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# Survey of the Millard elementary summer school program

Gene L. Bentley

*University of Nebraska at Omaha*

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SURVEY OF THE MILLARD ELEMENTARY  
SUMMER SCHOOL PROGRAM

A Field Project  
Presented to the  
Department of Educational Administration  
and the  
Faculty of the Graduate College  
University of Nebraska at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

by  
Gene L. Bentley  
June, 1970

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Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Specialist in Education.

Graduate Committee

Name	Department
<i>James Salee</i>	<i>Exp. and Dev.</i>
<i>Robert Ackerman</i>	<i>Ch. Ed.</i>

*Darrell Kellams Ed. Ad.*  
Chairman

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## CHAPTER I

### INTRODUCTION

For hundreds of thousands of youngsters across the country, the "good ole summertime" is better than ever. However, there are some children who must attend summer school to make up work that they have failed during the school year. The parents of the Millard School District elementary students are asking for the reasons that their child has been referred for the remedial work during the summer school. Perhaps the parents had valid reasons for questioning the summer school program offered in the Millard Public School System. Why was Millard's summer school program making slow progress in the areas of curriculum and enrollment? Was it because of a lack of objectives developed by the teachers themselves? Or was it the criteria used for enrollment? The administration as well as the parents, teachers, and pupils had searching questions about the summer school program.

The parents in this community as well as parents generally in our society are becoming even more aware of the importance of education. As a result of this interest, school administrators are being urged by fellow educators and parents to have an extended school year<sup>1</sup> in order to

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<sup>1</sup>An extended school year is any school term that goes beyond the regular school year required for attendance by all students.

make full use of our schools, staff, and facilities the year around. Herkinger has concluded in a recent publication that the nine-month school year is becoming a relic of the past.<sup>2</sup>

In 1966 Millard saw a need to incorporate summer school as part of its calendar year. In the four years it has been in operation, many revisions have taken place. However, there has been no systematic evaluation of the program.

The committee on Educational Finance of the National Education Association has long believed that summer school is the great underdeveloped resource of American education.

Although progress is being made in the utilization of this resource, in too many communities there are idle pupils, idle buildings, and highly qualified teachers seeking non-teaching jobs for the summer months. For a nation dedicated to improve the quality of its educational programs, the logic of effective use of summer school is compelling.<sup>3</sup>

A recent report concluded that "with our remedial programs, summer sessions enabling gifted children to accelerate, their education has been a financial saving to

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<sup>2</sup>Grace Herkinger and Fred M. Herkinger, "Schools Should Keep All Year Around," The New York Time Magazine, January 24, 1960, pp. 9, 25, 28.

<sup>3</sup>Madeline Kinter Remmlein, Legal Provisions for Summer School, National Education Association, 1964, p. 4.

the state and school system."<sup>4</sup>

The Millard Summer School began in 1966 with an enrollment of 365. In the period from 1966 to 1969, the total school enrollment has doubled, with the summer school enrollment increasing from 365 to 602. In 1969 most pupils registered for the interest classes and a limited number of registrants for the remedial subjects. Since there has been no systematic evaluation of the Millard Schools summer program, this writer felt it time to survey the program and make recommendations for its improvement.

#### THE PROBLEM

The purpose of this study is to determine the adequacy of the Millard Elementary Summer School District Program as viewed by teachers, parents, and pupils who were involved in the 1969 program.

#### DEFINITION OF TERMS

School Year. A regular school year is a minimum of thirty-six weeks of instruction.<sup>5</sup>

Summer School. Summer school is the school term

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<sup>4</sup>Gloria Commarota, John A. Stoops, and Frank R. Johnson, Extending the School Year, Association for Supervision and Curriculum Development, National Education Association, 1961, p. 10.

<sup>5</sup>Nebraska School Law, 1965-66, p. 171.



during the summer months when attendance is not required for all students.

Extended School Year. Any school term during the summer months that extends beyond the regular school year when attendance is not required for all students.

Class. Classes are those courses normally offered in the curriculum of the elementary school.

Interest or Enrichment Activities. Those courses for children that are intended to help them explore new subjects and to challenge their ability--something which is not always possible in the normal classroom work during the regular school year.<sup>6</sup>

Remedial Classes. Those classes designed for a student who is performing at least one year below his achievement level.

#### DELIMITATIONS

This study was limited to the Millard Elementary School District Summer School Program. The conclusions and recommendations reached by this study were intended only for this school system.

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<sup>6</sup>Educational Research Center, Summer Enrichment Programs, No. 2, National Education Association, Washington, D.C., 1968, p. 2.

## CHAPTER II

### REVIEW OF LITERATURE

Much concern is being expressed about the length of our present school term. Educators as well as the practical citizen, the anxious parents and the hardheaded businessman are all desperately wanting broader and better educational opportunities for their children. Harry Salinger quotes one parent as saying ". . . they grow up so much during the summer that it is a shame if they don't keep on learning."<sup>7</sup>

The extended school year seems an appropriate and practical solution since the plant already exists, fully equipped. The overhead cost of administration remains about the same and fixed charges remain fairly constant.<sup>8</sup> Richard Miller of the University of Kentucky has pointed out that our nation cannot really afford the "nine by nine facility" - nine hours a day for nine months.<sup>9</sup>

In a recent publication William I. Ellena made these very significant points:

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<sup>7</sup>Harry Salinger, "All Year and Summer," American Education, IV, July, 1968, p. 12.

<sup>8</sup>William J. Ellena, "Extending the School Year," Today's Education, LVIII, May, 1969, p. 48.

<sup>9</sup>Hubert H. Humphrey, "Let's Take Off the Padlocks," American Education, IV, July, 1968, p. 2.

