ANALYSIS OF THE INTERSCHOLASTIC LEAGUE ACTIVITIES

IN THE ELEMENTARY SCHOOLS OF TEXAS

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CHAPTER I

INTRODUCTION

Whether or not The University Interscholastic League is really beneficial to elementary school children to an extent commensurate with that to which it is being engaged in by the majority of the schools of today is a question which is becoming more and more important to present day educators. For many years schools have been participating in the Interscholastic League to a large extent. There are two fields of thought concerning this situation: (1) in taking part in interscholastic activities the participants are benefited sufficiently to merit its continuation, and (2) schools are continuing in the Interscholastic League because of precedent. It seems highly probable that the advent of extra-curricular activities will adequately supplement the training emanating from the Interscholastic League.

The purpose of this study is to present an analysis of League activities in the light of modern objectives and principles and to evaluate the reaction of the elementary school teachers and principals to the League activities as they affect children, teachers, and the community. It will
attempt to point out and analyse the objectives and principles for elementary school activities. It is hoped that it will cause elementary school teachers and principals of the state to cooperate in solving the problem of Interscholastic League activities in the elementary schools of Texas.

Chapter I defines the purpose of the study, outlines the method of discussion to be used, defines terms used, and explains the source of the data.

Chapter II deals with the objectives and principles for elementary school activities and objectives and principles for the Interscholastic League. A comparative study is developed to point out likenesses and differences.

Chapter III presents data relative to League activities in elementary schools and the reaction of these activities on children, teachers, and the community. It also illustrates the nature of the activities used to reach the two sets of objectives and principles.

Chapter IV contains a brief summary of the data presented in Chapters II and III and gives conclusions and recommendations for improvement.

The terms to be used in this study are defined to give clearness to their use. The term "schools" is used to mean the elementary schools of Texas from grades one to seven inclusive. The term "League" is synonymous with "The University Interscholastic League" and the term
"Leaguer" is synonymous with "Interscholastic Leaguer" in this study.

The data have been secured from various sources. A questionnaire was mailed to all elementary schools in Texas for the purpose of securing their reaction to the League contests as they affect children, teachers, and the community. A tabulation of the questionnaire shows results from more than two hundred fifty returns. The author had conferences with superintendents, principals, and teachers from different parts of Texas regarding Interscholastic League activities in their schools. The Interscholastic Leaguer, from 1933 to 1940 inclusive, was used to secure League data. Other publications used were: The Constitution and Rules of the University Interscholastic League, Bulletin No. 3624 (June 22, 1938); The University Interscholastic League: "A Survey of Its Organization and Administration," Bulletin No. 3632 (August 22, 1936). The following books were used in this study as source materials: Activities in The Elementary School,1 Assemblies and Auditorium Activities,2 and Basic Student Activities.3

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1H. C. McKown, Activities in the Elementary School.

2H. C. McKown, Assemblies and Auditorium Activities.

3J. Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities.
CHAPTER II

OBJECTIVES AND PRINCIPLES FOR ELEMENTARY SCHOOL AND INTERSCHOLASTIC LEAGUE ACTIVITIES

The purpose of this chapter is to present a well defined set of objectives and principles for elementary school activities as recognized by eminent authorities in the field of study, a set of objectives and principles for interscholastic league activities, as recognized by the University Interscholastic League officials, and to analyse the relation of the two sets of objectives and principles.

Objectives and Principles for Elementary School Activities

School activities in their present form are of comparatively recent origin. Even so, they are ever changing to meet the present day methods and conceptions of education. These changes are based on certain recognized objectives and principles. H. G. McKown gives five accepted objectives for an activity program as follows:

1. To help the Pupils to Understand and Practice Desirable Social Relationships.
2. To Train the Pupil for Democratic Participation.
3. To Discover, Explore, and Develop Desirable Individual Interests and Aptitudes.
4. To Motivate and Capitalize Pupil Interest in the School.
5. To Improve School Spirit and Morals.\(^1\)

In discussing the desire to have pupils understand and practice the right kind of social relationships, McKown quotes Woodrow Wilson's statement, "The development of the social life is the chief end of education." He also quotes Frances W. Parker's expression on the same idea in these words, "Character constantly realizing itself in practical citizenship, in community life, in complete living, is the immediate, everlasting, and only purpose of the school."

In his words he says, with regard to this same point:

The normal individual works, plays, talks, and lives with others; he does not live by himself. The modern school recognizes this and emphasizes the necessity for a training which will help the individual to fit into his social environment more easily, more happily, and more completely.\(^2\)

The pupil must not only appreciate and understand the importance of constructive social living or even understand how this is attained; he must also be active in actually practicing the habits of this social setting. This practice offers opportunities for individual achievement and at the same time encourages cooperation and service.\(^3\)


\(^{2}\)Ibid., p. 8.

\(^{3}\)Ibid., p. 10.
To educate the pupil for democratic participation a broader view of the school is necessary. Much more than mere textbook material is to be considered. Wholesome and constructive citizenship ideals are essential. Such democratic ideals as (1) an attitude of cooperativeness, social-mindedness, and tolerance; (2) a respect for law and order, according to the constitution; (3) a respect for self-integrity and self-respect, and many other ideals of like nature must be worked into the life situations confronting the pupil. Today the school offers the child such opportunities as will educate him for this democratic way of life. The pupil, being a member of a small group at school, learns the democratic principles for which he will stand in adult life. All these pupils are followers, after a fashion, and some learn to follow so well that they become leaders teaching the democratic ideas and ideals for further development. "The school is not only the training field for citizens, but is the place where citizens actually live."4

In a democratic society the selection of leaders is possibly the hardest and most important task. The selection of a good leader is the easiest way to promote the

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common desire of the group. The group, as well as the individual, interest has its expression in this selection. Discoveries and developments of interest and aptitudes come in a more natural setting; yet, the activities of the regular curriculum have contributed to the success of the group. Activity development, as discussed in Chapter III, gives promise to wider and wiser selection for pupil interest and pupil development. Group organizations prove their value:

(1) In giving a broader outlook on the significance of each department of instruction, and opportunity for practical application of principles learned therein.
(2) In encouraging the development of higher standards of achievement.
(3) In developing initiative and executive ability.  

Activity well selected and carefully instituted will motivate and capitalize pupil interest. Pupils want an opportunity to leave the regular class-room routine and undertake some form of activity. The pupil has an interest because he is a part of the school through an organization that promotes safety or through a group planning for an assembly. Through a direct or indirect means, some contribution has been made to the program, and school has, because of this motivating activity, become a reality.

What is there about school that creates the feeling of

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5J. Roemer and C. F. Allen, Readings in Extra-Curricular Activities, p. 31.
"we"? Is it the regular curriculum, or is it the activities of the school that produce the school spirit that every teacher, principal, and community likes to see exemplified? Some schools have very little, if any, of the "we" feeling in them because every one is working in an individual and selfish way, while other schools are teaming their energies in some one, or more, common cause. Activities, as newspapers, plays, assembly programs, pageants, and campaign programs give access to creative and social reactions. Such activities bring together a large representation from the school, and these connections delight the pupils taking part by creating school spirit and a morale desired by all progressive schools.

