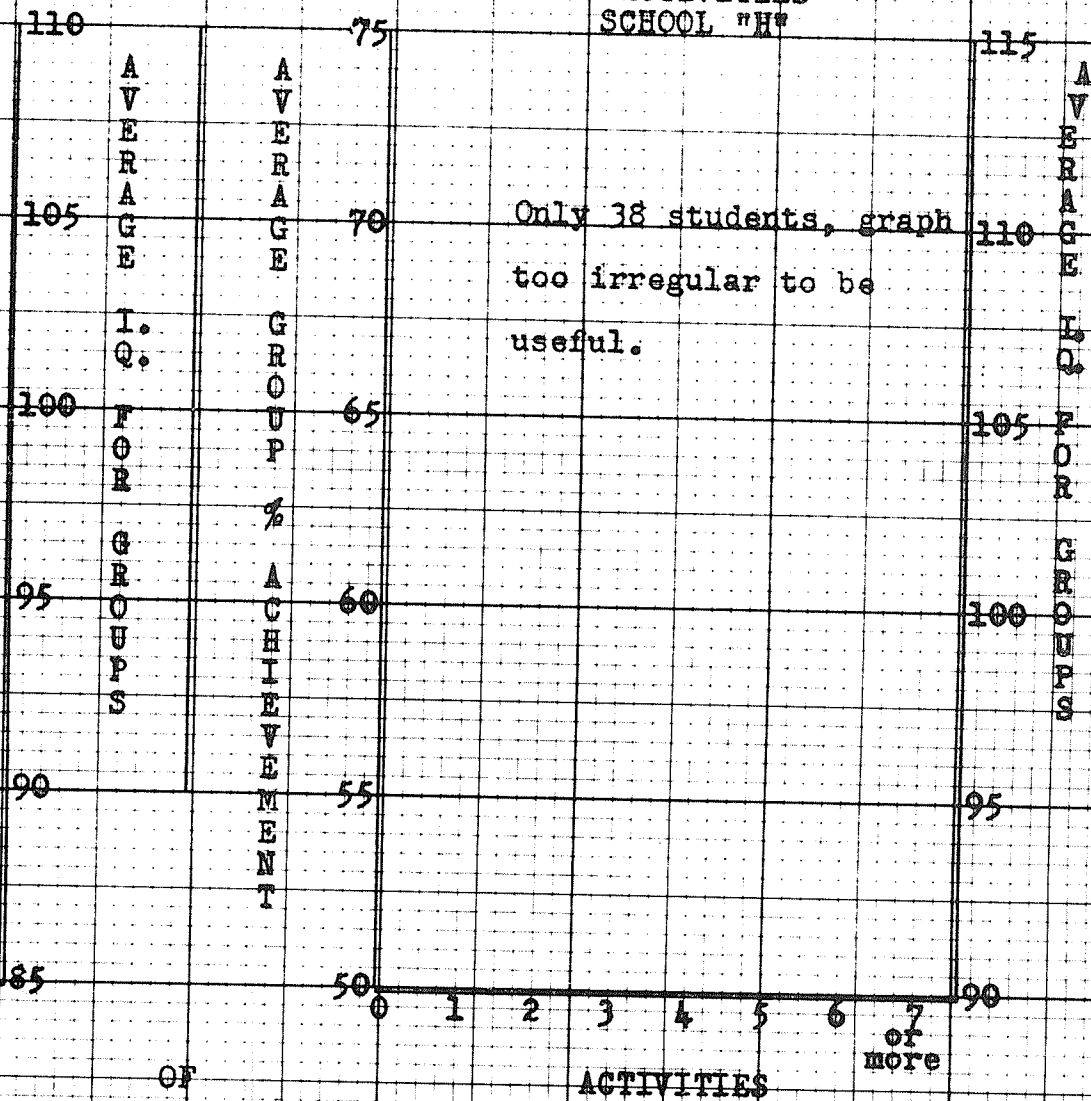
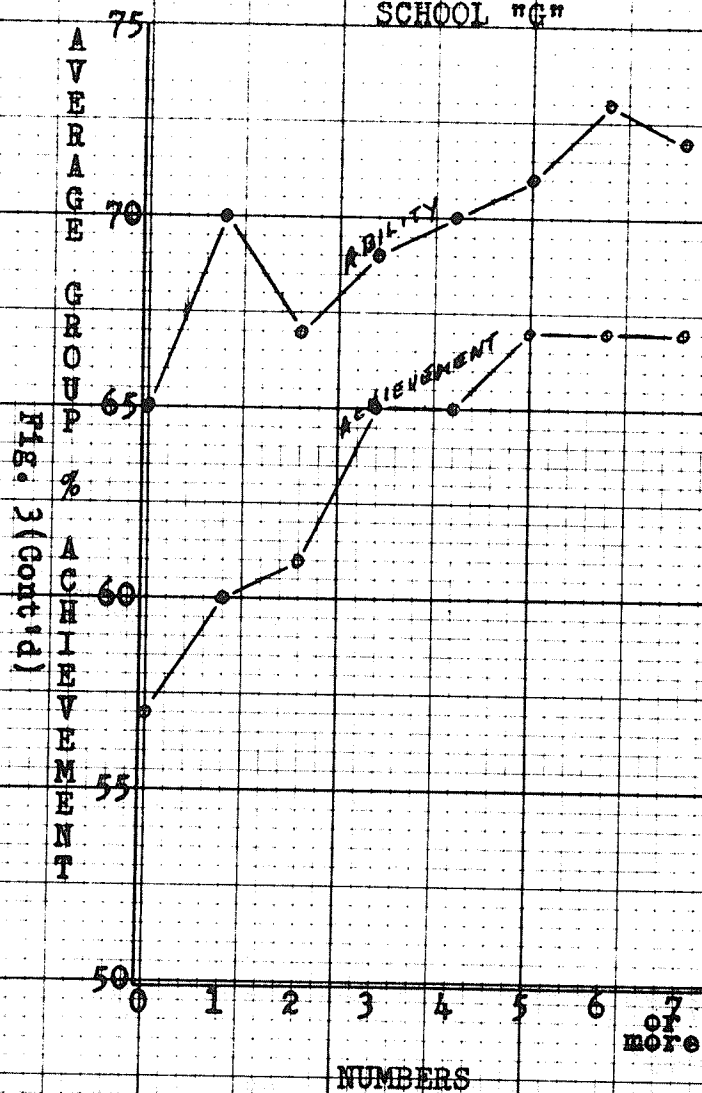
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 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES



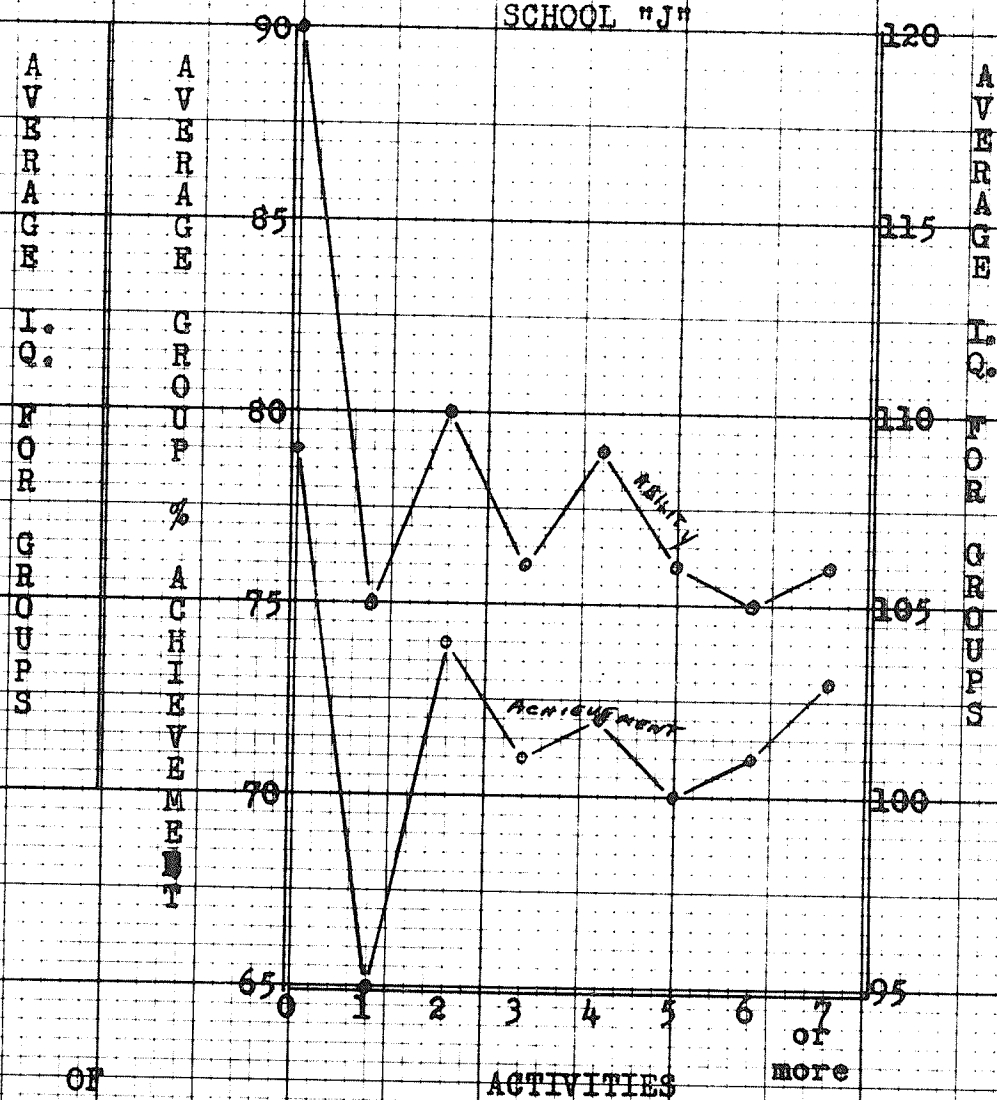
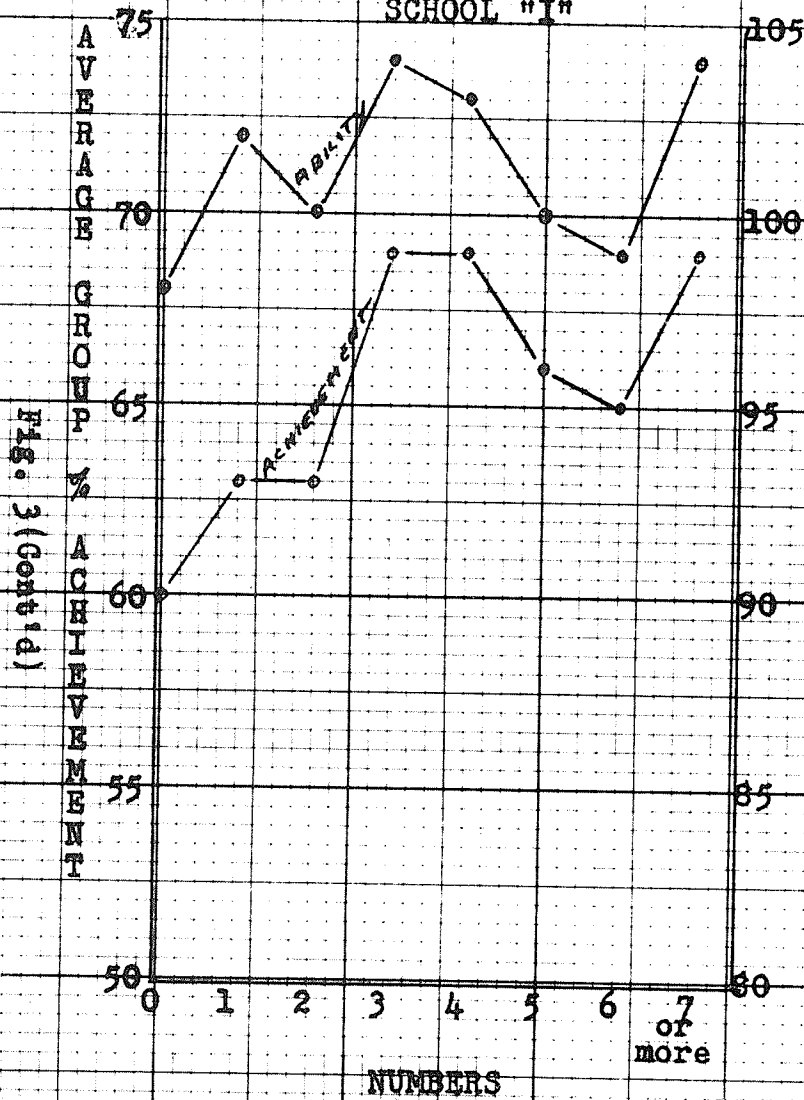
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 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES
 SCHOOL "F"