For years the schools' front doors were padlocked during July and August. Buildings stood idle. Teachers were out of work or were working at second jobs. The American people held tenaciously to an old, old school calendar suited to our earlier agrarian life. The change in the rate of change now requires that we abandon school calendars based on a bygone era.<sup>10</sup>

The operation of public summer school at the elementary and secondary level began soon after the Civil War, but it varied for many years. The original interest was remedial.<sup>11</sup> In addition to remedial programs, as well as enabling gifted children to accelerate, "the education has been a financial saving to the state and school system."<sup>12</sup> Former Vice President Hubert Humphrey concluded in a recent publication, ". . . padlocks are for jails not schools - yet we lock up 50 billion dollars in public school facilities every summer."<sup>13</sup>

However, from Remmlein's research, it would appear some states are giving interest to the matter and beginning to take action on it. She points out that 17 states have enacted specific statutory authorization for summer school, and this number includes two where the authorization, though

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<sup>10</sup>Ellena, op. cit., p. 49.

<sup>11</sup>Remmlein, op. cit., p. 4.

<sup>12</sup>Commarota, Stoops, and Johnson, op. cit., p. 10.

<sup>13</sup>Humphrey, op. cit., p. 2.

specific, is indirect. In eighteen states, general powers have been considered sufficient and ten other states require state departmental approval or have set a criteria. In fifteen states, including Nebraska, there are no statutory provisions and no departmental regulations. Fourteen states have provided a measure of state aid.<sup>14</sup>

Although progress tends to be slow on the state level, an encouraging survey reveals that more than 60 per cent of the schools across the country are planning to offer summer sessions. This compares substantially to five years ago when only 42 per cent of the nation's school districts held summer courses.<sup>15</sup>

It seems evident that summer schools will continue to increase regardless of the reasons for that increase. The first consideration in planning summer education activities is that of identifying the needs of students and teachers. It is becoming increasingly evident that student participation in summer school activities should be on a voluntary basis and counseling help should be available to assist students in working out their summer programs. The relationship between the work done during the summer session and during the regular school year should be clearly defined.

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<sup>14</sup>Remmlein, op. cit., p. 4.

<sup>15</sup>Lee O. Garber, "Opinion Poll," Nations Schools, LXXXIII, June, 1969, p. 71.

The success of the voluntary summer school program rests in part upon the extent to which it captures the interest of the student. The most pressing reasons for heightening interest in summer sessions, according to many educators, are the educational needs of today's students. Garber has stated that:

. . . although most administrators feel that the primary goal of summer school is to allow the slow reader to catch up, a large segment of administrators agreed that students should take courses for general enrichment. Summer students should forget about credits and work to improve.<sup>16</sup>

From an administrative standpoint, Garber cites two major reasons for the increase in summer sessions:

- (1) More effective use of buildings and equipment.
- (2) Opportunities for additional employment of teachers.<sup>17</sup>

The Educational Research Service has further declared that in order for the summer schools to grow in attendance, they must have courses that are fun, interesting, different, and free from the worry of written grades and tests. Whether students attend out of the desire to escape the long hot summer with nothing to do or because they want to widen their learning experience, more and

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<sup>16</sup>Garber, op. cit., p. 71.

<sup>17</sup>Ibid.

more children are attracted to an increasing number of summer enrichment classes.<sup>18</sup> It has also become clear that "there tends to be less forgetting during a shorter vacation period."<sup>19</sup>

Former Vice President Humphrey has suggested that summer programs should provide an atmosphere of experimentation and innovation by freeing teachers from the set programs of "winter schools" which require fixed schedules and prescribed texts. By reducing pupil-teacher ratios, summer programs invite the development of closer, warmer classroom relationships.<sup>20</sup>

One community was so enthused by the success of their own summer school program, it inspired a local editor to write an article about the progress the students made during this time. One very significant statement he made should be true of every successful program.

. . . teachers report that children's absorption of material and rate of learning is tremendous. Without the pressure of having to keep up grades, the children's native curiosity and desire to learn is stimulating them beyond the measure of learning set up by the administrators . . .<sup>21</sup>

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<sup>18</sup>Educational Research Center, op. cit., p. 2.

<sup>19</sup>Perry Bendickson, "Extending the School Year," The Instructor, November, 1965, p. 98.

<sup>20</sup>Humphrey, op. cit., p. 2.

<sup>21</sup>D. M. Brown and others, "Four Dimensions for Summer School: Remedial, Research, Enrichment, Recreation," American School Board Journal, CLI, August, 1965, pp. 15-16.

Obviously, in most instances, summer school is a vitally necessary part of our total program in order to achieve our goals in education. If there is going to be summer school, how is it going to be successful? What are its objectives? What are the criteria of a good program?

First, a sound set of objectives should be developed. Since there are many reasons for the existence of summer school programs, it is necessary to establish a set of objectives whereby the learning opportunities of the youth will be improved and measured throughout the year. One junior high school summer superintendent has arranged his program around these objectives:

1. To provide additional opportunities for students to work and study in areas of interest and concern to them.
2. To offer educational experiences which extend and enrich those of the regular school year.
3. To schedule "make-up" courses for those who have failed to complete a course satisfactorily during the regular school year.
4. To give those students who feel they have not obtained a high proficiency in a subject, although they may have passed it, the opportunity to remedy their weaknesses.<sup>22</sup>

Secondly, what type of program is needed to fulfill these objectives? What is a good summer school program?

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<sup>22</sup>Arthur G. Chaves, "What is a Comprehensive Summer School Program?" Peabody Journal of Education, XLIV, March, 1967, p. 301.

The School Board Journal had recommended the following questions as guidelines for the administrator initiating or evaluating a summer school program:

1. Does the summer school program provide offerings for students at all grade levels?
2. Does the program include a remedial program in the basic skills?
3. Does the summer school program include an extension or enrichment in the basic skills area?
4. Are activities offered during the summer school program that are not a part of the regular program?
5. Are there activities in the areas of art, music, drama, and physical education?
6. Are classes scheduled on an individual basis, small groups, or limited to 20 or less students in remedial activities?
7. Does the summer school program operate for a period of at least six weeks?
8. Are the instructional activities or approach somewhat different from that of the regular school program?
9. Is some experimentation going on in teaching techniques or the use of newer instructional materials?
10. Is evaluation of the summer program a continuous process? Are staff members, parents, and students involved in the evaluation process?
11. Are salaries of staff members somewhat comparable to what is earned in the regular school year?
12. Is sufficient secretarial and clerical help provided?



