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

THE UNIVERSITY OF MANITOBA

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

(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;