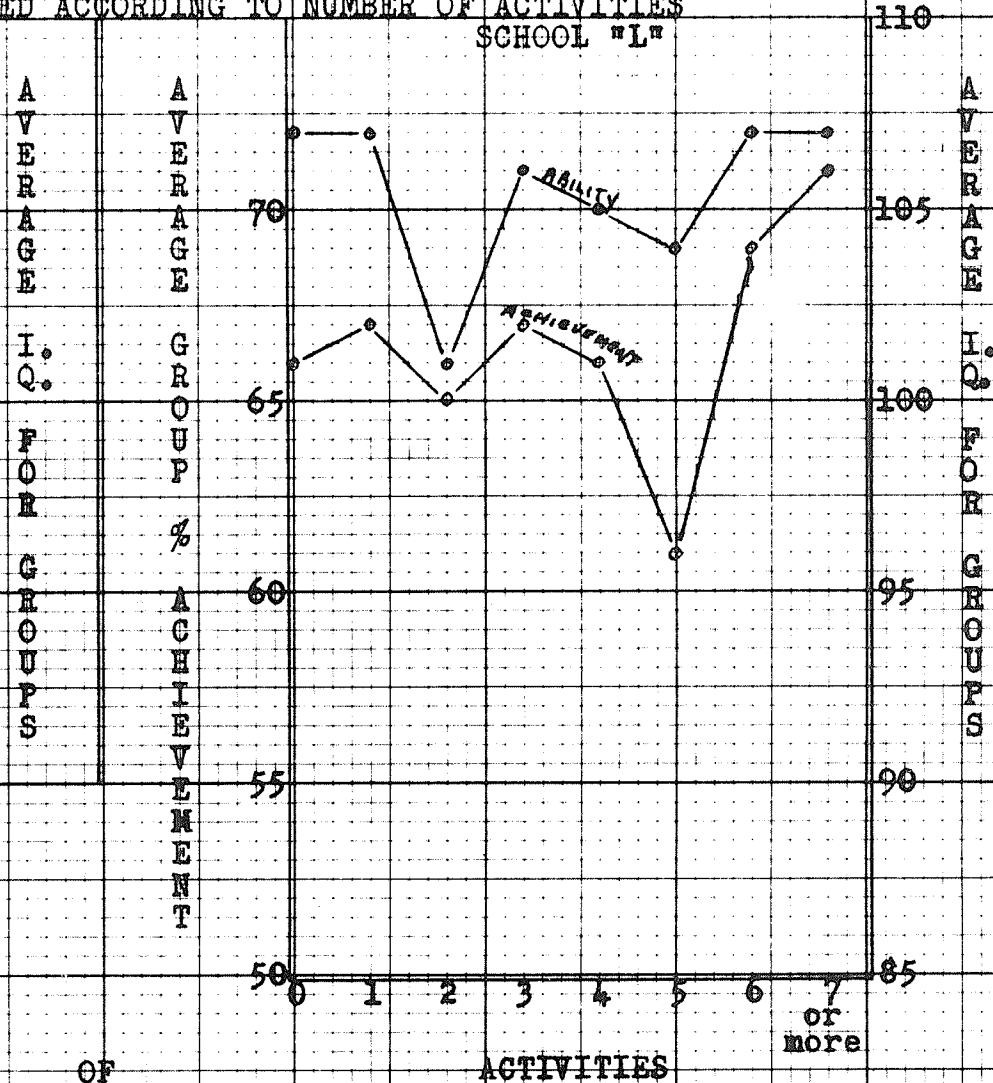
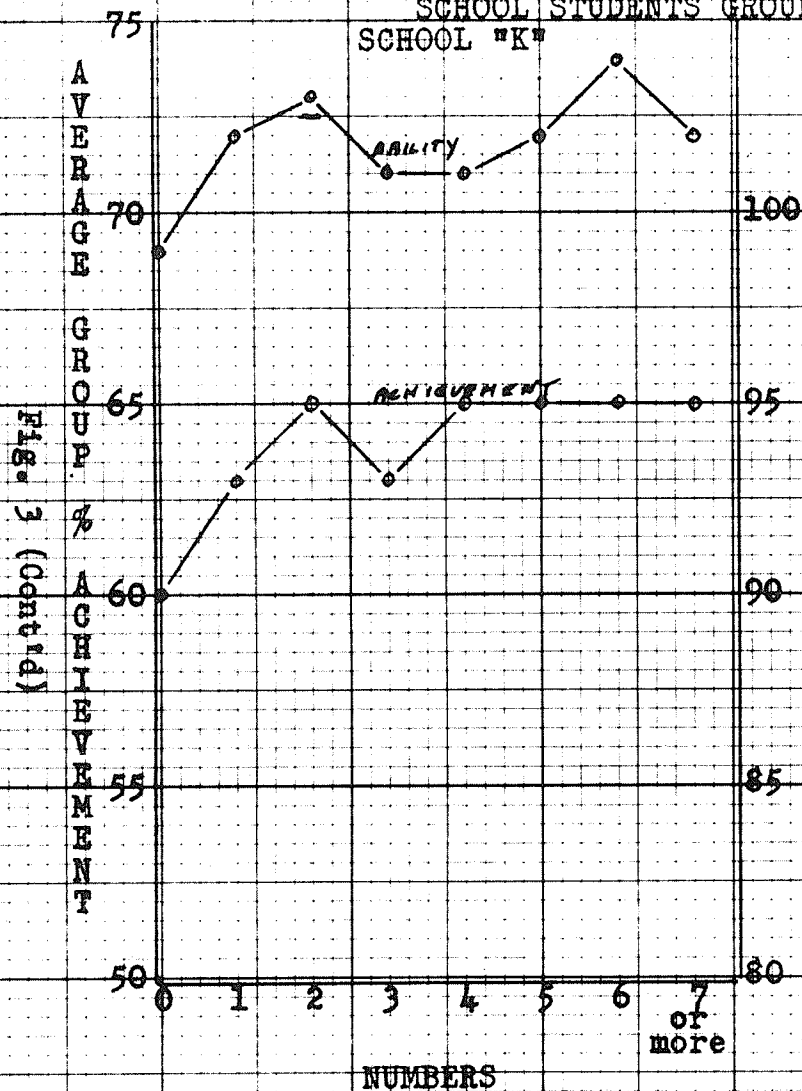
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 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES
 SCHOOL "G" SCHOOL "H"



GRAPHS OF TABLE XIV
AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES

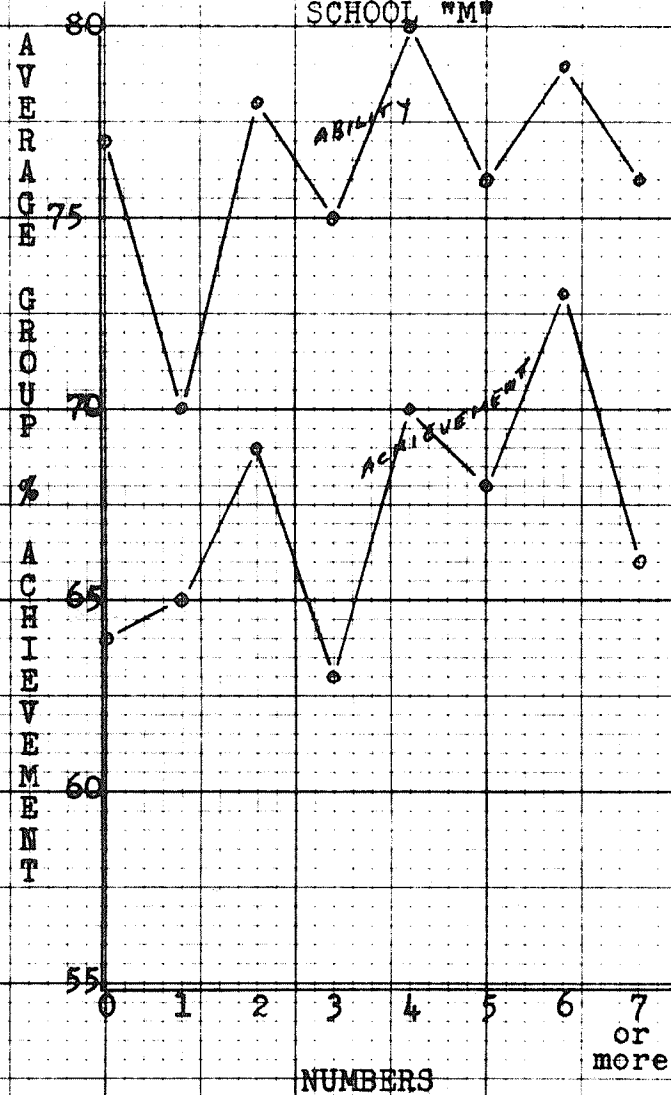


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SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES

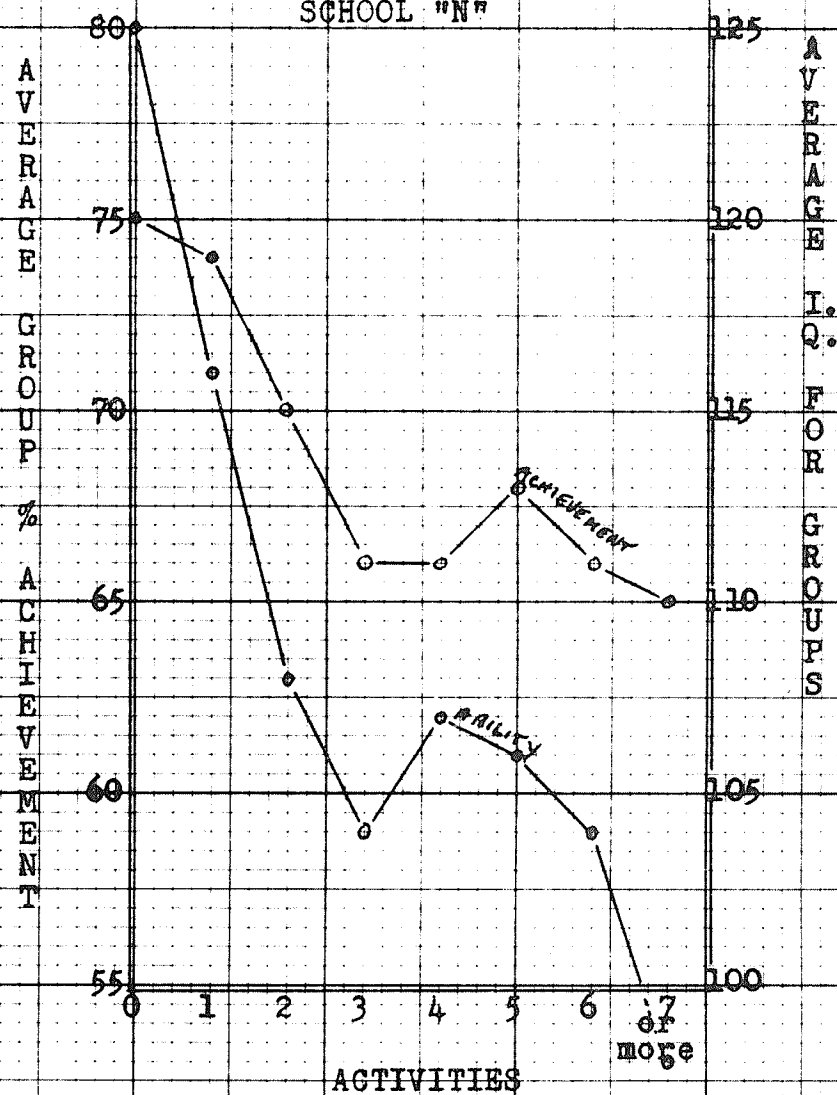


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SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES

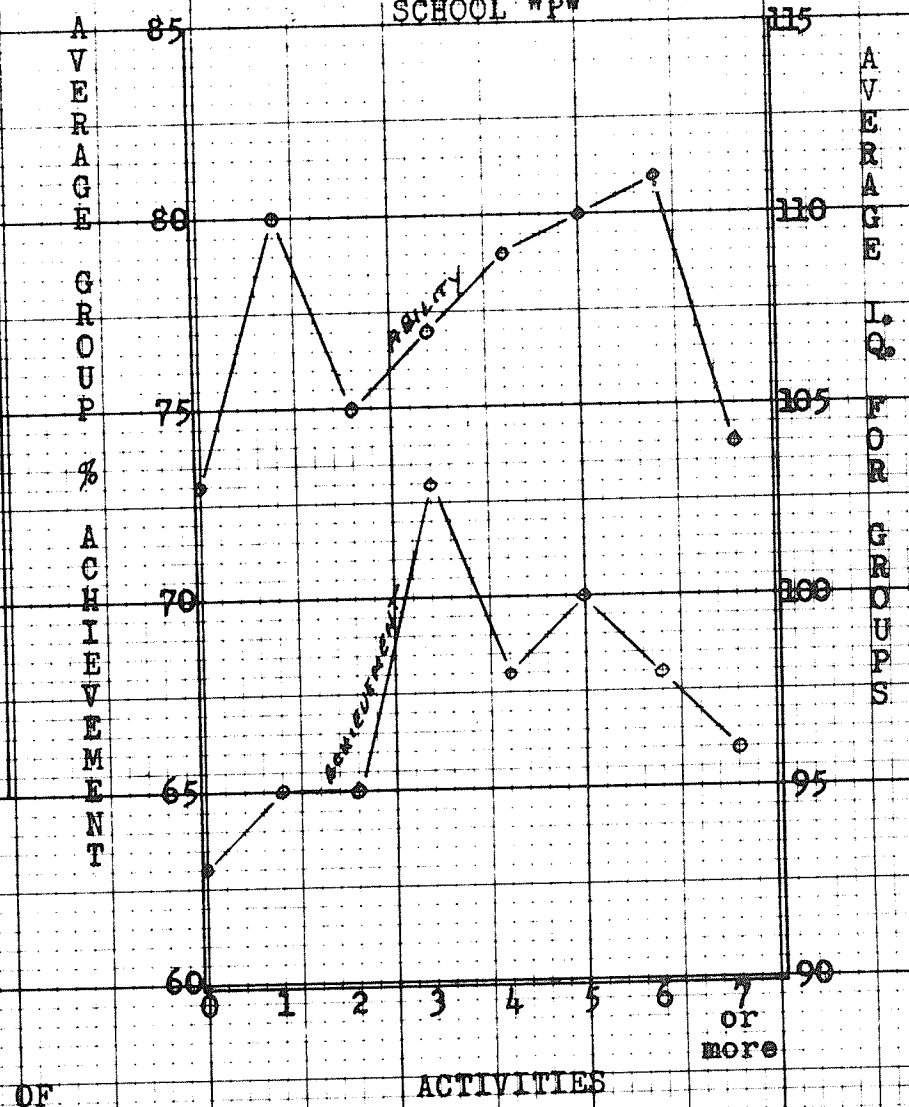
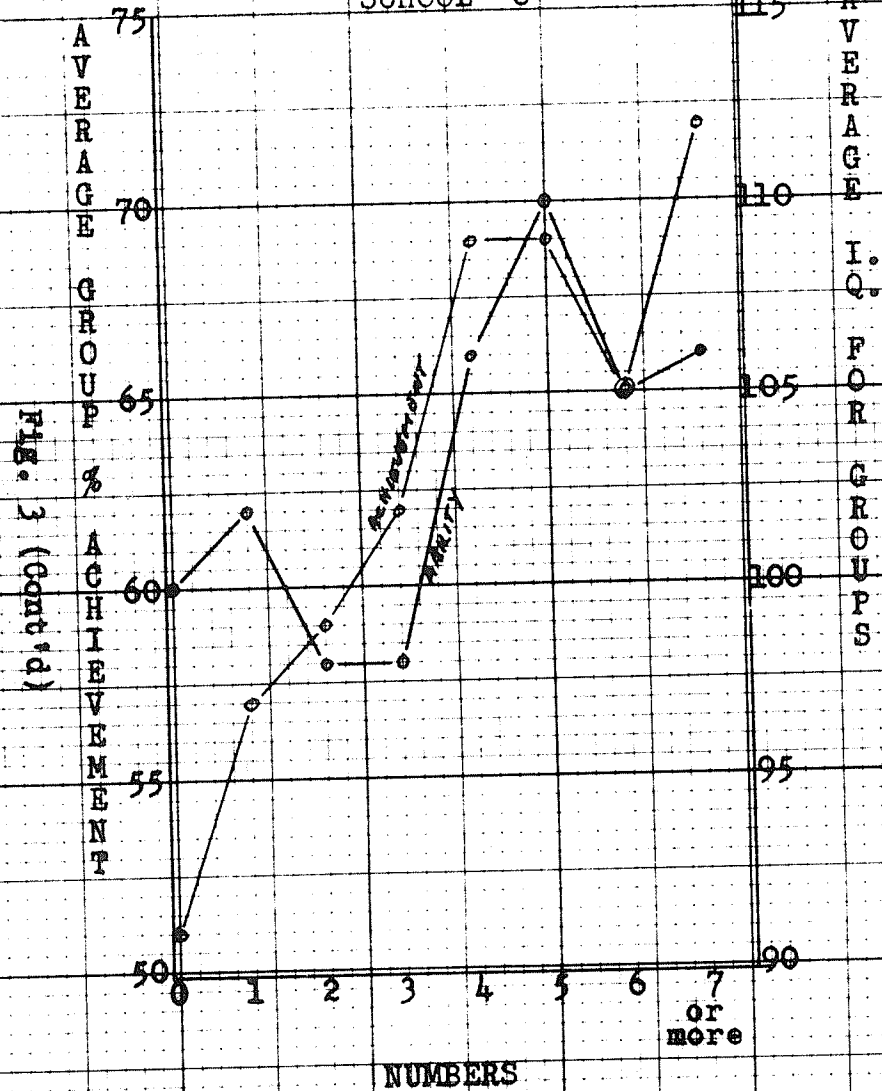
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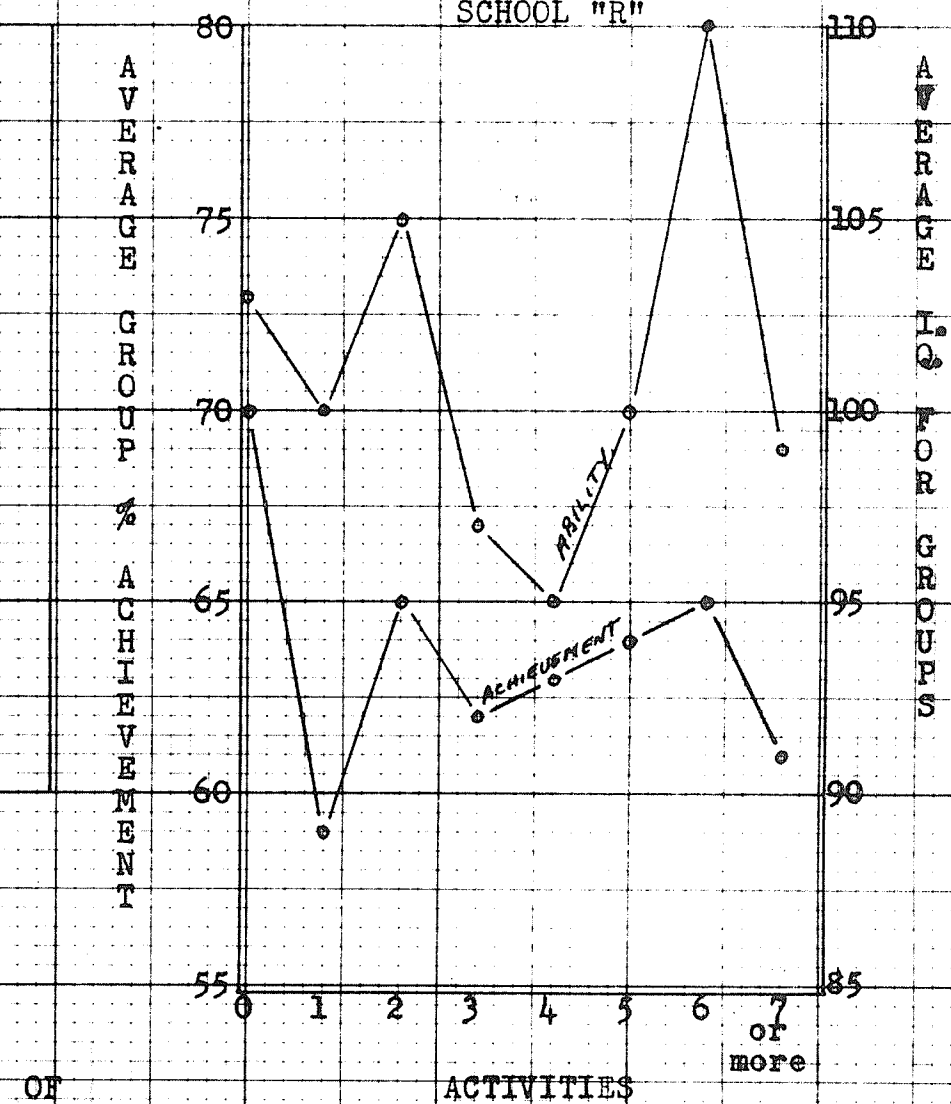
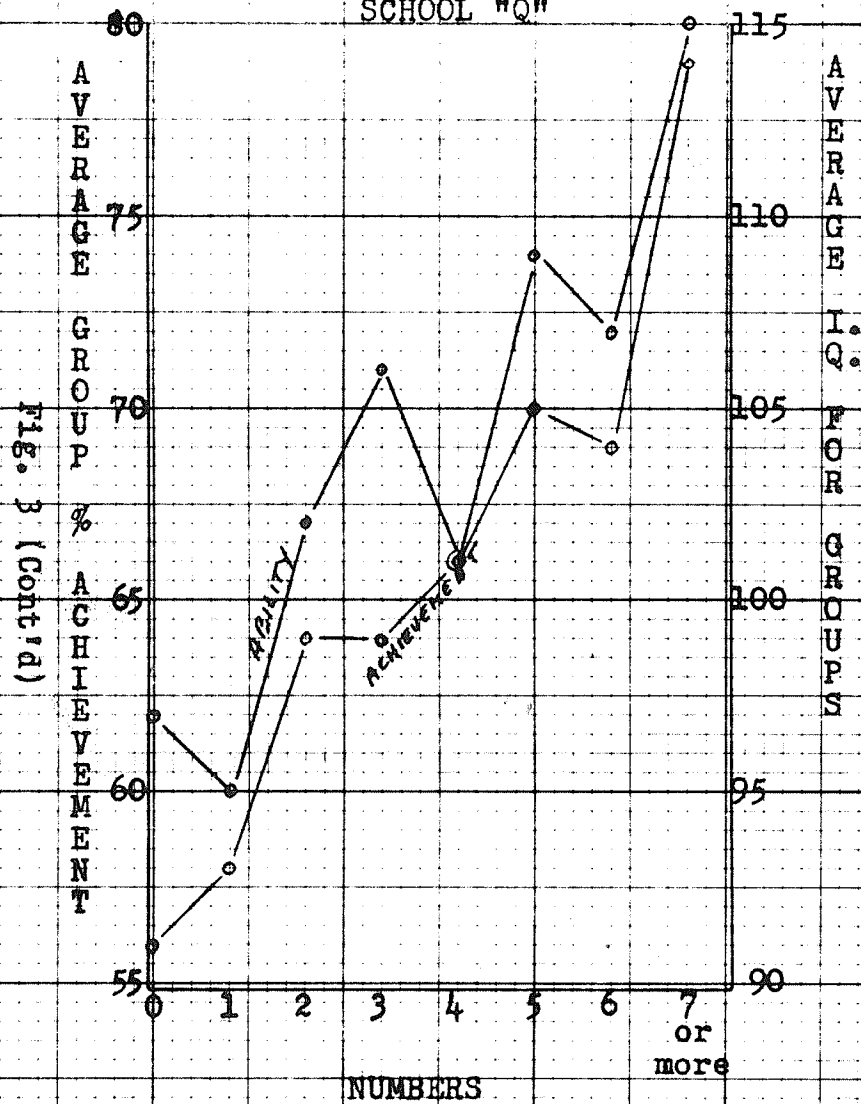
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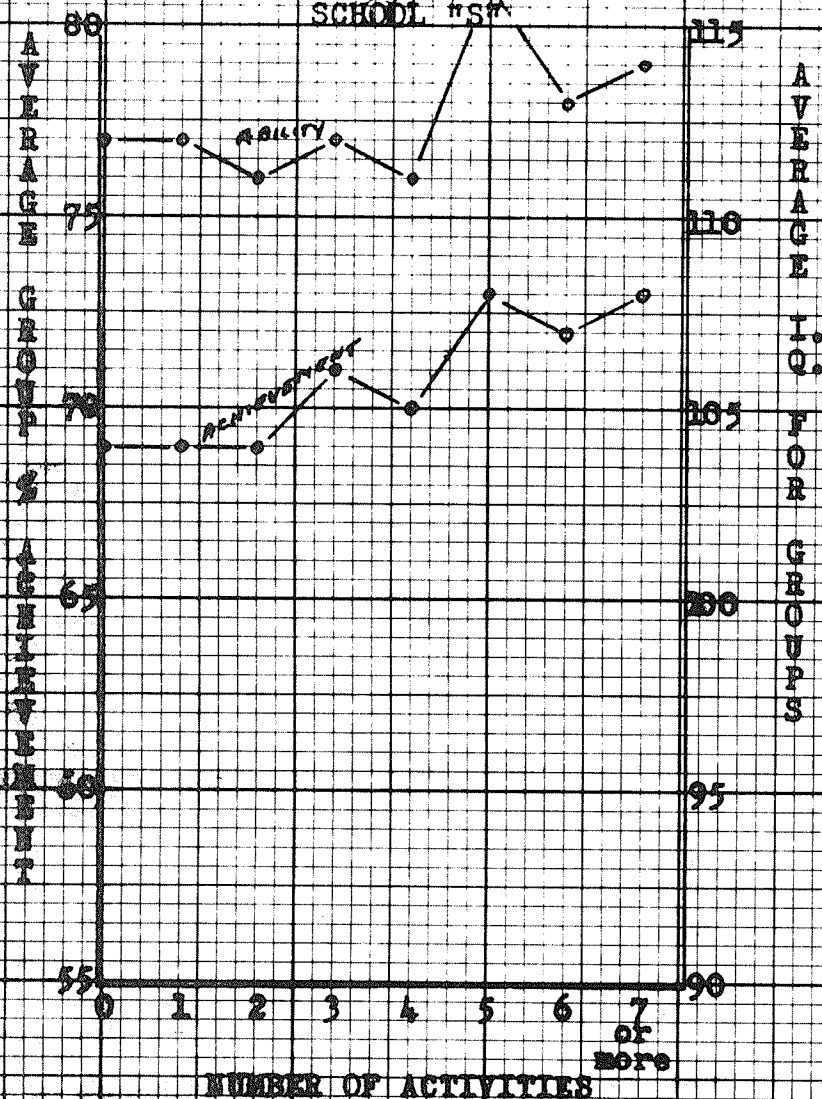
GRAPHS OF TABLE XIV
 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBERS OF ACTIVITIES
 SCHOOL "O" SCHOOL "P"