13. Does the administrator of the summer session understand the purposes of the summer school and plans for a program of activities consistent with the philosophy?
14. Is a school nurse available during the summer session?
15. Are parents and students adequately informed of the offerings of the summer school program?
16. Is student enrollment voluntary?
17. Are staff members selected on the basis of the best qualified persons for the defined teaching task?
18. Does the program include activities for all students (impaired hearing, physically handicapped, etc.)?<sup>23</sup>

As the need for our nation to heighten and improve its educational system grows, it becomes increasingly important for each community to define its educational needs. An expanded summer school program is one approach to meeting these increased educational demands of our communities since it can make a real contribution to the total educational program. Still, in too many communities again this year, the school will go through the summer with padlocked doors. Humphrey has summarized the situation in these words:

. . . the human waste which stems from our padlocked schools is concentrated among those

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23D. M. Brown and others, op. cit., p. 300.

who need help most - the poor, unskilled, slow learners. This is the irony and the tragedy, a nine-month school year in a twelve-month society.<sup>24</sup>

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<sup>24</sup>Humphrey, op. cit., p. 2.

## CHAPTER III

### METHODS AND PROCEDURES

Following the lead of many school systems throughout the United States, in 1966 the Millard School District began its initial summer school program. The first offerings were completely remedial in nature. In the following four years many revisions and additions in subject areas were made to the summer school curriculum. However, during the growth of registrants in the summer school, there had been no systematic evaluation of the existing programs.

As a result of no formal evaluation of this program, the summer school director felt it was time for a survey to be conducted and recommendations made to the Millard schools for the improvement of the elementary summer school program.

Accordingly, a questionnaire was designed with the purpose of analyzing the summer school programs as viewed by teachers, students, and parents. The survey was intended to view the responses of the teachers, students, and parents as to the relevance of the existing program and suggestions for additional programs.

It was felt that the most recent group of participants would give more information. It was further believed that the information provided by them would be of a more critical nature.

The summer school director discussed the possibility

of surveying the existing programs with Mr. Ron Witt, Assistant Superintendent of the Millard Schools. From this discussion, it was agreed that a survey would be most helpful in improving the quality of Millard's Elementary Summer School.

Once the questionnaire was completed the summer school director presented it to the assistant superintendent for further refinement or additional suggestions that he deemed necessary. From this, however, no additional questions were added to the survey instrument.

There were eleven teachers on the 1969 elementary summer school staff. Of these original staff members, eight were currently on the Millard School staff. A meeting was called by the summer school director on December 10, 8:00 A.M. at the Board of Education Office for all teachers who were involved in the 1969 summer school. At this meeting, the questionnaire (see Appendix) was explained to the staff, completed, and returned to the director at that time.

Three of the teachers who taught during the summer session have since left the state of Nebraska. No questionnaire was sent to them.

The survey instrument was sent to 160 parents who had children enrolled in the 1969 elementary summer school program. The questionnaires were mailed on December 9. The parents were asked to return the completed questionnaires

in an enclosed self-addressed stamped envelope. There was a total of 79 questionnaires returned to the director. A fifty per cent return was considered adequate by the writer as a sampling.

The parents received the survey instrument during the holiday season, and it is this writer's opinion there would have been a higher return of the questionnaires had they received it at a time other than the holiday season. There were also some families who had moved from the area since July, and the summer school director had no way of gathering this information.

On December 9, the director took the questionnaires to the elementary schools of the Millard School District for the students (see Appendix) who were enrolled in the 1969 summer school to complete. An accompanying letter (see Appendix) was given to the teacher in the event the students needed further assistance in the completion of the survey instrument. The teachers were asked to return the questionnaires to the director through the school mail delivery by December 10.

A total of 205 questionnaires were given to the students and 173 were returned. This was a total response of 84 per cent. Again, some of the students had moved from the Millard area and no questionnaires were sent to them because the director had no way of obtaining this information.

After the collection of the data, the writer thought the information could best be displayed on bar and circle graphs. The director decided that certain information from the teachers and parents could best be collected by the open-ended question. This form of question would not restrict the answers of the parents and teachers. The information obtained from these questions was explained in narrative form.

The open-ended questions were most important because the assistant superintendent and summer school director realized that in this way teachers could be most helpful in planning future summer school curriculum. The teachers were asked to indicate the chief objectives of summer school. These answers would be most helpful in planning future curriculum.

Since the class time had been increased from sixty minutes to ninety minutes in the remedial classes, the director needed to know if the additional time had benefited the teachers in their instruction. In trying to better conditions for the teachers, they were asked what factors helped them to produce results at the maximum of their ability and what factors hindered them from doing their best job of teaching.

Because the success of a good summer school program so vitally depends on how well it captures the interest of the students, the opinions of the students concerning

their classes had a great deal of weight. It was important to know if they liked the classes and how much they gained through achievement or interest.

From the parents, information was needed on whether or not they were satisfied with the Millard Elementary Summer School program as well as what they liked or disliked about the program. Many of these parents had valuable suggestions on new programs to be added to the summer school curriculum. Another important question from the parents was in regard to the reporting system. In the past, a written report was given the parents. It was necessary to know if this was satisfactory to the parents.

Following an analysis of the completed and returned questionnaires, conclusions were drawn concerning the merit of summer school, and recommendations were made for changes and improvements. The information obtained from the questionnaire and the findings of the analysis of the summer school survey are presented in Chapter IV.

## CHAPTER IV

### PRESENTATION OF THE DATA

In Chapter II a number of ideas are advanced concerning the value of summer school both in the remedial and interest activities. Of prime concern were the interest activities which lend themselves to a more relevant summer school experience. All of the data in Chapter IV is presented through the eyes of students, teachers and parents.