A list of the basic principles for activities in the elementary school given by McKown is as follows:

1. The Program must Provide Democratic Settings.
2. Opportunities for Participation Should Be unrestricted.
4. The Teachers Should Recognize that Educating the Doers is more Important Than Getting the Job Done.
5. Activities Should Normally Be Included in the Regular School Schedule.
7. The Sponsor Should Be Definitely but Reasonably Charged with the Responsibility for her Activity.
8. The Program Should Fit the Local School and Community Setting.
9. Activities Should, wherever Possible, Be Integrated with the Curriculum.
14. Serious Attempts Should Be Made to Evaluate Activities.6

The activity program must provide a democratic setting; that is, it must provide training in democratic living by setting up the situation so that there is a favorable chance for pupils to practice the qualities of constructive citizenship. The elementary pupil, inexperienced as he is, must be closely supervised and encouraged in developing his rights, privileges, duties, and obligations to society. A pupil not only learns about democracy but also comes in direct contact with it. Training in the democratic setting while in school prepares him for like situations as an adult.

An unrestricted opportunity for participation is one of the great democratic principles. Schools that permit teachers to select the pupils for participation in the various activities are not democratic and naturally adhere to a restricted student participation. Other restrictions, as ability, skill, and high marks also defeat the purpose of an activity program. To be sure, such natural limitations

as size, age, sex, size of meeting, place, equipment, and faculty sponsorship will be necessary.\(^7\) McKown says that he would have only one "eligibility requirement," namely, a sufficient interest in the activity and a desire to participate in it. This, together with a suitable number and variety of activities, will help approach to the ideal of "every pupil in a profitable activity," and it will provide for a suitable capitalization of individual differences.\(^8\)

Only regularly enrolled pupils should be permitted to take part in the school activities. There may be exceptions but these are not to have regular membership privileges in any activity. When outsiders are allowed to participate, the school officials lose complete control, since they have no authority over those not enrolled. There may arise a sentiment of dissatisfaction because the regular members were not used and because the community may look with disfavor on the mixture of participants.

McKown states:

> It is extremely hard for a teacher to be anything but a dominator; all of her training and all of her practice is in a superior-inferior relationship. The students are in her classes because they do not know as much as she

\(^7\)Ibid., p. 15.
\(^8\)Ibid., p. 15.
does about the subject. Exercising this attitude of superiority in her teaching, she naturally tends to carry it over to other affairs in which students are engaged.\textsuperscript{9}

In this kind of situation the teacher dominates the student and the work perhaps to such an extent that the pupil is overlooked and the prime purpose of teacher-pupil relation is ignored. The teacher that takes the attitude of, "I can do it better than you, quicker, and do a nicer piece of work," is doing the pupil an injustice. It is the pupil development and not the subject or activity development that must be cared for in our educational process. The teacher should be more interested in educating the pupils than getting a certain job done.

The school shall guide and develop a constructive activity program designed for that school. Each school must be suited to the activity in which it engages. Activities may vary, but all should normally become a part of the regular schedule. Many activities often referred to as "extra-curricular activities" are no longer extra but curricular. They have been worked into the daily program just as much as spelling, reading, arithmetic, and health. McKown\textsuperscript{10} says that an activity will guarantee the program

\textsuperscript{9}H. C. McKown, \textit{Extra-Curricular Activities}, p. 9.
\textsuperscript{10}H. C. McKown, \textit{Activities in the Elementary School}, p. 16.
because it will (1) make it easy for all pupils to participate; (2) give the program importance and dignity; (3) officially recognize the program; (4) provide for proper supervision and administration; (5) insure better teacher and pupil attitude; (6) prevent teachers and pupils from becoming overloaded; and (7) bring a demand from the community that the teachers' and pupils' time be well invested.

Activities should have competent and sympathetic guidance to insure their success. It should be the administrative policy to see that all activities engaged in have this guidance. The guidance of pupils in their activities involves the understanding of the objectives and principles of the program. Such ideals as opportunities for participation, pupil interests and desires, adjustments necessary for proper growth, and progress in the activity are important factors in the program.

The whole program depends on the attitude taken by the principal and teachers. They reflect the ideals, and the pupils respond accordingly. The teacher must accept the role of sponsor instead of a dictator. The sponsor should be reasonably charged with the success or failure of the activity just as he is with classroom success or failure. When a sponsor realizes that the failure and success of
the activity is placed largely on him, he will put forth a greater effort, and in time his activity will be a success. The sponsor must realize that pupil-freedom is the basic foundation for an activity group, that the activity must not be dominated as a teacher dominates the regular classroom routine.

The activity program should fit the local school and community. Sometimes grave errors may be committed because an activity program has been instituted without proper consideration of the local setting. Officials hear of or see some activity being successfully carried out and they try to bring it into their school without making the necessary arrangements. Local situations may be different, and as a result the activity fails. This leaves the officials in an uncomfortable position. The needs and possibilities of the school and community should be given long and careful study before adopting any program. The program, even then, should be introduced and adopted gradually to insure its success.

The necessary facilities should be made available if a successful program is carried out. This does not mean that the best of everything should be provided, but it does mean that the necessary facilities be secured. Much essential equipment should be provided just as it must be
provided for regular textbook classwork.

The financial matters of the activity program should be well organized and closely supervised. There are two basic reasons for this control: "(1) To insure a wholesome and well-balanced program, and (2) to educate participants, both direct and indirect, in good business ideals and methods." The financial matters of an activity program create an activity within themselves. Much valuable training is received by those who work with the finances. Character traits are stressed and business practices are emphasized. Fretwell in his book Extra-Curricular Activities in Secondary Schools says:

There is an increased tendency for the board of education to bear a larger percentage of the cost. Activities such as the school newspaper, dramatics, music activities, bands, orchestras, glee clubs, and choruses, are coming into the curriculum. Athletics in some schools is taking its rightful place as a part of the physical education program. As a result of this trend the board of education is providing more teaching and more equipment. This action on the part of the school boards is a justifiable procedure. If the ends attained are not worthy from an educational point of view, the activities should be improved or eliminated.\footnote{\textit{Ibid.}, p. 430.}

\footnote{\textit{F. K. Fretwell, Extra-Curricular Activities in Secondary Schools}, p. 455.}
developed. One of the important phases of an activity program is securing this support, and by the proper use of these activities the desired support will be enlisted. Student activities, as music, dramatics, athletics, literary clubs, school trips, school councils, open house, school publications, and commencement activities enlighten the community about this newer phase of the educational program.

McKown gives several suggestions regarding the place of these activities in securing community support:

1. The main purpose is to educate pupils, not parents and patrons.
2. Abolish the admission fees.
3. Decrease emphasis on winning.
4. Continuously educate the community in educational ideals, materials, and methods.
5. Enlist the assistance of the editor of the local newspaper.
6. Recognize that the community is becoming increasingly more critical.¹³

Justifiable activities presented in justifiable and worthy ways will be the guarantee of successful enlistment and intelligent support of the community.¹⁴

Every phase of an educational program should be carefully evaluated. Since activities are a definite part of


¹⁴Ibid., p. 83.
the educational program, they, too, should be evaluated. Improvements or adjustments worthy of recognition should be based on sound principles according to the immediate and lasting efforts. Public opinion will, in a measure, evaluate the program, but pupils, teachers, and patrons are criticizing the program from time to time, and their analysis will have its effect on activities, be they good or bad. Proper administrative evaluation of activities, using the objectives and principles set out in the first part of the chapter, will insure an intelligent, constructive, and lasting program.