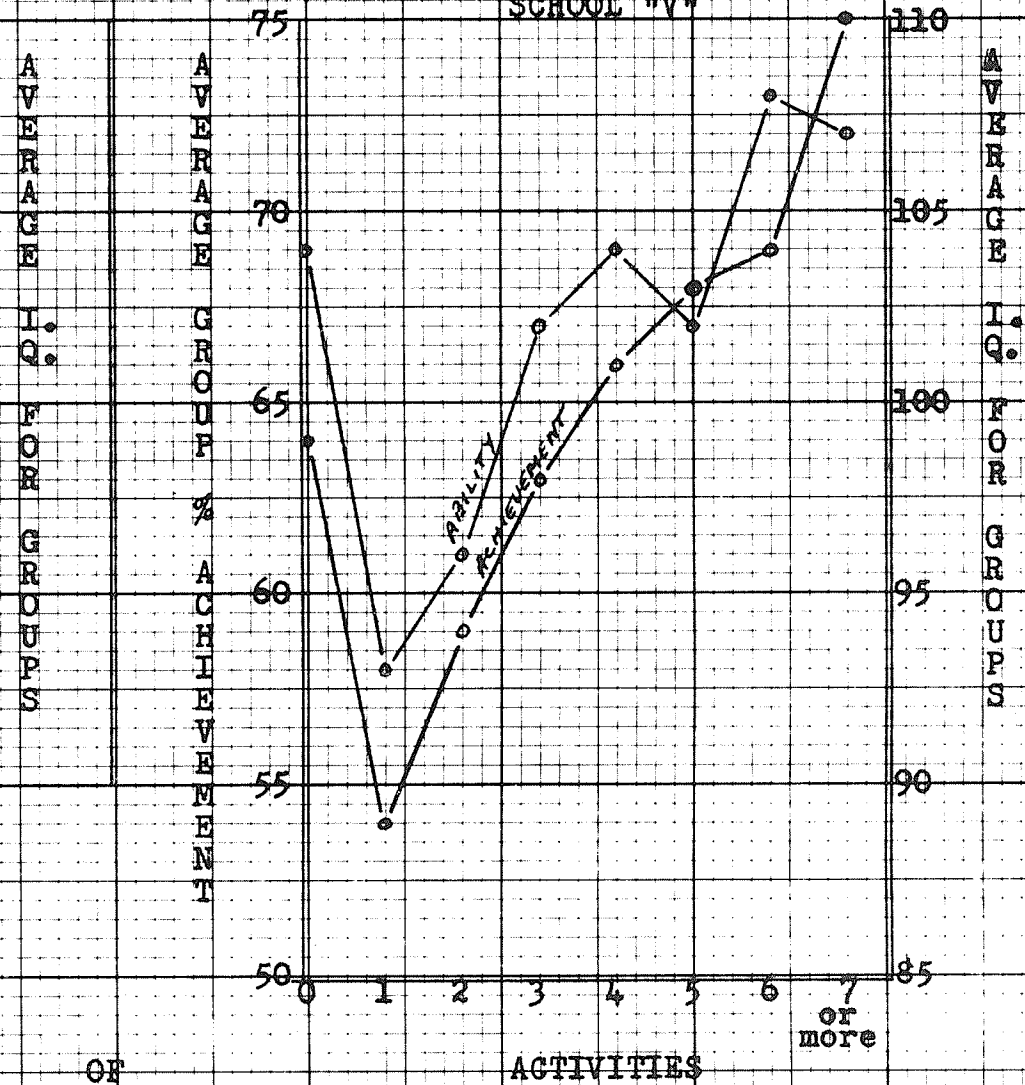
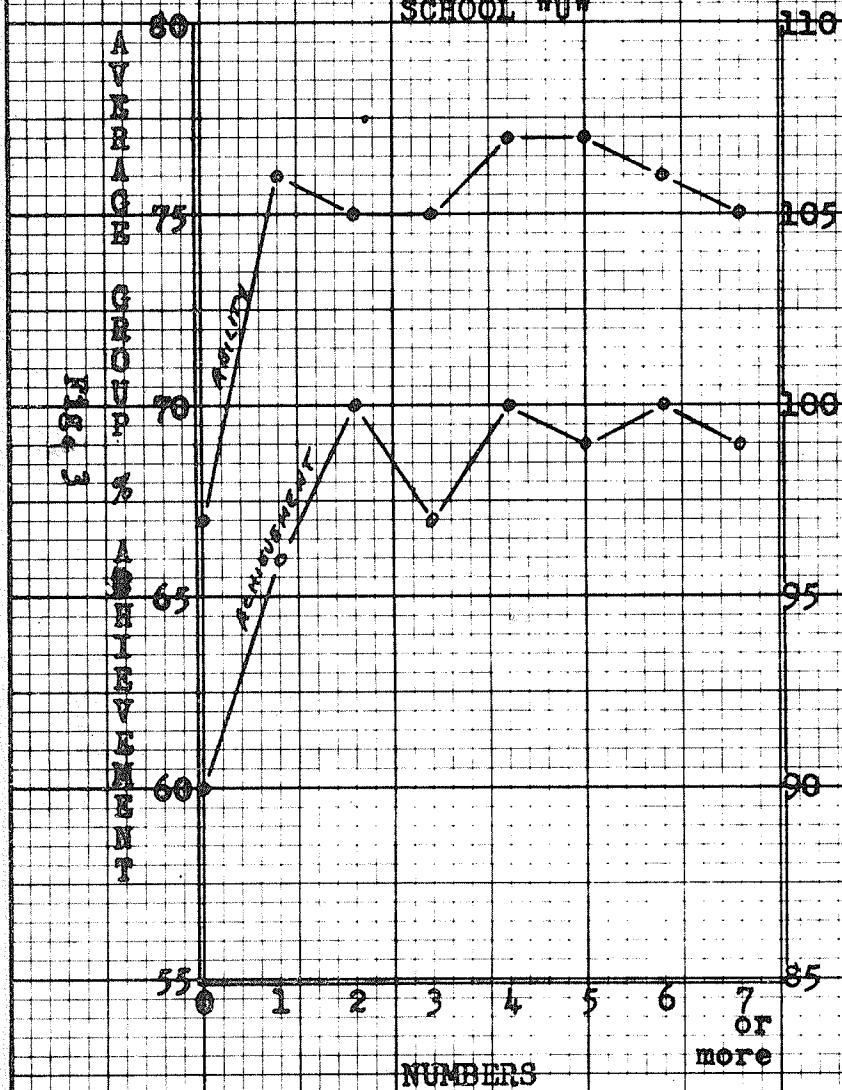
GRAPHS OF TABLE XIV
 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES
 SCHOOL "Q" SCHOOL "R"



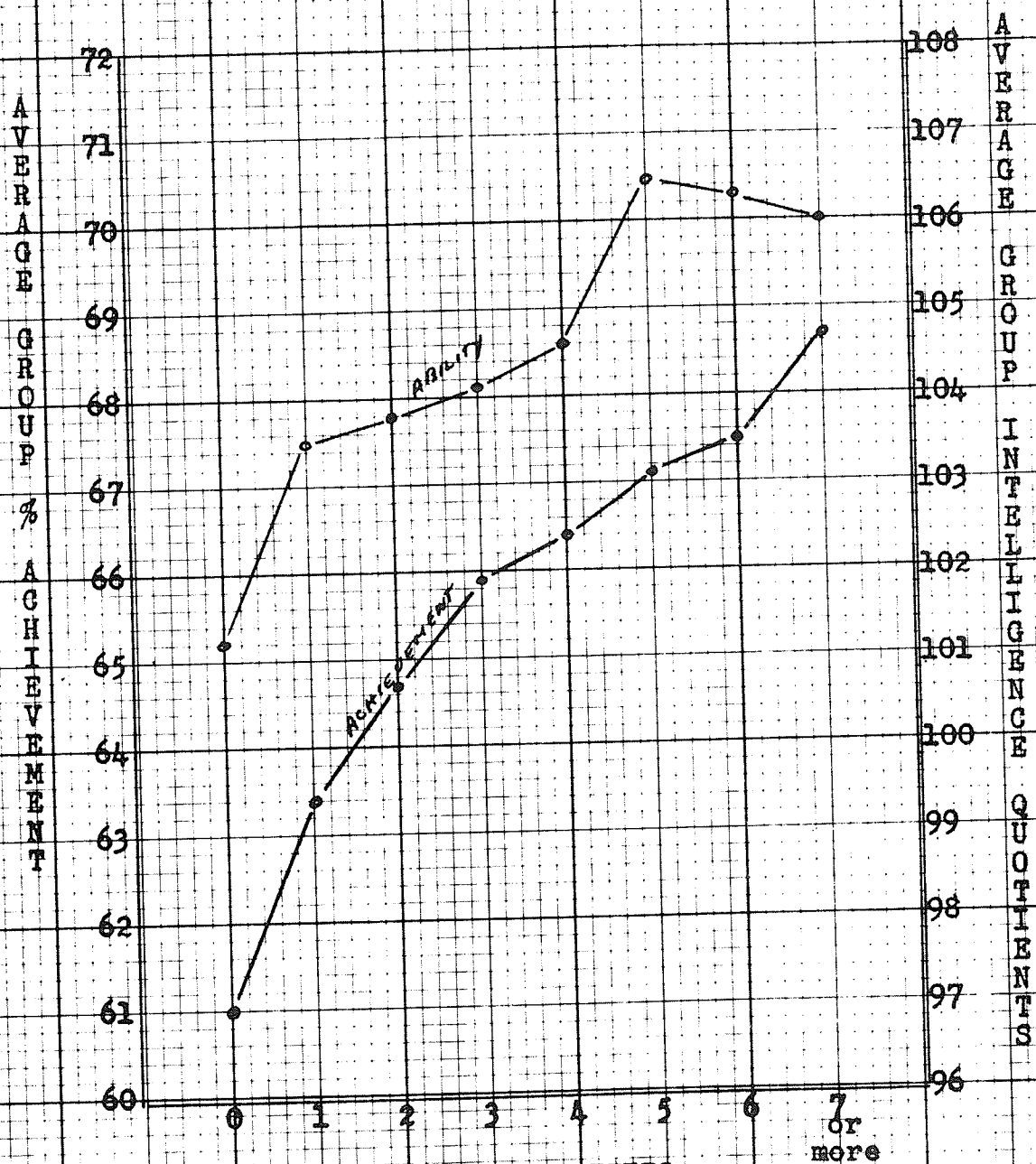
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 AVERAGE ACADEMIC ACHIEVEMENTS AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES
 SCHOOL "S" SCHOOL "T"



GRAPHS OF TABLE XIV
 AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS OF WINNIPEG JUNIOR HIGH
 SCHOOL STUDENTS GROUPED ACCORDING TO NUMBER OF ACTIVITIES
 SCHOOL "U" SCHOOL "V"



AVERAGE ACADEMIC ACHIEVEMENT AND INTELLIGENCE QUOTIENTS
FOR 7744 WINNIPEG JUNIOR HIGH SCHOOL STUDENTS GROUPED
ACCORDING TO NUMBERS OF EXTRA-CURRICULAR ACTIVITIES
FROM TABLE XIV



NUMBERS OF ACTIVITIES
Fig. 3

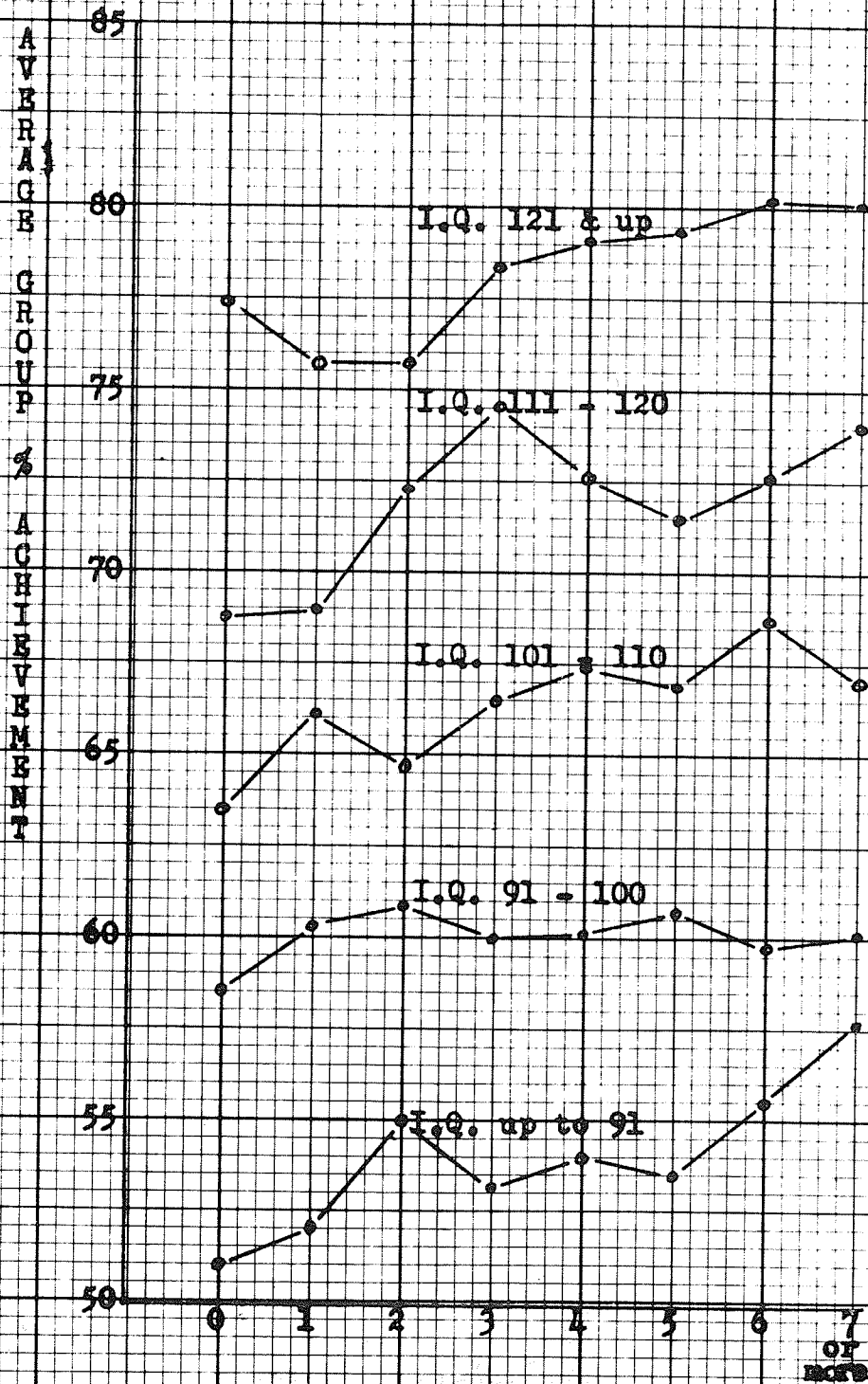
The questionnaires of 3930 junior high school boys and 3638 girls were next sorted into five intelligence quotient ranges and according to the numbers of activities as shown in Table IV. The graphs resulting from this table show that, in general, students participating in extra-curricular activities have higher average academic achievement than those of the same intelligence range who have not participated. The increases in average academic achievement with more extensive participation seem to be more noticeable with girls than with boys and also more with those in higher intelligence groups.