Chapter IV will present the data obtained from a survey of all parents, teachers and students who participated in the 1969 Millard Elementary Summer School and the experience in terms of general information, and an over-all evaluation and suggestion for improvement by those who participated.

The data will be presented in three parts. The first segment is by parents, the second segment by students, and the third segment is by the parents. Each segment will contain an evaluation as well as suggestions for the improvement of the summer school program.



FIGURE 1

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE ARTS AND CRAFTS CLASS IN WHICH THEIR CHILD PARTICIPATED

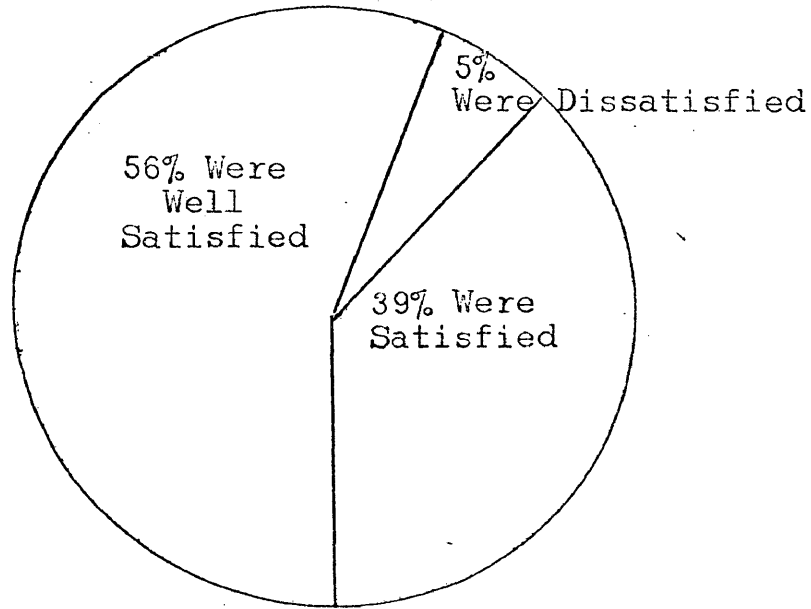


FIGURE 2