Objectives and Principles for Interscholastic League Activities

The Texas Interscholastic League has made much progress in setting up its program. The League officials say:

The League is the most highly organized and has the greatest membership of all similar school organizations in the United States. Its purpose is to organize and direct, through the medium of properly supervised and controlled contests, desirable school activities, and thereby assist in preparing pupils for citizenship.15

The League has but one stated objective in its official constitution; namely, "the object of this league

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is to foster among the public schools of Texas interschool competitions as an aid in the preparation for citizenship." In order to establish objectives and principles for the League, under the League's broad objective of citizenship, the author has used editorials and approved articles from the **Interscholastic Leaguer**, the official publication for the Texas Interscholastic League. The League objectives and principles are closely related to those for elementary schools. These objectives and principles are given and substantiated in the following paragraphs.

Probably the most important objective of the League is to motivate and capitalize pupil interest. "The contest is a natural form for teaching to take. It is often used as a social entertainment. Sometimes the two purposes are served at one and the same time by one and the same competition." Roy B. Henderson says that championships are effective devices which may be used to stimulate interest and participation in literary and athletic activities. The championship idea may be a blessing or a

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curse depending upon how skillfully and wisely it is used.\textsuperscript{18} The competitive and contest idea is suggested as an effective means of motivating the pupil's interest.

The League officials say\textsuperscript{19} that in order to help pupils understand and practice good sportsmanship, the contest method should be employed. The contest method is recognized as developing sportsmanship, but the main emphasis has been placed on winning a decision. The following statement supports the contest idea but indicates that the emphasis has been put in the wrong place.

Winning the decision has been given precedence over more valuable assets such as sportsmanship, thoroughness, high standards of excellence, and in many cases, honor itself. Winning often stimulates over-confidence, conceit even; losing, causes a feeling of inferiority or a resentful attitude toward the judge who is accused of unfairness.

Can we not see that success in any field is a by-product and that the real purpose of all endeavor is to create something fine for its own sake? Should we not train students that sportsmanship is of more value than victory and to be a good loser is finer indication of character than to be a good winner?\textsuperscript{20}

\textsuperscript{18}Ibid., p. 4.

\textsuperscript{19}Constitution and Rules of The University Interscholastic League, The University of Texas Bulletin, No. 3824 (June 22, 1935), p. 5.

The League recognizes the need for training pupils in democratic participation and expresses this in the following manner in its official publication:

We should spread participation just as much as possible. The only way to do this is to limit severely the number of contests any one pupil may enter, say one literary and one athletic. The slogan should be "spread participation, don't spread the meet."\textsuperscript{21}

There is developing in education of thought considerable opposition to any kind of artificial incentive to study or to work of any character. We should look forward to a cooperative commonwealth, say the exponents of this school, and should train pupils in competition.\textsuperscript{22}

Mckown predicts that the major part of our time and effort will be placed where it should have been all the time not on the already physical specimen, but on the weakling who needs building up.\textsuperscript{23}

Entrance and competition in league contests are not the chief purposes of the program; however, the League furnishes an excellent incentive for each activity. Participation in the League is beneficial only when its aims are the goal posts of our achievements. A long period of preparation, which purposes to develop all students rather than a selected few, displaces a few weeks

\textsuperscript{21}\textit{Interscholastic League}, Vol. XX, No. 3 (April, 1937), p. 2.

\textsuperscript{22}\textit{Interscholastic League}, Vol. XX, No. 5 (January, 1937), p. 2.

of intensive training and drill that usually en-
ervates potential contestants and teachers. 24

To help the pupil develop and practice democratic
ideals is a League aim. Fretwell, speaking to a state
meeting of delegates, says that citizenship training to
give the student a share in the affairs of the school
will tend to develop more democratic ideals than any
amount of classroom teaching. 25 These were his words:

We hear a great deal in the schools these
days about teaching leadership. The extra-
curricular program is planned largely to create
opportunity for developing leadership among the
pupils of the school. But occasionally we find
an extra-curricular activity dominated by a
teacher in regular old-time classroom fashion.
Pupils suggestions are promptly set upon. Pupils
are told to do this and that and not to do the
other. Eleven-tenths of the suggestions for
action come from the sponsor. 26

The statement regarding teacher domination points out one
of the common faults in activities. This fault refers
not only to League activities, but to all activities.

The Interscholastic League endeavors to develop in-
dividual interests.

24"Extra-Curricular Drops The Extra," Interscholastic

25"Minutes State Meeting of Delegates May 8, 1937,"
Interscholastic League, Vol. XXI, No. 1 (September, 1937),
p. 1.

Different devices are used in the schools for different ages, but for the "tiny tot" age no device has been discovered, we think, quite so well adapted for speech training as telling the right kind of stories under competent direction.\(^\text{27}\)

In its contest program, the League has endeavored to furnish an outlet for schools and pupils competitively inclined and still so direct and surround the contest with safeguards that the pupils who actually engage in them will be learning a valuable skill for amassing useful information and at the same time learn emotional control and get some schooling in proper attitudes which it is hoped will carry over into life's far sternr competitions.\(^\text{28}\)

The League contests for elementary schools are listed and described in Chapter III.

School spirit and morale may be developed and maintained in many ways, but the school's attitude should be kept under control. Guidance is necessary to secure the proper spirit and morale desired by the school and community.

In preparing the school generally for participation in the county meet, have a few discussions during the auditorium or other activity period on sportsmanship. Try to find the right spirit for one to have when he enters a contest with another person. The profit comes to the individual contestant from serious preparation and from participation. If he wins, so much the better. Not only the actual contestants but the

\(^{27}\text{Ibid.}, \text{Vol. XXII, No. 4 (December, 1938), p. 2.}\)

\(^{28}\text{Ibid.}, \text{Vol. XXI, No. 2 (October, 1937), p. 2.}\)
whole school should be prepared in the precepts of good sportsmanship as well as the community itself.29

The League principles are basically the same as those used for activities in all elementary schools. The League activities propose to develop citizenship and so do activities outside of the League. The same fourteen principles, given earlier in this chapter, can be applied to League activities, but the author attempts to substantiate only the five considered to be the most important.

The teacher should educate the doers and not work just to get the job done. It seems to be the practice with teachers, who work with League activities, to place the emphasis on winning. Too much emphasis is placed on the contest decision and not enough interest has been given to the educational development of the pupil.

The League contests lend themselves to training pupils for life situations in speech if the sponsor will take advantage of them.30 The pupils are prepared for the show of which they are a part instead of being instructed in the correct ideals of citizenship. If any of these ideals


are necessary for the success of the contest, the pupils will receive those and no more. The job must be done at all cost, even at the sacrifice of the pupils themselves. The important question is whether the teachers are educating the doers or just getting a job done.

The League activities should be integrated with the curriculum. It is the desire of the League officials to have the contest events, if possible, fused into the regular classroom work. McKown says that in the future the curriculum will consider first the needs of the pupil and then subjects. Activities will be integrated and the term extra will be dropped. 31

The League program should have the guidance of competent teachers. If this guidance is provided, the program of contests will do much good. The guidance received is not always focused in the right direction. H. G. Barnes says that the worst thing about the whole contest program as a teaching device is that the judge, teacher, and the pupil rarely focus on the same fundamentals. 32 From this


statement the whole idea of teacher guidance is brought to light. Barnes suggests that the proper guidance is rarely understood by those connected with the activity. Guidance for the League contests is demanded because man is a competitive being and will enter contests of one kind or another. The big question is to guide the pupils into proper competitive contests, contests that are organized, directed, and controlled.33

The community will support any activity program sponsored by the school, if the community is educated to the program and can see results. The singing contests are delightful exercises both for contestants and audience. The community enjoys this activity and many schools use this contest to sell the whole program. "The dramatic and music program should both have as their first function the raising, however slightly, of community standards. The program should be educational and should lead to genuine enjoyment."34 The school publications, assemblies, and athletics must be recognized as having an important part in developing community support.