These graphs present further objective evidence that improved academic achievement accompanies extra-curricular participation.

TABLE XV
AVERAGE ACHIEVEMENT FOR WINNIPEG JUNIOR HIGH SCHOOL
STUDENTS IN FIVE INTELLIGENCE RANGES GROUPED ACCORDING
TO NUMBER OF EXTRA-CURRICULAR ACTIVITIES

Number of Activities	BOYS (3930)								GIRLS (3638)							
	0	1	2	3	4	5	6	7 or more	0	1	2	3	4	5	6	7 or more
I.Q. Range up to 91 (605 boys, 672 girls)																
Average Achievement	51.1	52	55	53.2	54	53.5	55.5	57.7	52.4	50.9	50.4	53.5	53.8	54.8	51.9	56.2
I.Q. Range 91 - 100 (925 boys, 871 girls)																
Average Achievement	58.5	60.3	60.9	60	60.1	60.7	59.8	60.1	54.5	55.6	58.9	61.3	60.7	61	61.9	61.2
I.Q. Range 101 - 110 (1018 boys, 975 girls)																
Average Achievement	63.5	66.1	64.7	66.5	67.4	66.9	68.6	67	60.9	63.8	65	66.9	66.5	67.9	68.5	70
I.Q. Range 111 - 120 (864 boys, 732 girls)																
Average Achievement	68.7	69	73.3	74.5	72.6	71.5	72.6	74	66.4	72.7	72.7	71.2	71.0	73.4	73.8	77.4
I.Q. Range above 120 (518 boys, 388 girls)																
Average Achievement	77.4	75.7	75.7	78.4	79.2	79.4	80.2	80.1	71.8	78.1	77.5	79.2	79.8	78.9	77.4	80.4

AVERAGE ACHIEVEMENT FOR WINNIPEG JUNIOR HIGH SCHOOL
STUDENTS IN FIVE INTELLIGENCE RANGES GROUPED
ACCORDING TO NUMBER OF EXTRA-CURRICULAR ACTIVITIES
3930 BOYS



NUMBERS OF ACTIVITIES
Fig. 4 (Cont'd)

AVERAGE ACHIEVEMENT FOR WINNIPEG JUNIOR HIGH SCHOOL
STUDENTS IN FIVE INTELLIGENCE RANGES GROUPED
ACCORDING TO NUMBERS OF EXTRA-CURRICULAR ACTIVITIES
3636 GIRLS

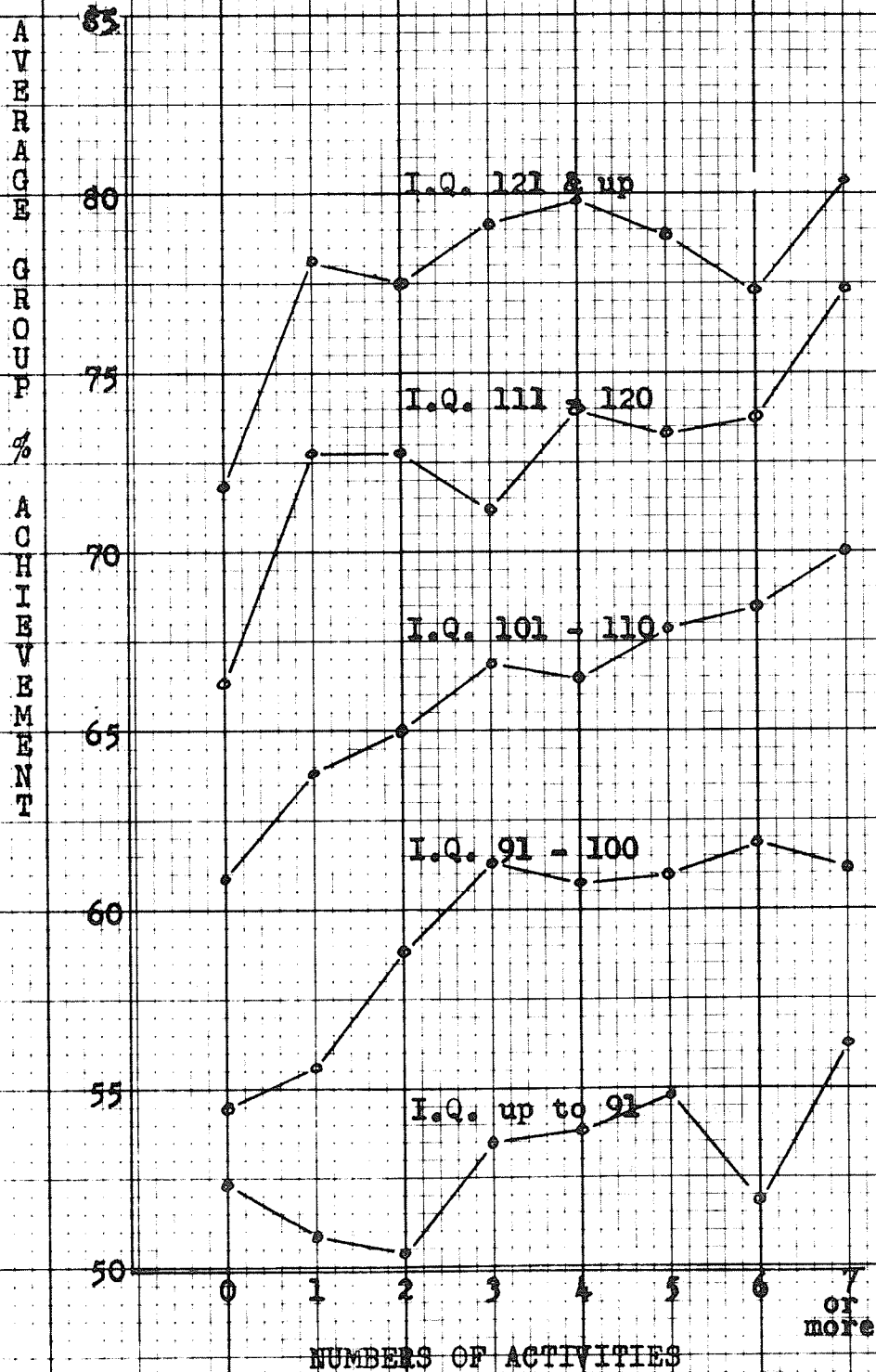


Fig 4.

Obviously one must be cautious about drawing definitive conclusions from the foregoing data. Averages are not too reliable under any circumstances, although they often serve practical purposes. The uneven nature of some of the graphs indicates that in some cases numbers obtainable were limited. In fact, at first glance, one might be led to believe that no answers to any questions could be drawn from them and that the extra-curricular activities bear no relationship to either academic achievement or mental ability.

However, further study reveals patterns which make evident some generalizations.

Figure I, page 111, shows the results when the 1666 Gordon Bell High School graduates, for whom valid information could be found, were grouped according to the numbers of extra-curricular activities in which they participated. The general slopes or contours of the graphs of intelligence and achievement are quite similar and both indicate that, generally, the better students are those who participate in the greatest numbers of activities. Furthermore, these curves appear to indicate that greater participation has no decided effect upon the average achievement of the students. If the slopes of the curves had not been similar and if those who participated most widely had had lower average achievement, then there would have been definite evidence that participation had a generally detrimental effect upon achievement. However, this is not the case. Actually, it would appear that the slopes of the achievement curves tend, in the several succeeding graphs, to become steeper as the numbers of activities increase, while the curve of the intelligence

quotient averages appears to level off. This would appear to indicate that students who participate in the extra-curricular activities within reasonable limits, are those who tend to have higher achievement in academic subjects.

Another evidence of this is the fact that practically every winner of the Governor General's Medal or Isbister Scholarship in the school participated widely in extra-curricular activities. Following are two typical write-ups in the 1946-47 Purple and Gold, the Gordon Bell Year Book:

When it was announced that _____ had won the Governor-General's Medal no one was greatly surprised, except _____. This coveted award is made for ability in scholarship, leadership, and athletics. All through his school years _____ has had averages that are a teacher's delight. He is an active member of the Chimes and Year Book Staffs, starred as the "Duke" in the Gondoliers and tooted the flute in the school orchestra. He is also an accomplished pianist. To prove that the staff had not erred in its choice, _____ won an Isbister Scholarship last June. At present he is upholding his fine record at University.

(This young man has, at an early age, served with distinction in Canada's foreign diplomatic corps.)

Did someone say 'Successful Extra-Curricular Personified'? They're right, for the 1945-46 winner of the scholarship and athletics award is just that. Besides excelling in rugby, basketball, and track and field; being an enthusiastic debater, Business Manager of the Year Book, taking leading roles in the opera and the play (remember the Duke and the "wall"?), playing in the band and being president of his class, he had time to achieve an enviable set of marks and polish off the year with an Isbister Scholarship. Elected School President this year, he managed to maintain the same breath-taking pace while shouldering his duties of office. Gordon Bell

offers congratulations and wishes for further success.

(This young man is now a promising young doctor of medicine).

The same tendencies are shown in the graphs for David Thompson School in Table XII and Figure II. The curves of average ability and achievement are strikingly similar for the two years 1956-7 and 1957-8. In both cases the curves show the students with higher average ability participating in the greater number of activities and the two curves tend to come closer together for students of higher achievement and ability.

A similar analysis is shown in Table XIV for the city Junior High Schools which participated in the questionnaire survey of 1958.¹ This table and graphs which follow represent the data for 7744 junior high school students.

The larger schools with larger numbers of students having what appear to be reliable averages and I.Q.'s available, show evidence similar to that of Gordon Bell High School and David Thompson Junior High School. The data from smaller schools, or schools which did not supply information which appeared valid, resulted in graphs which could not be considered as reliable evidence.

One of the most striking things about this set of curves is the very strong similarity of the slopes of the graphs of average ability and achievement. Of course, this is as expected and this evidence restores confidence in both the intelligence testing and achievement testing.

Once again, the curves for the averages for the 7744 city Junior High School Students summarized in the last graph for Figure 3 emphasize the three points previously pointed out by the other tables and

¹

Appendix I.

curves. Once again, those students of higher ability are, in general, those who participate in a greater number of extra-curricular activities, and, once again, they appear to show that they derived something from participation in extra-curricular activities which improved their achievement in the academic subjects. The changes in slopes are, once again, in opposite directions at the right hand side of the figure.

Those students having a high participation not only achieve better but they gain the added variety of experiences which enrich and add interests to their lives. In a "mass education" system there is very limited opportunity to provide for the individual differences of the better students. It is almost impossible to challenge the abilities and to expand the experiences to anything approaching the capacities of the really good students through the regular school "subject" program. Of necessity, the teaching to a group must be geared to the learning ability of the average, or near average, ability of the class. Individual attention necessary to challenge, awaken, satisfy, and stretch the intellectual curiosity of the students with real ability can be done and is being done to some extent through their participation in extra-curricular activities.

It would appear that the foregoing survey of student participation offers some strong objective evidence that the program of extra-curricular activities in Winnipeg schools contributes to the desirable outcomes of education without any general detriment to scholarship.

Those who call the extra-curricular activities "frills" and complain of lack of scholarship, which they attribute to over-participation, should examine the evidence. The evidence in this chapter appears to indicate that, in general, those who exhibit poor scholarship do not

participate in extra-curricular activities to the extent alleged, while those who do participate achieve correspondingly better.

One of the most maligned activities is high school rugby football. The following table is a comparison of the academic record of the 1957 rugby team in Daniel McIntyre Collegiate with the total school (boys) population. Although these numbers may not be statistically significant, they are an example of one team in one school for one year.

Those who have associated themselves closely with this sport have long claimed that high school football has much to offer the large group of boys who participate. It also adds to the school life interests of a large group of non-participating spectators. The following table would appear to indicate that the players of this team were better than average students:

TABLE XVI

DANIEL MCINTYRE COLLEGIATE
ACADEMIC ACHIEVEMENT SURVEY - BOYS

All D.M.C. Boys Christmas 1957	X	XI	XII	Combined grades
Average failure per student	1.22	1.75	2.65	1.62
Failure rate	17.56%	28.67%	37.77%	25.35%
1957 Rugby Players				
Average failure per student				1.50
Failure rate				24.73
All D.M.C. Boys Easter 1958				
Average failure per student	1.62	1.85	1.64	1.72
Failure rate	22.75	27.54	18.32	25.76
1957 Rugby Players				
Average failure per student				1.67
Failure Rate				25.18

It should be noted that at both the Christmas and Easter examinations the average failure per player and the failure rate for rugby players were lower than the average for all of the boys of the school. This would appear to indicate that the rugby players were at school to achieve something in their studies, not just to play football. Table XVI was supplied and used through the courtesy of Mr. McMurchy, Principal of Daniel McIntyre Collegiate, and Mr. Potter, a teacher in the same school.