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE ARTS AND CRAFTS CLASS THEIR CHILD ATTENDED

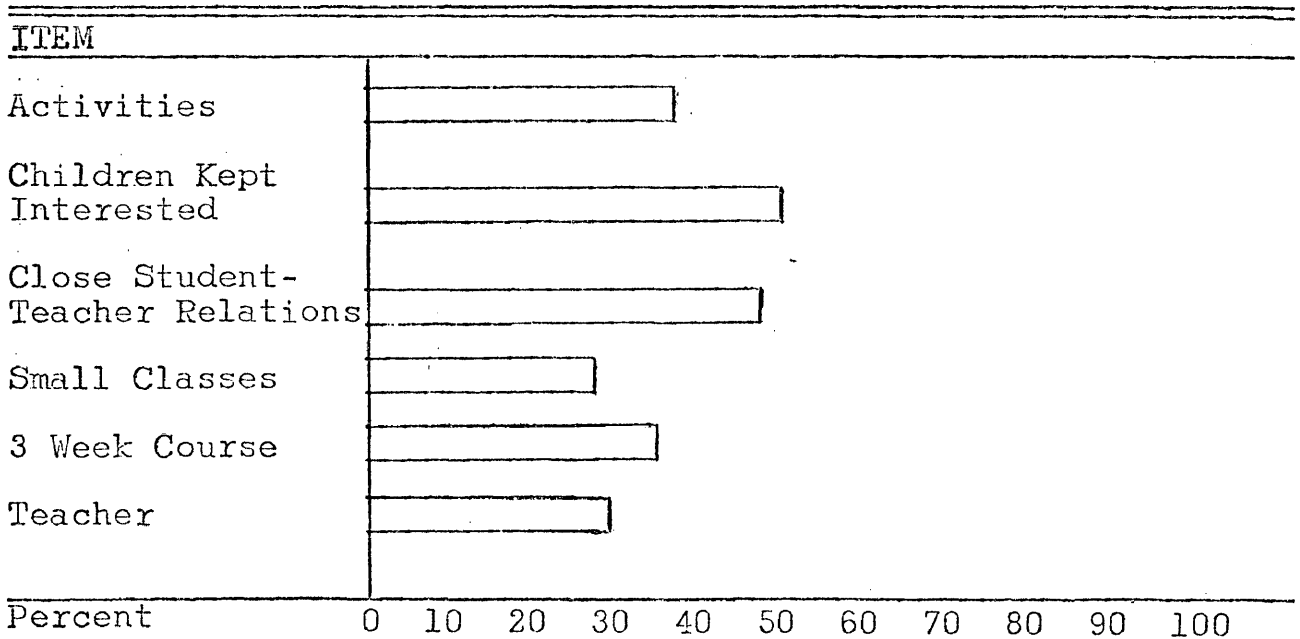


FIGURE 3

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE COIN COLLECTING CLASS IN WHICH THEIR CHILD PARTICIPATED

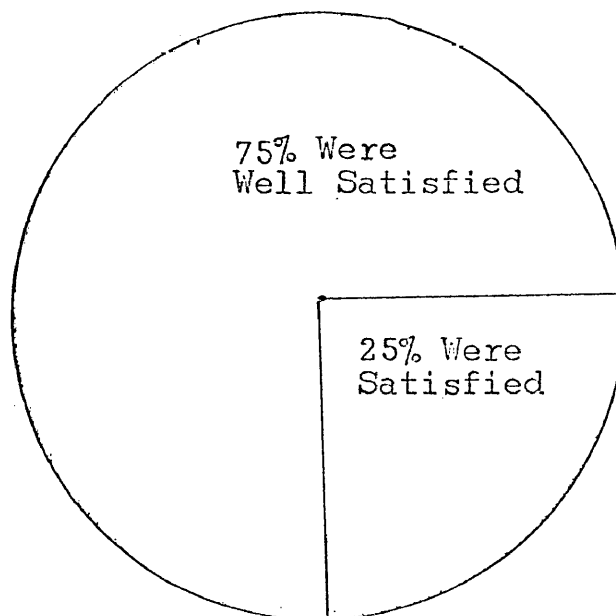


FIGURE 4

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE COIN COLLECTING CLASS THEIR CHILD ATTENDED

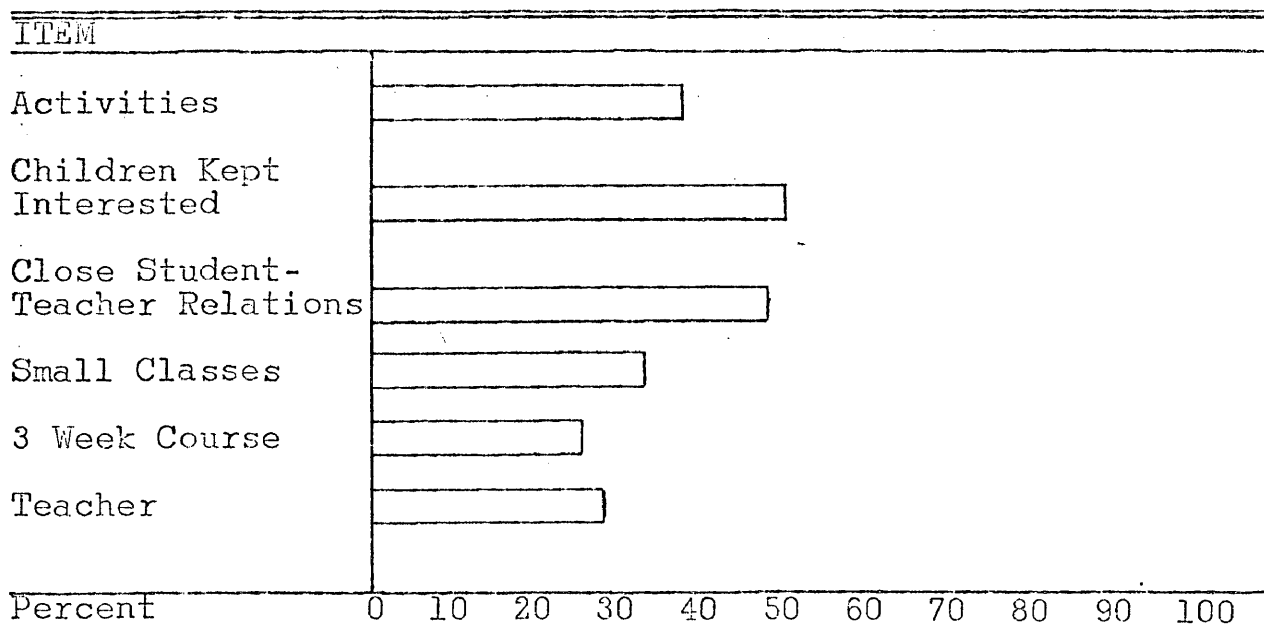


FIGURE 5

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE ENRICHMENT SCIENCE CLASS IN WHICH THEIR CHILD PARTICIPATED

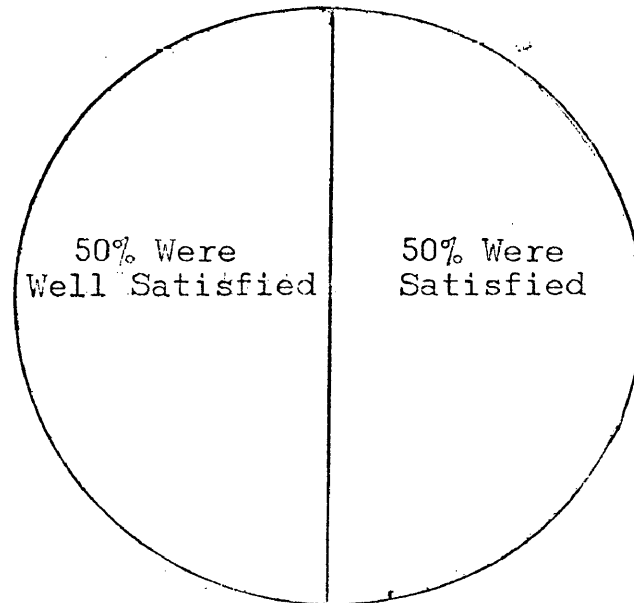


FIGURE 6

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE ENRICHMENT SCIENCE CLASS THEIR CHILD ATTENDED.