Serious attempts should be made to evaluate the activities of the League program. The officials are, according to the Leaguer, evaluating the League activities. "To facilitate the work of the speech teacher and the aims of the speech program the interscholastic contest program needs drastic revision."35 The method of award should be revised. The rank method should be dropped and in its place the group rating plan should be used. Such a change would make a more effective teaching device.36

Some activities have to be encouraged and some restrained, or rather, one may say, that a school activity in which the public takes an inordinate interest requires a greater measure of school control than one in which the public takes little or no interest. It is often found in such cases that the public's interest is set on a different foundation entirely from the schoolman's interest. This is particularly true of any school activity in which the contest is introduced as a motivating force. The public's one criterion of success in the contest field lies in winning the contest... So great care should be taken to see that when the tumult and shouting dies something is left of definite educational value.37


36Ibid., p. 1.

Analysis of the Relation of Stated Objectives and Principles

The general objectives of the elementary school and the League are, in principle, the same and propose to help the pupil understand and practice desirable social relations. As stated earlier, these are to train the pupil for democratic participation; to discover and develop individual interest; to motivate pupil interest in school; to improve school spirit. The methods of attaining these objectives seem to differ. The elementary school undertakes to develop these objectives through the use of organized and directed group activity. The League tries to meet the objectives through organized and directed contests. Chapter III gives in detail the two methods used to meet the objectives.

The principles, so far as can be discovered, are the same in nature, but there are two exceptions to be noted. First, the elementary school program suggests that the activities fit the local school and community setting. The League disregards the local situation and calls for the active support of every school teacher in Texas. It asks that every school, no matter how small or large, become an active League member.38 Second, the elementary

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38Constitution and Rules of The University Interscholastic League, The University of Texas Bulletin, No. 3324 (June 22, 1933), p. 5.
program cares for all pupils. The League program limits its pupils to a select few and to a specific, age-grade group. The nature of this limitation is discussed in the next chapter.

The League's citizenship objective is identical with the elementary school's, but the contest medium of attaining this objective is not supported by the elementary school personnel.
CHAPTER III

ACTIVITIES IN THE ELEMENTARY SCHOOLS OF TEXAS

This chapter presents the activities used by elementary schools to reach their objectives and principles as set up in Chapter II. It presents the League activities used to achieve its objectives and principles as given in Chapter II. The returns from the Interscholastic League questionnaire are presented and analyzed.

Elementary School Activities

The activities of the elementary school do more than educate the child from textbooks; they bring the child into its own realm of actually living while at school.

The activity program for elementary schools is given in three divisions, namely: (1) home rooms, (2) clubs, and (3) assemblies. In some schools an integrated activity program is used and yet none of these three divisions or descriptions applies in these cases. The activities and objectives, however, described in the following paragraphs do apply. From these basic activities the author attempts to show how the elementary schools meet their objectives and principles.
The home room offers an opportunity for accomplishing more in a greater number of the objectives and principles than does any other single provision in the weekly schedule. It offers a real opportunity for training in citizenship through participation in the school activities. The cooperative spirit and group ideals that may and should be stimulated in the room contribute directly to the development of ethical character. It is the organization which provides the best opportunities for supplementing the curricular work in accomplishing the educational purposes for which the school stands.¹ "The home room unit is an attempt to give pupils an opportunity to be and to do; to think and to act; to see and to practice; to stimulate and to inspire one another to greater effort, and to the realization of higher ideals of life."²

The purposes of the home room are:

1. To provide a means for stimulating and developing school morale
2. To give opportunity for individual and group participation in various types of school activities
3. To encourage pupil initiative
4. To foster wise leadership and intelligent fellowship

¹J. Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities, pp. 31-33.
²Ibid., p. 37.
5. To encourage proper self-expression under well-considered limitations
6. To teach democracy through democratic living
7. To bring the pupil into contact with the community and the community into contact with the pupil

These purposes have the same ideas as the objectives given for elementary schools in Chapter II.

The home room group furnishes an equal opportunity for all to participate. The group selects representatives for the class and for such activities as the school may foster. In this selection the pupil learns to be a citizen by practicing habits of good citizenship.

The home room organization fosters topic discussions for the purpose of educating the pupils to its stated purposes. H. C. McKown suggests the following topics for home-room activities:

1. Discussion of ideals and purposes of home-room organization
2. Election of officers and representatives
3. Discussion of proposed programs
4. Daily routine, bulletin notices, and attendance
5. Collection of contributions to school funds; and sale of tickets
6. Selling subscriptions to school publications and distributing the same
7. Discussion of attendance and punctuality requirements

3 Ibid., pp. 38-39.

4 H. C. McKown, Extra-Curricular Activities, pp. 35-37.
8. Informal talks about what is needed to better school life and work
9. School songs and yells
10. Reports from visitors to other rooms
11. Debates on current, local, national, and international topics
12. Life stories of leading presidential candidates
13. Discussion of local civic problems, water, police, and fire-protection
14. History and etiquette of the American flag
15. Biographies of great Americans
16. Current events, local, state, national, and international
17. Naming favorite book or author and reasons for preference
18. Program of two-minute speeches on resources of the state
19. Investigation of, and reports on, city's resources
20. Charity work, Christmas baskets
21. Mock trials, civil and criminal
22. Imaginary banquet scene and toasts
23. Conversations and interviews between imaginary individuals
24. Invitations and introductions enacted by the students
25. Debates on school affairs, athletics, examinations, and the honor system
26. Story telling--adventure and heroism
27. Talks and demonstrations by outside speakers
28. Presentation of programs from other rooms
29. Inter-and intra-room contests of various sorts
30. Aiding absentees in making up work
31. Boosting school enterprises
32. Talks and discussions of ethics, honor, honesty, and loyalty
33. Dramatization of proverbs
34. How to study
35. How to use the library
36. Contests between two sides of room on tardiness, scholarship, ticket selling
37. Discussion of clubs and other extra-curricular activities of the school
38. Reports of visits to other schools, cities, and countries
39. How vacation was spent by various students
40. Duties to others and self
41. Plans for vacations
42. Musical appreciation. Use of the victrola for demonstration

Other home-room activities include programs for:
(1) citizenship; (2) health; (3) thrift; (4) patriotism; and (5) miscellaneous subjects.

These activities are carefully directed; participation is open to all in the room; individual and group interests are discovered; and school spirit is improved with the development of these programs. The citizenship program may have a series of leadership topics for discussion, such as: (1) national leaders; (2) local leaders; (3) school leaders; and (4) home-room leaders. The qualities for good citizenship may be considered as follows:

1. Honesty
2. Dependability
3. Application
4. Perseverance
5. Obedience
6. Self-control
7. Concentration
8. Self-reliance
9. Loyalty
10. Patriotism
11. Courage
12. Industry

13. Truthfulness
14. Cooperation
15. Willingness
16. Sincerity
17. Honor
18. Cheerfulness
19. Consideration
20. Respect
21. Reverence
22. Cleanliness
23. Friendliness
24. Good sportsmanship

A citizenship program based on loyalty, as, loyalty to friends, family, and home-room may be used to encourage

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5 J. Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities, p. 118.
the proper habits and attitudes desired. The sportsmanship program will perhaps be a fitting conclusion to the home-room citizenship activities. The general discussions may be taken as follows:

I. Good sportsmanship has to do with your character, with your relation to officials and to your opponents. A "good sport" will compete for love of competition rather than for prizes, pride, or excessive desire to win.