CHAPTER VII

GORDON BELL STUDENTS AFTER LEAVING HIGH SCHOOL

One former student of Gordon Bell High School remarked that when he got his job the personnel manager, who hired him, seemed more interested in the fact that he had been an "all-star" tackle on the school football team than in the fact that he had passed his Grade XII Departmental Matriculation examinations with a high average. This remark suggested an investigation into the general attitude of employers toward extra-curricular activities. This investigation was attempted, using both the telephone and written questionnaires. Employers were asked whether they considered participation in extra-curricular activities when making their decision as to whether to hire certain individuals. The replies were not definitive. Some employers gave subjective opinions that boys and girls who had participated in extra-curricular activities in school were easier to get along with and had better social relationships with other employees. Others were not too sure whether it made any difference and a few seemed quite certain that extra-curricular activities in schools were to blame for many of the troubles of young people today. Employers were also asked whether they encouraged their employees to participate in such things as games, company parties and athletics. Once again, the answers were indecisive. Most companies, apparently, encourage employees to form or join various clubs, such as curling clubs and baseball clubs. Others made the outright statement that anyone hired by their companies was required to drop any outside social or athletic activities such as rugby and curling, because these usually meant time lost from work on various trips for competition.

One of the best high school football players from Gordon Bell School became known (through his football) to an executive of a large office appliance company and was offered a good position with that company after graduation from high school. The boy had a good future in "big time" sport, but the company gave him his choice of either taking the position and quitting football or not getting the position. The boy took the position and dropped out of football entirely.

Some well known business men participate in panel discussions at home and school meetings and complain about such things as the waste of time and the dangers of injury involved in student participation in some forms of extra-curricular activities. Yet those same individuals are pleased and proud when their own boys or girls are chosen as members of the student council, school officers, or quarterbacks on the football team. When this inconsistency is drawn to their attention they either try to rationalize their position in some way or admit that they may have been wrong in condemning these activities. Many of them are so stubborn minded that they sometimes even claim that those activities in which their children participate are very worthwhile experiences but others are not.

Such expressions of subjective opinion seemed to be pointless, so this approach to the problem was discontinued in favour of a more objective survey which would give, it was hoped, some idea of what Gordon Bell High School students do after graduation.

The methods of research consisted of phone calls, interviews, letters and questionnaires. Many of the graduates were still in contact

with the writer personally and these were asked to assist in filling out a questionnaire such as the one shown in Appendix IV. A considerable number of questionnaires were distributed to, and returned by the graduates of each year. The replies made it possible to determine, with some accuracy, the post high school careers of these young men and women. The results are shown in Tables XVII and XVIII.

TABLE XVII

UNIVERSITY RECORDS OF GORDON BELL GRADUATES

Year	Graduates (Total Number Unrepeated Names)	Some Reliable Information on		Started University		Finished University	
	Column A	Column B		Column C		Column D	
		Girls	Boys	Girls	Boys	Girls	Boys
1946	293	72	80	26	40	18	33
1947	314	117	122	20	73	14	51
1948	234	70	71	18	39	13	22
1949	211	38	81	15	29	14	19
1950	228	74	74	18	39	10	27
1951	226	49	68	16	29	12	16
1952	165	35	45	15	35	8	10
1953	206	26	77	8	58	2	1
SUB TOTALS	1877	481	618	136	342	91	179
TOTALS		1099		478		270	
%		59% of A		43% of B 25% of A		56% of C 25% of B 14% of A	

TABLE XVIII

OCCUPATIONS OF GORDON BELL GRADUATES
ACCORDING TO INQUIRY
(YEARS 1946-1953)

	Girls	Boys	Total
Still in, or back in University (including 2 Rhodes Scholars)	1	104	105
Housewife	242		242
Lawyer	1	13	14
Medical Doctor		10	10
Engineer		48	48
Architect		11	11
Accountant		33	33
Bank	4	12	16
Clerk, Steno, or other office job	91	41	132
Nurse	41		41
Armed Forces, police, firemen	1	27	28
Teacher	54	14	68
Technician	7	39	46
Business Manager or Executive	3	51	54
Salesman or Buyer	5	54	59
Professional Sport		8	8
Musician & Other Professional Entertainer	9	3	12
Journalism	2	3	5
Pharmacist		7	7
Ministry (Gospel)		9	9
Labourers and Mechanics		10	10
Veterinary		1	1
Social Workers (Graduates)	11	4	15
Farming		4	4
Diplomatic Service	1	1	2
Waitress	1		1
Air Line Stewardess	3		3
Pilots		4	4
Commercial Artists	1	2	3
Deceased	3	6	9
TOTALS	481	519	1000

Gordon Bell High School has always been noted for a very high degree of extra-curricular participation. Table XVII indicates a high percentage of university attendance and success. Could it be that the first fact has some measure of influence on the latter two? This would be very difficult to prove objectively.

During the writer's perusal of the personal files and records of the Gordon Bell High School students, the following teacher comment, or one somewhat like it, was occasionally noted. "Withdrawn, could find no interest in school." Could it be that if these students had found an interest in extra-curricular events they might have been inclined to attend school longer? If this be so, and if it is desired to have students remain longer in school, then extra-curricular activities become a very important part of the total school program. Remarks from some students would certainly substantiate this viewpoint. Some of them made definite statements that they would have stopped school before graduation had it not been for some event or activity of interest to them. Years afterwards they were very glad that they had continued in school. Also, the fact that, in Gordon Bell High School, they had to succeed in school or be eliminated from their favorite activities, helped to encourage high achievement.

There are many apparent relationships between the types of extra-curricular participations and the vocations chosen in later life. Several good cadets have succeeded in the armed forces, air lines or police forces. At least two boys became air line pilots as a result of air cadet training while at Gordon Bell School. Some students who were particularly interested in the year book or school paper later became writers for various publications and at least one became an editor.

Several who were in the bands, orchestras, and choirs or in the school plays or operas became professional entertainers and/or teachers of music. At least two of this group studied music and drama overseas. A few earned spending money playing in orchestras. At least one financed his way through university with the saxophone and trumpet which he learned to play in Gordon Bell High School. Practically all of those who entered professional sport started their careers in this field in high school. The encouragement received during Inter-School Christian Fellowship meetings probably helped some boys towards their goal as ministers of the gospel. Could it be that the opportunity to explore different lines of endeavour while in high school may have made it easier for some boys and girls to find their places in the world a little bit earlier in life? If this be so, it is another very valuable outcome of extra-curricular activities.

It would be a task far beyond the limits of this study to take each activity and follow the participants into life after high school. However, it was thought that it would be worth while to study the post high school careers of boys who had participated in one of the strenuous and time consuming athletic activities.

Inter-school rugby football was chosen since the season for this sport is long and the time spent is considerable. The rugby football practices usually started about two weeks before the opening of school and continued for approximately $2\frac{1}{2}$ or 3 months. After school opening in September, the boys were required to practise from four o'clock until almost seven o'clock every school day and often two or three hours on Saturday as well. This practising was compulsory. Any

student who constantly missed practices was required to hand in his equipment and was dismissed from the squad. Participation in rugby football also meant playing in one or two night games each week during these two months. The school opera may have required more time from a few individuals but no other activity required so much self-sacrifice on the part of so many participants as did inter-school rugby football.

There is some duplication in the following table since some boys played for two or three years. The numbers given are for each team regardless of duplication of names.

TABLE XIX

OCCUPATIONS OF MEMBERS OF GORDON BELL
RUGBY TEAMS ACCORDING TO SURVEY

Occupation	1945	1946	1947	1948	1949	1950	1951	1952
Still in University 1958-9		1	1		4	10	8	22
Lawyer		2						
Medical Doctor	3	1	2	1				
Engineer	3	3	2	3	2	2	2	
Architect	3	1						
Accountant	1	2		1	1	2	3	1
Bank		3	2	2	1	1	1	1
Other Office Job	4	9	5	9	5	6	3	4
Armed Forces, Police Firemen		1		3	4	4	1	2
Teacher	2	2	1	1	1	2	1	1
Business Executive	5	4	1	5	8	4	3	1
Salesman or Buyer	9	6	8	3	4	1	2	3
Professional Sport	3	5	1		1	3		1
Pharmacist	1	1	1					
Minister of Gospel	2	2						
Labourers & Mechanics				7	3	2	2	1
Pilot							1	1
Technicians		2				2	2	
Rhodes Scholars				1	1	1		
University Lecturer			1		1			
Total for whom reliable information was obtained	36	45	25	36	36	40	29	38

It must be noted again that horizontal totals would not be significant in Table XIX because of duplication of players on different teams. For example, there were only two Rhodes Scholars from Gordon Bell students of these years but three are indicated as one of them played rugby for two years. The table indicates that several members of the rugby teams continued into university after high school. The largest number, apparently, went into business in some form or other but a good number of them also entered university and became professional men. Apparently the rugby did not keep boys from becoming lawyers, doctors, engineers, architects, accountants, druggists, or ministers. When duplication of names is considered it appears that a large percentage of those students of the Gordon Bell High School shown in Table XIX, who played rugby, became professional men.

Another indication of the part which extra-curricular activities played in the high school lives of good students was given by a study of the activities, achievements and subsequent records of the students who had won awards at graduation. The following tables indicate that almost all of these prize winners carried a very heavy load of extra-curricular activities and yet, with very few exceptions, their academic achievement records were very good. Several of the "matriculation" course students, who carried heavy extra-curricular loads, won Isbister Scholarships and had excellent university records. Association of the writer with these groups of students produced a strong personal conviction that the individuals were just so interested in the school and its activities that they were certain to be successful there.

The records in the following tables provide strong objective

evidence that extra-curricular activities were a very important part of the high school lives of these boys and girls. It is apparent, also, that in most cases, their achievement would probably not have been improved had they devoted more time to study and less to extra-curricular activities. When they were asked whether they regretted the time they had spent on these activities in the high school, most of them were very definite in their answers. They recalled their high school days with enthusiastic pleasure and said that, if they could live them over again, they might even participate more fully. Very few of them thought that their time spent in extra-curricular activities had been "wasted" time.

TABLE XX

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1945-46

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Governor-General's Medal (Boy)	-Chimes (School Paper) -Year Book Staff -Lead in Operetta -Flute in School orchestra -Pianist	92%	-Isbister Scholarship -Outstanding record in University -Joined Foreign Diplo- matic Service and served with distinction
Gordon Bell Staff Prize (Girl)	-All sports -Opera -School Paper -Editor Year Book -Class President (2yrs.)	77%	-University Degree -"High Merit Rating" -Winnipeg High School Teacher.
School Scholarship & Athletic Award (Boy)	-Rugby Quarter-back -Basketball All-Star -Track and Field -Debating -Bus. Mgr. of Year Book -Lead in Opera -Lead in Play -Band -Class President -School President	91%	-Isbister Scholarship -Outstanding University record -Graduate Medical Doctor -Fellowship to John's Hopkins for Research
Dr. Chown Prize (highest in History and Science)(Girl)	-Bowling -Chemistry Club	87%	-University Science Graduate
Language Profi- ciency Medal (Girl)	-Sports -Opera -Feature Writer for school paper and year book	87%	-University Arts Graduate
Girls' Commercial Course Award (Girl)	-Badminton Champ -All Sports -Opera Lead	84%	-Deceased (Dugald Disaster)

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1945-46

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Boys' Commercial Course Award (Boy)	-Basketball -Curling -Track and Field	80%	-Doing well in office work.
Valedictorian (Girl)	-School Vice President -Girl Cadets -Assistant Editor -School Paper -Volleyball -American Ball -Track	82%	-Married

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1946-47

Governor-General's Medal (Boy)	-Lead - 2 plays -Lead - 2 operas -Mixed Choir -Students' Council -Track & Field	79%	-University Lecturer
Gordon Bell Staff Prize (Boy)	-All sports -Rugby Quarterback -Dramatics -School President (10 major activities)	92%	-Graduate Medical Doctor
English, Mathe- matics & Citizen- ship (Boy)	-All Sports (soccer, champ. team) -School paper staff -Year book staff -Opera lead	79%	-Graduate Chemist -Working as chief chemist with Coca Cola.

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1946-47

Award	Extra-Curricular Activities	Average of 4 major subj.marks	Subsequent Record
Flight-Lieut Douglas Chown Memorial (History & Science)(Boy)	-Track and Field -Band & Orchestra -Feature writer for school paper	94%	-Isbister Scholarship -University Prize winner -Did Post.Grad.Work in England
Language Proiciency Medal(Girl)	-Advertising Staff -school paper & year book -Lead in play and opera -Swimming	82%	-Married
Girls' Commercial Award (Girl)	-Badminton -Track and Field -School Council Secretary	83%	-High speed short- hand specialist -Office work -Married
Boys' Commercial Award (Boy)	-Air Cadet NCD Glider pilot -Rifle Club	72%	-Customs Broker family business
Valedictorian (Boy)	-Pianist in Orchestra -Opera	65%	-Architect

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1947-48

Governor General's Medal (Boy)	-Speed Skating -Track and Field -Vice Pres.of class	91%	-Master's Degree in Chemistry - U.of M. -Research
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TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1947-48

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Gordon Bell Staff Prize (Girl)	-Vice Pres. Students' Council -Editor of Year Book -School Play -Opera -Several Sports	88%	-Isbister Scholarship -University of Manitoba -Married
Douglas Chown Memorial (Chemistry and History) (Boy)	-Hockey -Inter-room Athletics	87%	-Engineer C.R.M. I.B.M. Toronto
Eng. & Maths & Citizenship (Boy)	-Room president -Swimming -Rugby	82%	-Graduate Medical Doctor
The Hill Trophy (Scholarship & Sportsmanship) (Boy)	-All sports -Opera -2 choirs -School Council Pres. -Eaton's Jr. Exec.	65%	-3rd. year University -Doing very well in banking
Phyllis Graham Memorial (Girl)	-Room president -Basketball -Volleyball -Track and field	74%	-Home Economics grad. -Married
Alma Wynn Memorial for Commercial Course (Girl)	-Volleyball -Track & field -Vice President -Ass't. Editor of year book	77%	-Office work -Married
Commercial Award for (Boys)	-Basketball -Opera lead	69%	-Dept. manager H.B.C.