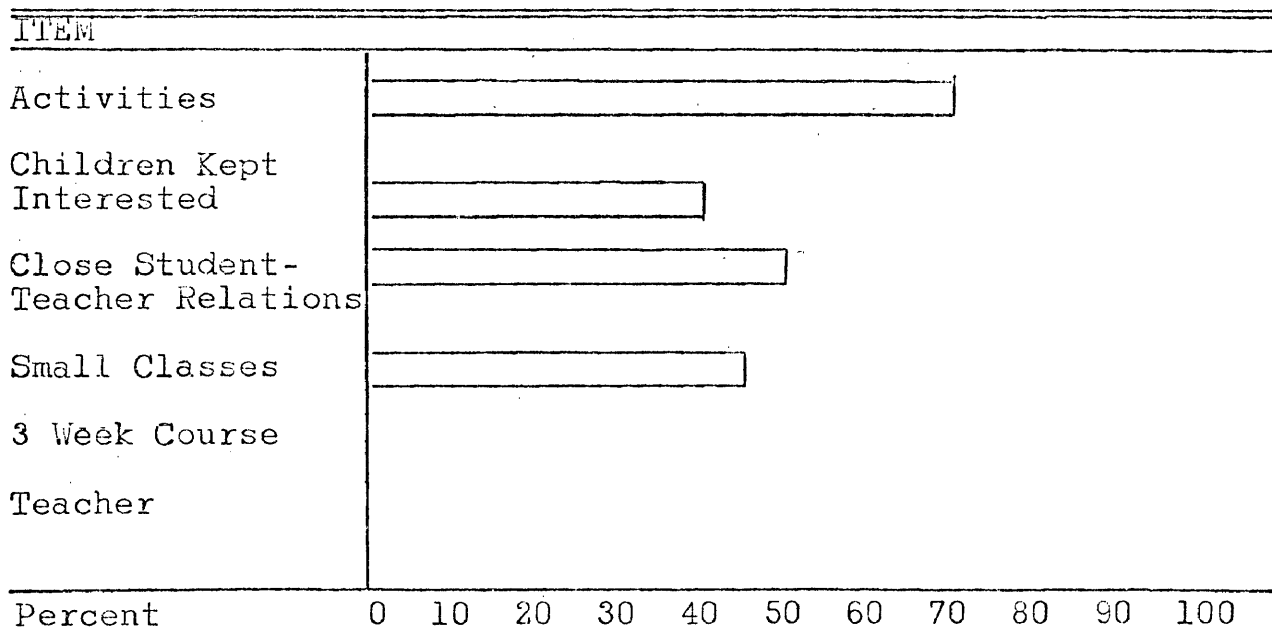


FIGURE 7

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE GERMAN CLASS IN WHICH THEIR CHILD PARTICIPATED

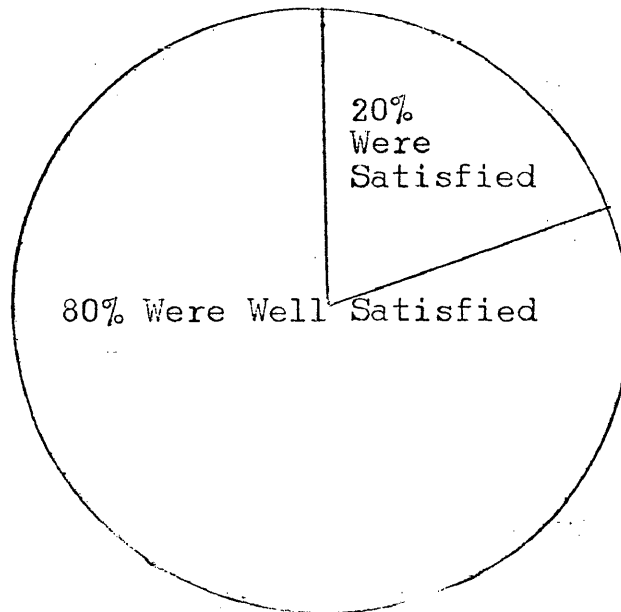


FIGURE 8

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE GERMAN CLASS THEIR CHILD ATTENDED

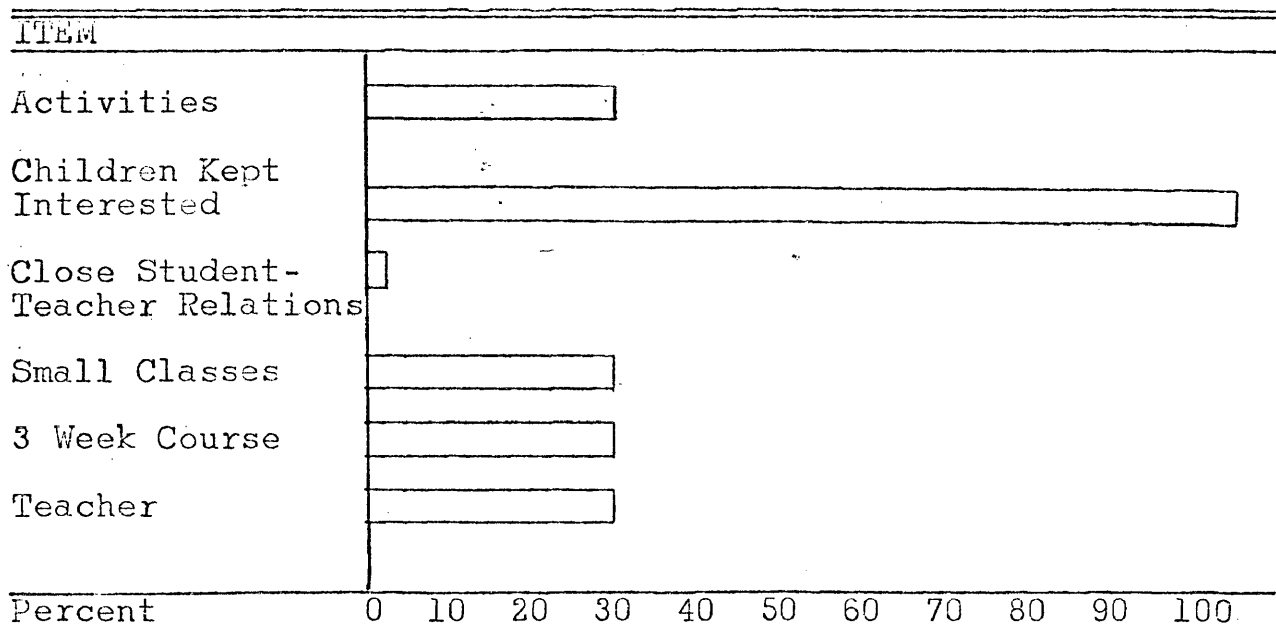


FIGURE 9

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE GYMNASTICS CLASS IN WHICH THEIR CHILD PARTICIPATED

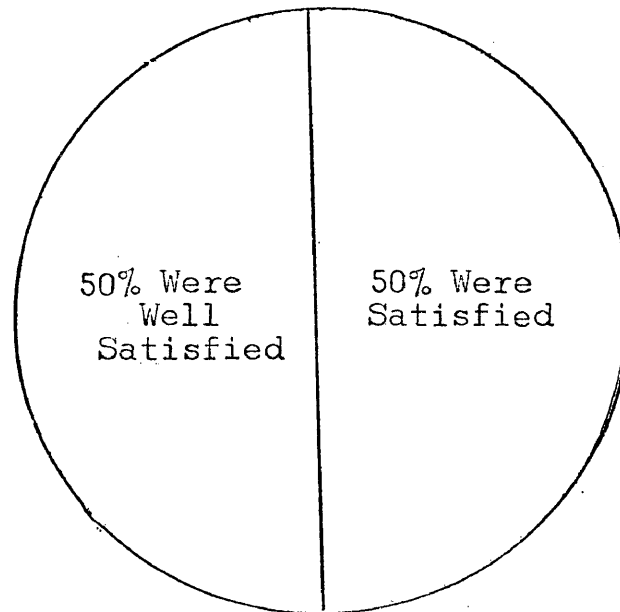


FIGURE 10

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE GYMNASTICS CLASS THEIR CHILD ATTENDED