II. The test of sportsmanship implies that--
   A. Victory alone is not the final aim in sport.
   B. Unselfishness is sport's finest trait.

III. Sportsmanship in school athletics includes the following factors.
   A. Sportsmanship is the golden rule applied to contests.
   B. It involves determination, fairness, modesty, and courtesy.
   C. It must not be sacrificed for victories.
   D. The following have to be acquired: to play a game cleanly; to play hard without taking unfair advantage of an opponent; to take hard knocks without losing one's temper; to observe not only the letter of the rules exactly, but also the spirit; to take defeat without a whimper and victory without a sneer or a strut.

IV. The code of a good sportsman is as follows:
   A. Thou shalt not alibi.
   B. Thou shalt not quit.
   C. Thou shalt not gloat in winning.
   D. Thou shalt not be a poor loser.
   E. Thou shalt not take unfair advantage.
   F. Thou shalt not ask odds thou art loath to give.
   G. Thou shalt always be ready to give thine opponent the shade.
   H. Thou shalt not underestimate an opponent, nor overestimate thyself.
   I. Remember, the game is the thing, and he who thinketh otherwise is a mocker.
   J. Honor the game thou playest, for he who playeth the game straight and clean and hard is a winner even when he loses.

V. The following is the sportsman's code of honor.
   A. I will keep the rules.
B. I will keep the faith with my comrades and play the game for my side.
C. I will keep myself fit.
D. I will keep my temper.  

If other programs are desired, they may be formed in consideration of: cooperation, morals and manners in assembly, honesty, and punctuality.

The health programs are of major importance. They should be worked into the program according to the curriculum. Here the chief purpose is to suggest material to be used by the home-room group. The author offers this outline for a health program.

Outline of Health Topics

I. Food, shelter, and clothing
   A. Health in the home
   B. Importance of milk and green vegetables in the diet
   C. Desirable school lunches
   D. Dangers of excessive eating of sweets
   E. Effects of stimulants
   F. Hygiene of clothing
   G. Care of the sickroom
   H. House sanitation
   I. Necessity for care in the use of gas and electric household appliances

II. Health habits
   A. How to live long
   B. Moderation in all things
   C. Care of the eyes
   D. Care of the teeth

6Ibid., pp. 121-122.
7Ibid., pp. 156-157.
E. Study of the health habits of Roosevelt, Jenner, Carrel, Grenfell, etc.
F. Health habits for athletes
G. Mental health and hygiene
H. Cleanliness and health

III. Health examinations, standard measurements, etc.
A. Health examinations
B. Weighing and measuring pupils to discover abnormal or sub-normal weights, heights, etc.
C. Common physical defects of school children

IV. Prevention and treatment of disease
A. Causes of common colds, their prevention, and treatment
B. Causes of contagious diseases, their prevention, and treatment
C. Dangers in the common drinking cup
D. Prevention of, and treatment of, common illnesses, such as, headache, earache, toothache, nosebleed, upset stomach, diarrhea, constipation, etc.

V. Treatment of minor injuries
A. First aid to the injured
B. Injuries when the skin is not broken
C. Injuries when the skin is broken
D. Foreign bodies in the eye, ear, or nose

VI. Public health
A. Responsibility of authorities (federal, state, county, city) for the health of the community
B. Federal, state, and local agencies for the promotion of health
C. Disposal of sewage and garbage
D. Insuring supplies of pure water and pure milk
E. Clean-up week
F. Care of parks, streets, alleys, and vacant lots
G. Safety health measures for school buildings

VII. Miscellaneous suggestions
A. Health-poster campaigns
B. Scrapbooks of clippings about health
C. Notable achievements in the history of medicine
D. Outstanding physicians and surgeons
E. Causes and prevention of automobile accidents
F. Dangers of failing to obey traffic laws
G. Avoiding fire hazards
These suggested health topics under the guidance of the home-room sponsor and leaders may be used to develop speech, writing, spelling, reading, art, arithmetic, and other academic work.

A thrift program is usually considered as a program related to saving money. However, many other types of thrift may be used, such as saving time, energy, private property, public property, and wise spending.\(^8\)

Many patriotic programs could be used in the home-room activity work. The curriculum may give any number of ideas closely related to the social sciences. These programs should stimulate initiative and original thinking for all pupils and the sponsor.

Miscellaneous programs providing a variety of opportunities may be selected, using the following objectives: leadership, fellowship, initiative, intelligent obedience to constituted authority, and universal participation.\(^9\) Programs related to music week, education week, book week, safety, fire, and inventions may be initiated in the home-room.

The home-room committees may vary according to the opportunities. A list of committees that may be selected

\(^8\text{Ibid.}, \text{ p. 135.}\)

\(^9\text{Ibid.}, \text{ p. 164.}\)
or appointed is given by R. C. McKown\(^{10}\) as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Library</th>
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<tbody>
<tr>
<td>Art</td>
<td>Literary</td>
</tr>
<tr>
<td>Athletics</td>
<td>Locker</td>
</tr>
<tr>
<td>Attendance</td>
<td>Lost and Found</td>
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<tr>
<td>Banking</td>
<td>Milk</td>
</tr>
<tr>
<td>Bicycle</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Playground</td>
</tr>
<tr>
<td>Book</td>
<td>Promotion</td>
</tr>
<tr>
<td>Booster</td>
<td>Publicity</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>Safety</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Scholarship</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Seating</td>
</tr>
<tr>
<td>Competitions</td>
<td>Service</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Social</td>
</tr>
<tr>
<td>Current Events</td>
<td>Success</td>
</tr>
<tr>
<td>Debating</td>
<td>Suggestion Box</td>
</tr>
<tr>
<td>Devotionals</td>
<td>Supplies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Thrift</td>
</tr>
<tr>
<td>Dramatics</td>
<td>Traffic</td>
</tr>
<tr>
<td>Fire</td>
<td>Trip</td>
</tr>
<tr>
<td>Health</td>
<td>Usher</td>
</tr>
<tr>
<td>Inspections</td>
<td>Welcoming</td>
</tr>
</tbody>
</table>

The second basic division of the activity program is the school clubs.

School clubs are those school activities organized and administered in the school, whether during or after school hours, to provide for the gregarious instincts of adolescent students and to stimulate and promote desirable school spirit and practices.\(^{11}\)

The purposes of school clubs are:

1. To provide for gregarious instincts of adolescents through a well organized and directed program of school clubs

\(^{10}\)R. C. McKown, *Activities in the Elementary School*, p. 64.

2. To lead pupils through these well-directed club activities to a knowledge and appreciation of the social and educational advantages that participation in these types of school activities will bring them

3. To provide an outlet for adolescent enthusiasm through a well-directed and guided social program

4. To stimulate a desirable school spirit and interest in the school's activities in general, both curricular and extra-curricular

5. To stimulate initiative in wise and capable leadership and in intelligent fellowship

6. To aid the pupil in finding himself and in discovering a hobby which will help him to enjoy profitably his leisure hours

7. To provide a means for universal pupil participation in the school's program of activities

8. To teach pupils to do better the many desirable school and community activities in which they participate now and later in life.\textsuperscript{12}

Keeping in mind the elementary school objectives and principles, the author finds that the purposes of the school clubs are in general agreement with those given for the elementary school. What is the nature of the school club activities used to meet the objectives? The clubs are divided into three main types, as (1) administrative, (2) non-administrative, and (3) national. It would be impracticable to list all of the clubs in the three divisions but a few are listed in each group, as:

\textsuperscript{12}Ibid., pp. 205-206.
I. Administrative clubs
   A. Home-room presidents
   B. Council representatives
   C. Health
   D. Thrift
   E. Citizenship
   F. Salesmanship
   G. Reporters
   H. Monitors
      1. Cafeteria monitors
      2. Hall monitors
      3. Assembly monitors
      4. Library monitors
      5. Office monitors, etc.