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1947-48

Award	Extra-Curricular Activities	Average of 4 major subj.marks	Subsequent Record
Language Proficiency Prize (Boy)	-Opera -Rifle club -Most sports	73%	-University of British Columbia
Valedictorian (Boy)	-School secretary -Curling -Opera -Inter-room athletics	76%	-Doing well in Eaton's of Canada

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1948-49

Governor General's Medal (Girl)	-Track & Field (Wpg. High Jump champ) -Opera lead -Mixed choir soloist -Represented Wpg. at Halifax Cent.	90%	-Faculty of Education Grad. of U. of M. -Studied drama and voice overseas -Married
Gordon Bell Staff Prize (Boy)	-School president -Rugby -Basketball coach -Shot put (city champ) -Opera lead -All inter-room sports	54%	-3rd year University and gave up -Joined bank staff and is doing very well.
Douglas Chown Memorial Award (Chemistry & History-Highest Aggregate) (Boy)	-Opera Lead -Curling	96%	-Excellent record in University -Became University lecturer
The Hill Trophy (Sportsmanship & Citizenship) (Boy)	-All inter-school and inter-room sports	59%	-Not known

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1948-49

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
	#1		
Pyllis Graham Memorial Scholar- ship(2 girls)	-Skiing -Skating -Track & Field -Inter-room sports	76%	-Home economics degree -Married
	#2		
	-Room president -Opera -Track & field -Inter-school & inter-room sports	70%	-University Graduate -Teacher -Married
English & Maths. Prize (Boy)	-All-star rugby -Hockey -Inter-room sports -Opera lead	87%	-Chosen as Rhodes Scholar -Overseas studying
Commercial Award for (Boys)	-Lead in Opera -Inter-room sports	80%	-Not known
Commercial Award for (Girls)	-Sports organizer -Room president -Opera	79%	-Not known
Valedictorian (Boy)	-School Vice-President -Cadet N.C.O. -Year book editor	77%	-Graduate engineer

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1950-51

Governor General's Medal (Boy)	-School President -Writer -Rugby -Orchestra -Curling -Opera	89%	-Rhodes Scholar - overseas studying
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TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1950-51

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Gordon Bell Staff Prize (Girl)	-Secretary of Students' Council -Art -Writer -Volleyball -Basketball -Bowling -Frolic committee -School paper -American ball	78%	-University Graduate -Travelled considerably -Private Secretary
Douglas Chown Award (aggregate in Chemistry & History (Girl)	-Inter-room sports -Cheer leader -Opera lead -Mixed choir	90%	-Nurse -Married
English & Maths. Prize (Boy)	-All musical activities, opera, orchestra, etc. -Curling	92%	-Medical Doctor
The Hill Trophy (sportsmanship & citizenship) (Boy)	-Participant in all sports -Opera -Sports organizer -Student Council -Sports Council	71%	-Graduate University -Teacher -Director Physical Ed. St. James Schools
Phyllis Graham Memorial Scholar- ship (Girl)	-Man. Ladies' High jump champ 2 yrs. -Basketball -Volleyball -Swimming -Speed skating -Eaton's Jr. Exec.	78%	-University Graduate -Teacher -Married
Alma Wynn Award (Girl)	-Music, opera	77%	-Not known

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1951-52

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Governor General's Award (Boy)	-School President -Opera lead -Rugby -Track & field -Boys & mixed choirs -Inter-school Christian Fellowship leader -Rifle club -Orchestra	81%	-Training as a medical missionary University of Man.
Institute of Char- tered Accountants Award for English and Maths. and Douglas Chown Award for History and Science	-Class President -Rugby -Soccer -Year book editor -School paper -Students' Council -Shooting -Frolic committee	87%	-In medical school University of Manitoba
Gordon Bell Staff Prize (Boy)	-Eaton's Jr. Council -Frolic committee -Opera -Basketball -Soccer -Sports council	79%	-Graduate Engineer
Phyllis Graham Memorial Award (Girl)	-Class Sec'y.-treas. -Volleyball -Basketball -Badminton	76%	-U. of M. Graduate -Teacher -Married
Hill Trophy (Boy)	-School vice-pres. -Rugby -Basketball -All other inter-room & inter-school sports for boys	65%	-Has done well with office supply co.

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1951-52

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Alma Wynne Memorial (Girl)	-Badminton -Opera -Choirs	91%	-Commercial field (office work)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1952-53

Governor General's Medal (Girl)	-School President -Opera lead -Rep. Can. H.S. in coronation tour -Inter-high council -Cheer Leader -Mixed choir -Radio choir -Entertainment club	74%	-University Graduate -Studying in France on a scholarship or bursary
Historian (Boy)	-Curling -Rugby -Opera -School treasurer -Orchestra -Writer	82%	-University of Man.
Staff Prize (Boy)	-Hockey -Curling	57%	-Not known
History & Chemistry Prize		83%	-Attended University not known
Hill Trophy (Boy)	-All sports -Team coach -Rifle club -Man. Schools curling champ	71%	-Science student University of Man.

TABLE XX (Cont'd)

GORDON BELL STUDENTS HONOURED BY
PRIZES AND AWARDS AT GRADUATION 1952-53

Award	Extra-Curricular Activities	Average of 4 major subj. marks	Subsequent Record
Maths. & English Prize (Boy)	-Rugby -Opera -Curling -Rifle club -Speed skating -Year book staff	88%	-Isbister Scholarship -Medical School University of Man.
Girls' Commercial Course Award (Girl)	-Basketball	78%	-Secretary
Phyllis Graham Home Ec. Prize (Girl)		63%	-School teacher
Valedictorian (Girl)	-Opera -Choirs -Class secretary -Badminton	71%	-Not known

CHAPTER VIII

SUMMARY

An Answer to the Problem

From an historical study of the development of extra-curricular activities in the schools of the English speaking world it would appear that many communities have reached a stage in which most people, including educationalists, parents, and students, recognize and realize that these activities have positive values, but that they bring a large number of other problems along with them. There are the problems of finance, provision of physical facilities, balance of load for teachers and sponsors, and many others. But the problem of most importance, the question which must be continually studied, is whether each part of the whole program of the extra-curriculum is actually contributing to the needs of the students in their development towards living the "good life" with a proper balance between individual development and worthy membership in the community.

Every community has those who cry, "Shame!", at what they believe to be a waste of time on the extra-curricular activities in the schools. Winnipeg is no exception. Publications of all kinds from all sources are full of examples of both the positive and negative arguments on participation in extra-curricular activities. The most enthusiastic supporters admit and agree that there are pitfalls to be avoided if the result is to be the greatest

benefit for the greatest number.

It appears to be generally accepted that some facets of personal development can be achieved much more easily by means of the extra-curriculum than through regular school subjects. Most of the literature on the subject emphasizes that the practice of acceptable attitudes and of qualities such as leadership comes most naturally within the extra-curriculum, and that the outcomes from this practice are highly beneficial to the individuals and thus to the community of which these individuals are members. It would appear that most parents, superintendents, and other school personnel recognize this as a fact with the reservation that the program must be properly controlled and directed. This control and direction must be accompanied by a critical evaluation which will quickly detect wasted and misdirected effort. Along with this evaluation must go the courage to correct the mistakes of sponsors and, if need be, to eliminate activities which are not of adequate positive value. It would appear, from the discussion in this study, that the interest aroused through extra-curricular activities can be capitalized on and used to achieve desirable outcomes which make the expenditure of money, time and effort worth while.

In Chapter V, the matching of the listed "objectives" for Manitoba and the outcomes claimed for extra-curricular activities, appears to indicate a definite relationship between the two. All three methods of evaluation outlined in that chapter

seem to lead to the same conclusions as do the discussions in the foregoing chapters. In fact, the matching of "Objectives", "Types of Outcomes" and "Contributing Activities" according to the "Douglass method" appears to emphasize that the achievement of many of the Manitoba objectives depends largely upon extra-curricular activities.

The other two approaches to the discussion of "claimed outcomes" emphasize in different ways the same relationships.

The study on participation in Chapter VI appears to explode the belief, of some antagonists of the extra-curriculum that the dull students are the ones who participate most widely in these activities. Objective evidence indicates that the most enthusiastic participants in the extra-curriculum are the better students and that their participation seems to aid their achievement rather than hinder it. Evidence is presented which seems to indicate that the rugby players do as well or better academically than the rest of the boys of the school.

It would appear, therefore, that a properly controlled and directed extra-curriculum has been of considerable assistance in achieving the objectives of education in some Winnipeg schools. This is indicated from the opinion of those who know the field and also from the result of objective evidence. If the desired outcomes of education in Winnipeg Schools include the optimum personal and social development of the students, an extra-curriculum is a valuable means to these ends.

Recommendations

It would seem reasonable, on the evidence of the foregoing discussion, to recommend the following:

1. The extra-curriculum in Winnipeg schools should be continued under careful direction and control, remembering always that each individual is different from others and that many students in junior and senior high schools require guidance to insure a proper balance in their activities. As has been pointed out in this study, a distinction must be made between a broad and varied program of extra-curricular activities and the individual student's participation in those events. It appears desirable to have a program which will offer something of interest to every student. Good administration and wise counselling must be the protection against over-participation by any student to whom this aspect of school life has too great an appeal.
2. In order for a broad program of extra-curricular activities to be possible and for it to contribute most effectively to the attainment of the desired objectives of education, the sponsors, who are generally

the teachers, must have a very strong sympathy with, and a very deep understanding of, the part that these activities should play in students' lives. To achieve this attitude in teachers, will require considerable education on the part of principals and superintendents. It was indicated in this study that superintendents, when hiring teachers, and inspectors, when evaluating teachers, and principals, in their associations with teachers, can and should place considerable emphasis upon the importance of this facet of a teacher's effectiveness. As indicated in this study, some school boards make interest in extra-curricular activities a basis for accepting or rejecting applicants for teaching positions. Some writers indicate that an emphasis of this type not only educates teachers to the importance of the extra-curriculum but that it also helps in the selection of teachers who have more of a sympathetic understanding of "teen-age" boys and girls.

3. It would appear that teachers must not only be aware of the special objectives of the extra-curriculum, but also, that they must make definite attempts to achieve these objectives. It is only through an awareness of the values of these objectives that a properly planned extra-curriculum will emerge.
4. A continuous re-evaluation of the achievements of the elements of the extra-curriculum must be carried on at the local school and classroom level. This process takes both understanding and courage on the part of the principal and teacher. If an activity has outlived its usefulness, they must have the courage to eliminate it from the program, or correct its faults. This is difficult, even in the regular "subject" program. For example, the French people are using the subjunctive less and less. Yet teachers still spend hours on it in the classroom. Perhaps there are parts of the local school extra-curriculum which are in the same class as the French subjunctive. Periodic evaluation and revision are even more important in the extra-curriculum than in the curricular part of our school program.

5. If the extra-curriculum is to be properly balanced and broad enough to provide something of interest for all students no matter what their individual differences, adjustments must be made in the provision of both physical facilities and personnel. Stages should be provided with back drops and curtains. More adequate dressing rooms, storage rooms and showers should be available in, and adjacent to, the auditorium-gymnasiums.

The problem of scheduling extra-curricular activities could be partially solved by increasing the number of teachers who are free of "home room" duties. For example, a junior high school with fifteen classrooms could have seventeen teachers. The number of teachers without home room duties should be adjusted upwards as the number of classes increases. This provision is essential for the success of a diversified program of extra-curricular activities.

6. The school should have complete control of the extra-curricular program. When this is not the case difficulties over control often arise. Having sponsors or instructors who are not teachers often leads not only to questionable practices but also to the loss of control and the abuse of privileges. There are several

other pitfalls. For example, a service club may offer financial assistance for the school band. The school may need the money desperately and accept it without the proper precautions. The acceptance of such gifts may place the school under obligation to the donor and the band may be asked to play at some public function. This may be quite in order and it may give the band needed experience, but it may happen that these performances come at times when such outside events interfere with academic study. Many of these opportunities for public appearance come immediately preceding or during the examination schedules. It is very difficult for the school to refuse to participate unless a complete understanding has been arrived at previously.

7. The foregoing recommendation leads naturally to another. It is preferable to have the worth while activities financed by the school and the school board. The practice of assisting schools in the purchase of band instruments and other accessories for the extra-curriculum will save schools from the necessity and embarrassment of begging from outside business firms and other organizations. Schools should do part of the fund raising themselves so that the students and teachers become aware that they have an investment in the activity and thus insure that the equipment will be used economically and carefully. However, it should not be necessary for the school to make every event a fund raising effort.

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APPENDIX

January, 1958.