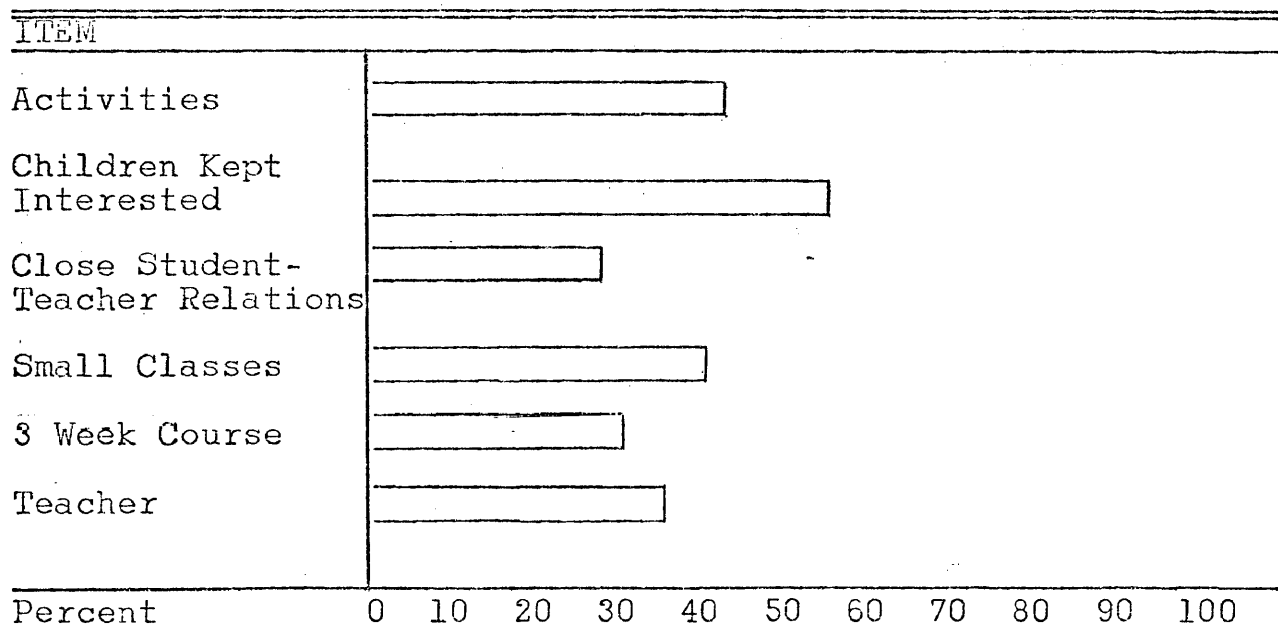


FIGURE 11

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE REMEDIAL ARITHMETIC CLASS IN WHICH THEIR CHILD PARTICIPATED

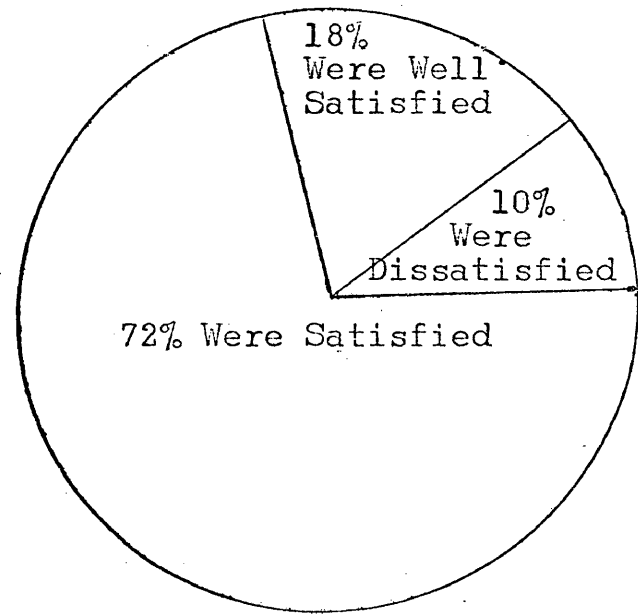


FIGURE 12

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE REMEDIAL ARITHMETIC CLASS THEIR CHILD ATTENDED

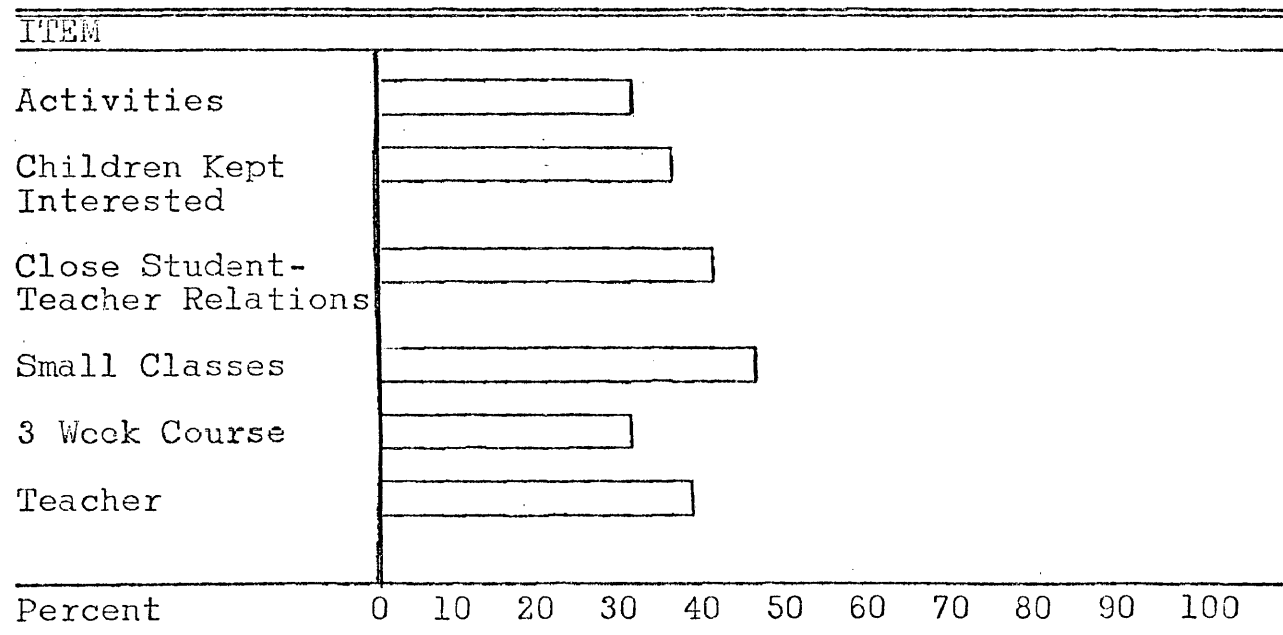


FIGURE 13