II. Non-administrative clubs
   A. Subject clubs
      1. English
      2. Mathematics
      3. Science
      4. Language groups
      5. Fine Arts
      6. Practical Arts
      7. History
      8. Commercial, etc.
   B. Non-subject clubs
      1. Athletic
         (a) Football
         (b) Basketball
         (c) Baseball
         (d) Soccer
         (e) Swimming
         (f) Tennis
         (g) Track
         etc.
      2. Hobby clubs
         (a) Airplane
         (b) Kite
         (c) Radio
         (d) Crochet
         (e) Needlework
         (f) Fancy work
         (g) Bird
         (h) Butterfly
         (i) Landscaping
         (j) Travel
         (k) First aid
(l) Home nursing  
(m) Dancing  
(n) Dramatics  
(o) Folk dances  
(p) Opera  
(q) Band  
(r) Orchestra  
(s) Glee Club  
(t) Violin  
(u) Agriculture  
(v) Gardening  
(w) Poultry  
(x) Games  
(y) Big Brother  
Social hour  

III. National organizations  
A. Hi-Y  
B. Boy Scouts  
C. Girl Reserves  
D. Comfire Girls  
E. National Honor Society  

The organization of clubs in all schools is essentially the same, namely: membership; size of the club; club name; time and place of meeting; frequency of meetings; creeds and slogans; fees, dues, and assessments; club trivia; constitution, officers, and committees. Organizing a club using the essential factors named above gives individuals an opportunity to prove themselves. The pupil that participates in the organization of clubs will be learning of the valuable social relationships essential for good citizenship. McKown states that "the school club

13 Ibid., pp. 213-214.  
offers many golden opportunities for the discovery, exploration, and development of those interests which the child already has, and, further, for the broadening of his experience through contacts with others, thus adding to his stock of interests.\textsuperscript{15}

The club organization is an ideal group to foster desirable social ideals and good citizenship habits and attitudes, because the activities are not uniform, formal, or teacher-dominated. The activities used in school clubs are numerous and perhaps some of them overlap. However, the author gives a limited list as selected by McKown\textsuperscript{16} for elementary schools. These are:

<table>
<thead>
<tr>
<th>Aircraft</th>
<th>Christmas</th>
<th>Flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Citizens</td>
<td>Friendship</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Coins</td>
<td>Gift</td>
</tr>
<tr>
<td>Art</td>
<td>Collecting</td>
<td>Handicraft</td>
</tr>
<tr>
<td>Athletic</td>
<td>Correspondence</td>
<td>Harmonica</td>
</tr>
<tr>
<td>Band</td>
<td>Costumes</td>
<td>Health</td>
</tr>
<tr>
<td>Banking</td>
<td>Courtesy</td>
<td>Hiking</td>
</tr>
<tr>
<td>Baseball</td>
<td>Craft</td>
<td>Hobby</td>
</tr>
<tr>
<td>Bicycling</td>
<td>Current events</td>
<td>Inventors</td>
</tr>
<tr>
<td>Bird</td>
<td>Dancing</td>
<td>Jigsaw</td>
</tr>
<tr>
<td>Boat</td>
<td>Doll</td>
<td>Kitchen</td>
</tr>
<tr>
<td>Booster</td>
<td>Dramatic</td>
<td>Kite</td>
</tr>
<tr>
<td>Braille</td>
<td>Electricity</td>
<td>Knitting</td>
</tr>
<tr>
<td>Camera</td>
<td>English</td>
<td>Know Our City</td>
</tr>
<tr>
<td>Camping</td>
<td>Excursion</td>
<td>Landscape</td>
</tr>
<tr>
<td>Cartoon</td>
<td>First Aid</td>
<td>Leaders</td>
</tr>
<tr>
<td>Choral</td>
<td></td>
<td>Leather</td>
</tr>
</tbody>
</table>

\textsuperscript{15} Ibid., p. 107.

\textsuperscript{16} Ibid., pp. 127-128.
The activity program of each club could not be given in this study, but one club program is given to show the activities of the group. A Pet Club program may be carried out as follows:

1. Getting-acquainted meeting
   Students' introduction of themselves
   Discussion of the qualifications necessary
   for the officers of the club

2. Election of officers

3. Making plans for the work of the semester
   Preparation by each member of a list of
   animals that he wishes to study
   These lists tallied by the secretary
   Plans for the semester's work

4. Rabbits
   Building the hutch
   Feeding
   Value as to fur and food

5. Kinds of rabbits
   Chinchillas
   New Zealand
   Other kinds

6. An outside speaker
   A talk on rabbits by an authority on the animals (perhaps illustrated)

7. Pigeons
   The care of pigeons
   Squabs

8. Kinds of pigeons
   Carriers
   Red carreaux
Fantails
Pouters
Other types
A pigeon story

9. Kinds of dogs
   Terriers
   Bull dogs
   Police dogs

10. Kinds of dogs—continued
    Small dogs
        Pekinese
        Poodle
        Pomeranian
    Large dogs
        Great Dane
        Newfoundland
        Eskimo

11. Kinds of cats (domestic)
    Long-haired, Asiatic
        Angora
        Persian
    Short-haired, or European
        Tabby
        Tortoise-shell
        White
        Blue (or Maltese)

12. Other types of pets
    Canary birds
    Goats
    Others

13. Pet stories
    Stories from books
        Laddie, Terhune
        Greyfriars Bobby, Atkinson

14. Horses
    Care of the horse
    Race horses
    Stories about horses

15. Some wild animals
    Elephants
    Kangaroos
    Monkeys
    Others

16. More wild animals
    Strange animals of Africa
    Bears
    Others

17. Visit to a local kennel
18. Visit to a pigeon or rabbit farm\textsuperscript{17}

The final basic division in the activity program for the elementary schools is the assembly. E. K. Fretwell says:

The assembly is the "town meeting" of the school. Problems confronting the school are presented and discussed. Public opinion is formed, and in a democratic school, government is directly affected by this public opinion.\textsuperscript{18}

J. Roemer, C. F. Allen, and D. A. Yarnell say:

We may define the assembly generally as that all-school activity in which pupils and teachers participate for the unification and enrichment of school life. It is an activity made up of both curricular and extra-curricular phases, yet greater than either or both in its potency for integrating the entire life of a school.\textsuperscript{19}

As these quotations show, assemblies have an important place in the life of the school for the development of social education. Fretwell lists forty aims or purposes of the assembly. Ten of the important ones are that they:

1. Can aid in forming intelligent public opinion.
2. Can integrate, unify, emotionally and intellectually, the work and whole life of the school.
3. Can aid in creating new interests and widen and deepen existing interests.

\textsuperscript{17}Ibid., pp. 140-141.

\textsuperscript{18}E. K. Fretwell, Extra-Curricular Activities In Secondary Schools, p. 206.