SCHOOL DISTRICT OF WINNIPEG
SUPERINTENDENTS' DEPARTMENT
PRINCIPALS' COMMITTEE ON EXTRA-CURRICULUM
QUESTIONNAIRE ON
JUNIOR HIGH SCHOOL ACTIVITIES

Boy * _____ Name _____ Grade _____
Girl _____ School _____ Age _____
Years

1. Musical and Dramatic Activities

CHECK

A. IN School - During Last School Year (1956-57) -

1. Did you sing in a school choir at a musical festival?

Yes _____ No _____

2. Did you sing in a choir for any special event at your school?

Yes _____ No _____

3. Did you play an instrument in a school band or orchestra?

Yes _____ No _____

4. Were you in a school play?

Yes _____ No _____

5. Were you in a school operetta?

Yes _____ No _____

6. Were you in a school concert?

Yes _____ No _____

7. Were you a stage hand or make-up artist for a school play, operetta or concert?

Yes _____ No _____

B. Out of School

1. Did you sing in any organized choir not associated with school?

Yes _____ No _____

2. Did you play in a Manitoba Schools' Orchestra?

Yes _____ No _____

3. Did you play an instrument in a band or orchestra not associated with the school?

Yes _____ No _____

4. Did you take private or group music lessons?

Yes _____ No _____

5. Did you participate individually in the musical festival or in a festival group not connected with the school?

Yes _____ No _____

II. Athletic Activities

1. If you took part in any of the following events during last school year (1956-57) place checks () to show each type of activity. Add any of your sports activities not listed

ROOM TEAM	SCHOOL TEAM	OUTSIDE SCHOOL	ROOM TEAM	SCHOOL TEAM	OUTSIDE SCHOOL
SOCCER					
RUGBY			BOWLING		
VOLLEYBALL			REFEREE		
BASKETBALL			EQUIPMENT MANAGER		
HOCKEY			SCORE KEEPER		
SOFT BALL			TEAM COACH		
SPEED SKATING					
CURLING					
SWIMMING					
FIELD DAY					

III. Other Activities

A. In School - During last school year (1956-57)

- Check
- | | | |
|--|-----|----|
| 1. Were you the president, vice-president, secretary or sports' captain for your room? | Yes | No |
| 2. Were you a member of the school student council, sports' council or other student committee? | Yes | No |
| 3. Were you on the staff which helped publish a school paper or year book? | Yes | No |
| 4. Were you a member of a school club - such as a Science club, public speaking club, stamp club, etc? | Yes | No |

Name (s) or Club (s)

B. Outside of School

1. Were you an active member of any of these out-of-school organizations (check which, if any) during the 1956-57 year?

SCOUTS _____	Y.M.H.A. _____	OTHERS (NAME) _____
CUBS _____	HL-Y _____	_____
C.G.I.T. _____	TAG-Y _____	_____
GUIDES _____	COMMUNITY CLUB _____	_____
Y.M.C.A. _____	CADETS _____	_____
Y.W.C.A. _____	RESERVE ARMY _____	_____

2. During Last School Year (NOT including July and August)

- (a) Did you have a paper route? Yes or No How many months? _____
- (b) Did you have any other after school job for which you received regular pay? Yes or No
- (c) How many months did you have this job? _____
- (d) Approximately how many hours per week did you work on this job on school nights? (do not include hours on Saturday.) _____ hours per week

3. Did you regularly attend any other school after 4:00 o'clock?

<u>Yes or No</u>	<u>Name of School</u>	<u>Hours per week</u>
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APPENDIX II

The school board in Winnipeg takes the general attitude that extra-curricular activities in the High Schools are desirable if properly controlled, but it is not willing to support these activities financially to any great extent. We are trying to gather information from various sources in other provinces with the hope that we can show that other people think that these activities are worthy of more support.

Would you, please, fill in the following form and return it in the enclosed envelope?

Name _____ SCHOOL _____
 CITY _____ PROVINCE _____
 APPROXIMATE POPULATION OF CITY _____ % OF THE SCHOOL _____

1. WHICH OF THE FOLLOWING ACTIVITIES ARE SPONSORED BY YOUR SCHOOL?

Musical Festival competition _____; operetta _____; band _____;
 Orchestra _____; soccer _____; football (rugby) _____; volleyball _____;
 Basketball _____; softball _____; hockey _____; speedskating _____;
 Curling _____; bowling _____; badminton _____; Tennis _____;
 Golf _____; Track & Field _____; Swimming _____; students'
 council _____; debating _____; social dancing _____.

2. How much do the students pay as a student fee each year? _____.

Does Your school board help pay for the above named activities?

3. Do you charge admission to inter-school games? _____

If so, do the proceeds pay all expenses? _____

4. If not, what other funds are used to help pay for extra-curricular activities?

5. Are Music and P.T. teachers allowed time out of the regular day programme (extra spares) to make up for coaching or supervising outside of school time?

6. Are they given extra pay allowance for this extra time?

APPENDIX III

MILWAUKEE EXTRA-CURRICULAR SCHEDULES A & B

proceedings, December 5, 1950.

To The Board of School Directors:

At its October 3 meeting the Board adopted the report of the Special Committee Re Salary Schedules and Related Matters, a portion of which (Proc. p. 103) reads as follows:

"EXTRA-CURRICULAR PAY SCHEDULES

Requests for changes in the "A" schedule for extra-curricular Activities were received from the Senior High School Coaches Association. The Committee considers it necessary to review the entire "A" and "B" schedules in considering this problem.

Recommendations from the High School Principals' Association have not been received by the Committee and postponement of a decision on this matter is necessary.

The Committee therefore recommends that all materials related to the question of extra-curricular pay be referred to standing committees of the Board for further consideration in the light of recommendations to be made by the High School Principals' Association. That a final decision on this matter be made before January 1, 1951, and that the action, finally adopted be made effective as of September 1, 1950."

Your Committee on Appointment and Instruction received reports concerning this matter at its October 30 meeting. A special meeting was held on November 13 to give hearing to interested parties and further consideration to this matter, and at its November 27 meeting your Committee received a

report relative to the "A" and "B" salary schedules for Extra-Curricular Activities from the Superintendent.

Based on the foregoing your Committee recommends that the portion of the Teachers' Salary Schedule relating to additional compensation for extra-curricular services (proc. 6-30-44, pp.472-474; 12-3-46, pp.212-216; and amended by Board actions of 12-2-47, pp. 273-274; 2-7-50, p.420; 4-6-50, pp.504-505) be further amended so as to provide as follows:

EXTRA-CURRICULAR PAY SCHEDULE A

For Service In	Position	Compensation
Football	Head Coach	\$450
	Asst. Coach	300
	Other Asst. Coach	200
	(Limit of two)	
Basketball	Head Coach	375
	Asst. Coach	250
Track	Head Coach	300
	Asst. Coach (limit of two)	200
Baseball	Head Coach	160
Swimming	Head Coach	200
Cross-Country	Head Coach	110
Golf	Head Coach	100
Soccer	Head Coach	100
Tennis	Head Coach	100
Wrestling	Head Coach	200
Intramurals	Coaches	\$120 (per semester) (Limit of \$900 per year)

report relative to the "A" and "B" salary schedules for Extra-Curricular Activities from the Superintendent.

Based on the foregoing your Committee recommends that the portion of the Teachers' Salary Schedule relating to additional compensation for extra-curricular services (proc. 6-30-44, pp.472-474; 12-3-46, pp.212-216; and amended by Board actions of 12-2-47, pp. 273-274; 2-7-50, p.420; 4-6-50, pp.504-505) be further amended so as to provide as follows:

EXTRA-CURRICULAR PAY SCHEDULE A

For Service In	Position	Compensation
Football	Head Coach	\$450
	Asst. Coach	300
	Other Asst. Coach	200
	(Limit of two)	
Basketball	Head Coach	375
	Asst. Coach	250
Track	Head Coach	300
	Asst. Coach (limit of two)	200
Baseball	Head Coach	160
Swimming	Head Coach	200
Cross-Country	Head Coach	110
Golf	Head Coach	100
Soccer	Head Coach	100
Tennis	Head Coach	100
Wrestling	Head Coach	200
Intramurals	Coaches	\$120 (per semester) (Limit of \$900 per year)

EXTRA-CURRICULAR PAY SCHEDULE A (Cont'd)

For Service In	Position	Compensation
All Athletics	Athletic Manager	\$150 (per semester)
	Equipment Manager	100 (per semester)
Music	Music Director	100 (per semester)
Play, Operettas and similar entertainment	Director (limit of two)	100 (per semester)
	Stage Crew Manager	60 (per semester)
	Manager of student ushers, ticket-takers and guards	60 (per semester)

It is further recommended:

1. That the above schedule apply to service rendered since September 1, 1950, payable in 1951.
2. That these rates of compensation, or pro rata amounts thereof, shall be paid at the end of each semester upon certification by the principal, with the approval of the assistant superintendent concerned, that the assigned service has been satisfactorily performed.
3. The pro rata amounts of compensation, for coaching of intramural sports, shall be computed on the basis of a 15-week semester.
4. That no teacher assigned to two or more types of service shall receive more than \$900 additional compensation under this schedule in any school year.
5. That any high school having an enrollment of less than 1,500 shall be allowed a sum not to exceed \$4,500 for all such extra-curricular services provided in Schedule A, and any high school having an enrollment of more than 1,500 shall be allowed a sum not to exceed \$5,000 for this purpose.

In order to further clarify policies and to promote a greater degree of uniformity with respect to extra-curricular assignments, your Committee further recommends adoption of the following in lieu of the present Extra-Curricular Pay Schedule B:

EXTRA-CURRICULAR CLASS PERIOD EQUIVALENCIES - SCHEDULE B

For Services In	Position	Class Period Equivalence
Bookstore	Manager	1
Cafeteria	Manager	2
Finance	Accountant & Treasurer	1
School Annual	Editorial Adviser	1
School Newspaper	Editorial Adviser	1
Publications	Business Manager	1
Special Activities	Director	1
Ticket Sales	Director	1
Visual Aids	Director	1

No individual shall be assigned to Schedule B duties equivalent to more than two class assignments.

Class periods deductions for Schedule B assignments are not to be included in determining the teacher-pupil ratio for the junior or senior high schools.

All assignments made in Schedule B, or additional assignments which are made as class equivalents, shall comply with the applicable provisions of the Board actions listed on the next page:

On June 30, 1944 (Proc. pp. 472-474) a resolution was adopted as follows:
"A reduction of one class should be considered as equivalent to about one and one-half clock hours of overtime per day. No extra-curricular assignment should involve over-time in excess of the equivalent of two class assignments."

On December 3, 1946 (Proc. pp. 212-216) a further Resolution provided:
"The additional compensation allowances for teachers ...(the A and B schedules)...shall be applicable only to services rendered outside the regular school hours excluding compensation for any such extra-curricular services rendered by any teacher during the required minimum of 4 hours per week.-"

On May 4, 1948 (Proc. p. 468) the Board acted as follows: "In order to relieve to some degree the additional load that guidance assignments place upon the teaching staff, additional teachers should be provided over and above the pupil-teacher apportionment in secondary schools, equivalent to one teacher-class period for each 200 pupils enrolled. This provision should be applied approximately on the basis of major fractions and in consideration of the guidance needs of the school."

On January 10, 1950 (Proc. p. 38) the following action was taken: "(a) That in the interests of expediting progress in curriculum improvement and development in secondary schools, principals who find themselves equipped with the necessary qualified personnel be permitted to assign a member of the school faculty as a curriculum coordinator, to serve in that capacity on a part-time basis but not to exceed one-half time:
(b) That in order to avoid increasing the class load of teachers the time assigned be not included in determining the pupil-teacher ratio for the school."

Assignments of junior and senior high school teachers to curricular and extra-curricular duties should be made in accord with these considerations:

- A. It is desirable that each teacher be assigned an uninterrupted lunch period of 40 minutes minimum, if such arrangements can be made within the framework of individual school schedules.
- B. In each teacher's program, provision should be made for a daily period for preparation, record-keeping, and similar curricular activities.
- C. Related curricular duties, including attendance at professional meetings, open house, commencement, and similar activities are properly a part of the teacher's assignments.
- D. A proportionate amount of advisory and supervisory duties incident to proper conduct of the school, including homeroom advisement responsibilities, are expected to be shared by school faculties.

Assignments to positions in Extra-curricular Class Period Equivalencies - Schedule B shall become effective for the fall semester of 1951. Assignments made under the present Schedules A and B for the school year 1950-51, except those which are now part of the revised "A" Schedule, shall continue without change in terms of compensation until the revised Schedule B becomes effective.

APPENDIX IV

GORDON BELL HIGH SCHOOL GRADUATES

Year 1947

NAME OF INFORMANT _____

ADDRESS _____

If you know information about any of the individuals on these sheets please fill in the blanks. Please check answers when possible.

Names	Attended University		Graduated from University		Present Occupation
	Yes	No	Yes	No	
Walter Aikenhead					
Tannis Aikin					
Ray Albi					
Moirra Alexander					
Marion Allenby					
Audrey Allison					
Bill Allison					
Annie Ambrose					
Mary Ambrose					
Evelyn Anderson					
Marion Anderson (dark)					
Marion Anderson					
Peg Anderson					
Marguerite Austin					
Ruth Austin					
Ed Babian					
Beryl Baker					
Nellie Babian					
Eddie Banks					
Dick Barbour					
Pauline Barbour					
Helen Barker					
Walter Barnes					
Peggy Barr					
Beth Bastin					
Margot Bastin					
Helen Botting					
Carl Bell					
Shirley Bellamy					
Dorothy Bemester					
Joyce Bjornson					
Natalis Blackford					
John Blakeman					
Doug Bond					
Arthur Boughner					
Ron Bowery					
Betty Bowman					
Don Bowman					