\textsuperscript{19}J. Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities, p. 305.
4. Can celebrate anniversaries so as to promote happiness and intelligent understanding.
5. Can provide wholesome entertainment and, more or less unconsciously, set standards of taste in entertainment and humor.
6. Can provide in some degree for the individual to express himself and for the school as a whole to express itself.
7. Can aid in promoting fair play and good sportsmanship.
8. Can serve as a means of preserving and further developing worthy school traditions.
9. Can promote a feeling of belonging, of success, of pride in the school.
10. Can serve as a means of discussing questions affecting the real life of the school.\textsuperscript{20}

The purposes of the assembly just quoted are, in the final analysis, in accord with the purposes of the home-rooms and the school clubs. The aims of all three basic elementary school activities are for the development of the child to its fullest extent in the proper habits and attitudes of good citizenship.

The assembly programs may be arranged by a student committee guided by a committee sponsor. The committee may decide to schedule its programs through the home-room group and also through the clubs organized in the school. Both groups will produce the desired assembly activities when called upon to do so. The assembly program may be developed in many ways; nevertheless, a brief list will show the range and variety, as:

### Activities
- Alumni
- Boosting
- Campaign
- Class work
- Community Interest
- Current Interest
- Departmental
- Faculty
- Health
- Informal
- Inspirational
- Installation

### Miscellaneous
- Music
- Outside Talent
- Parents and Patrons
- "Pep"
- Recreational
- School Interests
- Senior
- Special Days
- Sportsmanship
- Testimonial
- Vocational
- Welfare

The committee on assemblies may use any number of the suggested types of programs. The assembly activities may be scheduled according to special days and weeks of the school calendar and presented by a special home-room or club group, or both. Some of the special programs to be developed are: fire prevention; safety; picture-music; and health week. The possibilities and types of the assembly program are so great that the author can not present all of them. The following programs are selected from McKown's book, *Activities In The Elementary School*, to illustrate the type and variety of activities used to educate the pupils:

**First Aid**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Hand</th>
<th>Ankle</th>
<th>Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Some Practical Bandagings</td>
<td>Finger</td>
<td>Arm</td>
<td>Head</td>
</tr>
</tbody>
</table>

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Demonstration of Methods of Resuscitation... Pupils
Demonstration of Methods of Carrying a Patient... Pupils
    Fireman's lift    Scotch lift
    Fireman's drag    Basket seat
    Stretcher carrying Three-man lift
How to Make Hurry-up Calls...........Three Pupils
    Ambulance        Fire        Police
What I Should Do If I (demonstrations)...Eight Pupils
    Sprained my ankle Ran a splinter into my foot
    Scalded my hand   Got something in my eye
    Had a bad toothache Were stung by a bee
    Cut my finger     Had a severe headache
A New A. B. C. (Always Be Careful).........Pupil

Halloween, October 31

Halloween, always an interesting event, is celebrated about the same today as it was centuries ago, and it represents an excellent topic for an assembly program. An appropriate setting is a darkened stage decorated with shocks of corn, pumpkins, skeletons, broomsticks, black cats, goblins, and several witches grouped around a pot suspended over a stage fire. Some of these properties may be kept "in action" by means of pulled strings or an electric fan.

The Origin of Halloween............Pupil
Dance of the Witches..............Dancing Class
"Little Orphan Annie", Riley........Pupil
Halloween in Other Countries......Pupil
Musical Reading, "Voices of the Night" (weird effects)...........Pupil
Parade of the Skeletons...........Gym Class
"Seein' Things at Night", Riley.....Pupil
Dance of the Scarecrows...........Dancing Class
"The Black Cat", Poe...............Pupil
A Pledge for a Safe and Sane
Halloween.........................School

Interscholastic League Activities

Interscholastic League activities are conducted on a

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22H. C. McKown, Activities In The Elementary School, pp. 156-157.
competitive or contest basis for the purpose of aiding the pupils in their preparation for citizenship. These contests are organized so as to use the curricular or subject matter studies as a nucleus for this activity. The activities sponsored by the League for elementary schools are "declamation; 'ready writers' contest; spelling and plain writing; music memory; choral singing; picture memory; number sense; story-telling; and junior boys' track and field meet."\(^{23}\)

The following resume of the League activities, used to attain its own objectives and principles as given in Chapter II, was taken from the Constitution and Rules of the League.\(^{24}\)

The declamation contest for elementary schools is divided into two divisions, Junior girls and Junior boys. The contest is limited to those pupils between the ages of ten and fifteen and in the elementary school. Only one member from each school is entitled to enter the county meet in each division. The selection must be from standard


\(^{24}\)Ibid., pp. 34-95.
poetry, must not be in the nature of a reading, and must not require impersonation. The purpose of the contest is to aid the pupils in memorizing and to enable them to give a sincere, intelligent interpretation of the poem to an audience. The speaker is limited to five minutes. Each participant is judged and ranked according to "choice of material; appreciation of thought; projection to the audience; control of bodily activity; rhythm; pronunciation; voice control; and general effectiveness."  

The contest in "Ready Writing" permits but one entry to the county meet, either a girl or boy, in the proper division. The pupils are required to write a composition on one of five subjects selected by the state officials. The pupils are limited to two hours or one thousand words. The compositions are graded by qualified and impartial judges who base the grades on interest, organization, and correctness of style. A pupil in grade five may have to compete with a sixth or seventh grade pupil in this division. The spelling and plain writing contest has the widest participation of all League activities. The elementary school has two divisions in this contest, one for pupils

25 Ibid., pp. 36-37.
in grades four and five, and another for pupils in grades six and seven. Each school may enter a team of two in each division. The average score for the team is used to decide a winner. The contestants write the words given at the rate of six words per minute from a selected list made up at the state League office. The spelling papers are judged for correct spelling and plain handwriting. The contest encourages special attention to the study of words and letter formations.

The elementary school music memory contest is open to pupils in grades five, six, and seven. A team of two or more, according to the enrollment, may enter the competition. Each contestant listens to ten recorded musical selections and marks his score sheet for the composer, title, instrumental tone, theme, and types of selection.

The choral singing contest for elementary schools has two divisions: (1) choirs of not more than twenty; (2) choirs of more than twenty. Schools having as many as sixty pupils enrolled shall not be permitted to enter the first division. Each choir must be ready to sing any of the eleven songs selected in cooperation with the State Music Director. The choir must be prepared to sing two-part and unison songs. The choir is judged according to technical accuracy, tone production, intelligence of
phrasing, interpretation, and stage appearance.

The picture memory contest is confined to fourth and fifth grades. A team of two or more, according to the enrollment may enter the contest. The pupils are required to identify and answer questions testing their appreciation on thirty-three pictures. The contest is related to art appreciation study in the elementary schools.

The arithmetic contest is for pupils in the seventh grades. A team is selected on the same basis as the music memory team. The team has ten minutes to take the mental arithmetic test. Each problem skipped is counted wrong but those below the last problem attempted are not considered in the test. Problems related to those in the textbooks are used in the test sheet.

The contest in story-telling is the only activity in the league open to pupils below the fourth grades. One contestant may enter from either the second or third grades. The pupils have the stories told to them and then they go into the auditorium and retell the story of their choice. The child is judged on spontaneity, originality, and naturalness of delivery. This activity is associated with reading in the public schools.

The junior track and field events are: 50 yard dash; 100 yard dash; 440 yard dash; pull up (chinning bar);
running high jump; and running broad jump. Boys between the ages of ten and fifteen and in the elementary school may enter the contests. There are no events for girls.

These League activities permit a limited number actually to participate in the county meet. They do give an unlimited opportunity for local try-out participation. Through these contests the League proposes to reach its objectives and principles.

Analysis of Interscholastic League Questionnaire

The data in Table I, which follows, give the response of elementary school teachers in Texas, expressed in the number and percentage of yes and no answers, to a questionnaire on League contests as they affect children, teachers, and the school community. The full text of the questionnaire is given in the appendix. The results show clearly that the League does not meet modern objectives of education. It also shows that the elementary teachers and principals believe that League effects on the children, teachers and community are in opposition to the elementary school program and that participation in League activities should be discontinued. It is overwhelmingly suggested that a day of games be substituted for the League activities.
### The Number and Percent of Elementary Teachers' Answers Yes and No to Questions on the Effects of Interscholastic League Contests

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the League meet modern objectives of education?</td>
<td>40</td>
<td>216</td>
</tr>
<tr>
<td>Do League activities develop the child to assume social responsibilities?</td>
<td>61</td>
<td>191</td>
</tr>
<tr>
<td>Do League activities meet interest and personal needs of children?</td>
<td>22</td>
<td>158</td>
</tr>
<tr>
<td>Do League activities promote interschool companionship?</td>
<td>79</td>
<td>170</td>
</tr>
<tr>
<td>Do League activities cause a closer cooperation and friendliness between schools?</td>
<td>39</td>
<td>204</td>
</tr>
<tr>
<td>Do League activities interest the child in contributions of other schools?</td>
<td>78</td>
<td>167</td>
</tr>
<tr>
<td>Do League activities widen interests of pupils?</td>
<td>172</td>
<td>97</td>
</tr>
<tr>
<td>Have League activities improved expression of pupils?</td>
<td>142</td>
<td>98</td>
</tr>
<tr>
<td>Is experience in League participation worth the strain?</td>
<td>66</td>
<td>187</td>
</tr>
<tr>
<td>Does satisfaction derived justify retention of League activities?</td>
<td>49</td>
<td>202</td>
</tr>
<tr>
<td>Are you in favor of the League as conducted?</td>
<td>37</td>
<td>202</td>
</tr>
<tr>
<td>Would it be wise to discontinue League activities in schools?</td>
<td>137</td>
<td>62</td>
</tr>
<tr>
<td>Would an inter-school play day be more educational and social than the present plan?</td>
<td>222</td>
<td>29</td>
</tr>
<tr>
<td>Should a teacher's position be affected by the results of pupils participating?</td>
<td>8</td>
<td>246</td>
</tr>
<tr>
<td>Do League contests have a wholesome effect on the school?</td>
<td>52</td>
<td>183</td>
</tr>
<tr>
<td>Do League contests develop principles of democracy?</td>
<td>49</td>
<td>190</td>
</tr>
<tr>
<td>Since children have different abilities, should they compete with one another?</td>
<td>75</td>
<td>156</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td></td>
<td></td>
</tr>
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</table>
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study the author has explained the problems, stated the purpose, given the procedure, defined the terms, and explained the source of data in Chapter I. Chapter II states the general objectives and principles as set out by authorities on elementary school activities. These objectives and principles were described and discussed. The objectives and principles as set forth by Interscholastic League officials were stated and substantiated. The relation of the two sets of objectives and principles was analyzed. In Chapter III the nature of the elementary school activities, used to reach their objectives and principles, was given. The activities were described and explained; a number of activities were given in detail as sample activities for the whole program. The League activities, used to reach the objectives and principles of the League were listed. The League activities were described and explained in a summarized manner. The League questionnaire, as given in Table I, has been explained and the tabulated
results were interpreted.

Conclusions

From the data presented in Chapter II and Chapter III the following conclusions have been drawn:

1. The significant factors cited in this study show clearly that the elementary school and the interscholastic League programs have definitely formulated plans for attaining their objectives and principles.

2. The authorities are in agreement as to their general objectives.

3. The activities used to reach their objectives differ widely in methods of preparation, control, types, and methods of final presentation.

4. The League restricts participation in its activities.

5. The activities of the elementary school are more democratic than the League activities.

6. The elementary school activities give a greater opportunity for pupils to discover, explore, and develop desirable individual interests and aptitudes.

7. The elementary school activities do more than the
League activities to motivate pupil interest in school.

8. School spirit and morale are improved more by elementary school activities than by League activities.

9. The elementary school activities fit into the school program more easily than into the League program.

10. The schools assume the entire responsibility for the activities of the school when they are not the League activities.

From the evidence given in Table I of Chapter III certain conclusions have been drawn. In the opinion of a majority of teachers:

1. The activities of the League do not meet modern objectives of education.

2. The League activities do not develop the child to assume his rightful social responsibilities.

3. The League activities do not help meet the interest and personal needs of the elementary child.

4. Inter-school competition does not help the child.

5. The League activities in the elementary schools are being discouraged by a majority of schools.
6. The elementary school prefers a day of games and other activities to the League activities.

7. The League activities have an unwholesome effect on the school community.

8. Elementary teachers believe the League activities to be more harmful than helpful in the elementary schools of Texas.

Recommendations

An analysis of all the data presented in this study warrants the following recommendations:

1. That the elementary teachers and principals evaluate the League program according to modern objectives.

2. That the activities of the elementary school educate the child to assume his rightful social position.

3. That elementary schools discontinue the League's program of contests.

4. That schools adopt a play day so that children can play and act together instead of against each other.

5. That the community cooperate in accepting the school's activities instead of the League's program.
APPENDIX

QUESTIONNAIRE ON INTERSCHOLASTIC LEAGUE CONTESTS
IN THE ELEMENTARY SCHOOLS

Directions: All questions have been arranged such that you may answer them either positively or negatively. Please put a circle around the word that in your opinion answers the question correctly.

1. According to your philosophy of education does the interscholastic league meet modern objectives of education? YES NO

2. Do the interscholastic league activities develop the elementary child to assume his rightful social responsibilities? YES NO

3. Do the interscholastic league activities help meet the interests and personal needs of elementary children? YES NO

4. Do the interscholastic league activities tend to cause the elementary child to enjoy the companionship of children of other schools? YES NO

5. Do the interscholastic league activities cause a closer cooperation and friendliness between schools? YES NO

6. Do the interscholastic league activities cause the child to become interested and to show an appreciation of the contributions made by other schools? YES NO

7. Do interscholastic league activities cause the interests of pupils who participate to be widened? YES NO

8. Have the interscholastic league activities caused improvement in ability of pupils to express themselves in oral and written form? YES NO

9. Do you believe the nervous strain that the elementary child goes through in the various interscholastic league activities is worth the experiences? YES NO

10. Do you believe the interscholastic league furnishes enough self-satisfaction of attainment for the most children to justify
the retention of these activities?  
11. Are you in favor of the interscholastic league as it now is being conducted?  
12. Do you believe that it would be wise to discontinue the interscholastic activities in the elementary school?  
13. Do you believe a day of games, songs, and other group activities where schools play together instead of against each other would be more educational and social than the way it is now conducted?  
14. Should a teacher's position be affected by the results of her children who participate in interscholastic league contests?  
15. Do you think the interscholastic league contests have a wholesome effect on the school community?  
16. Do interscholastic league contests develop principles of democracy toward which we are striving in our public schools?  
17. If children are recognized as individuals with different abilities, should they compete with one another?
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