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE REMEDIAL READING CLASS IN WHICH THEIR CHILD PARTICIPATED

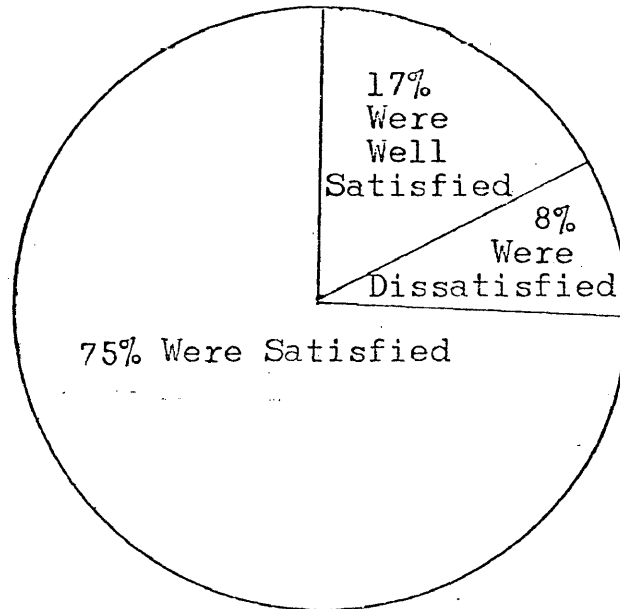


FIGURE 14

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE REMEDIAL READING CLASS THEIR CHILD ATTENDED

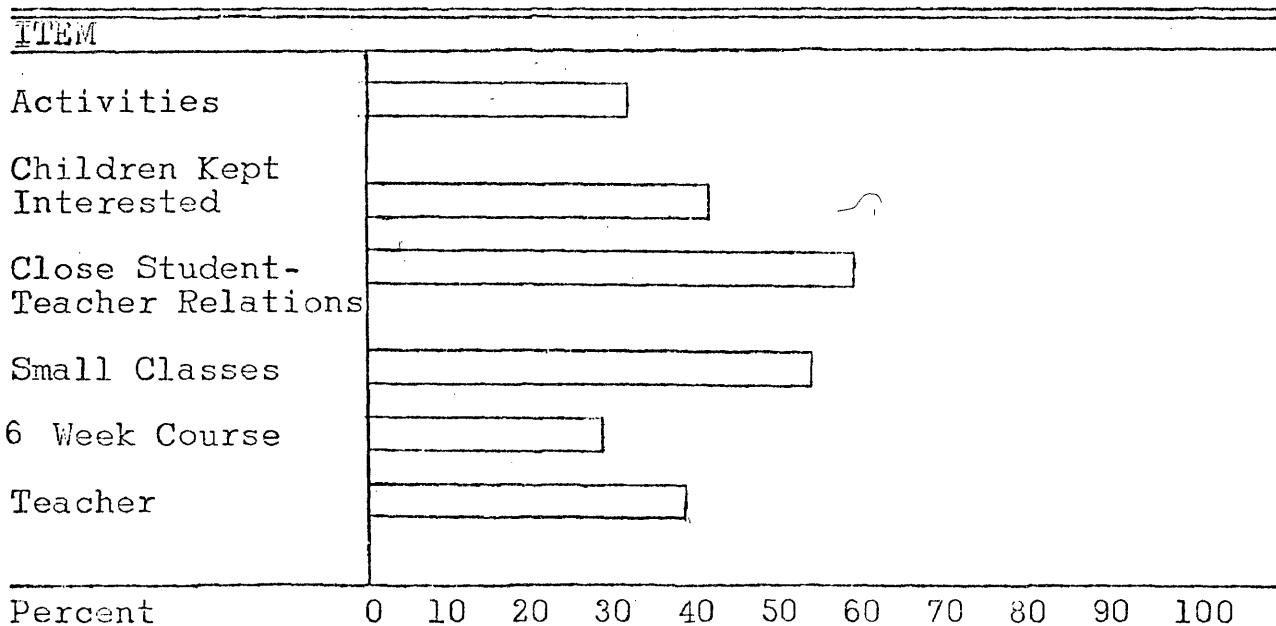


FIGURE 15

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE PARENTS WERE SATISFIED WITH THE TYPING CLASS IN WHICH THEIR CHILD PARTICIPATED

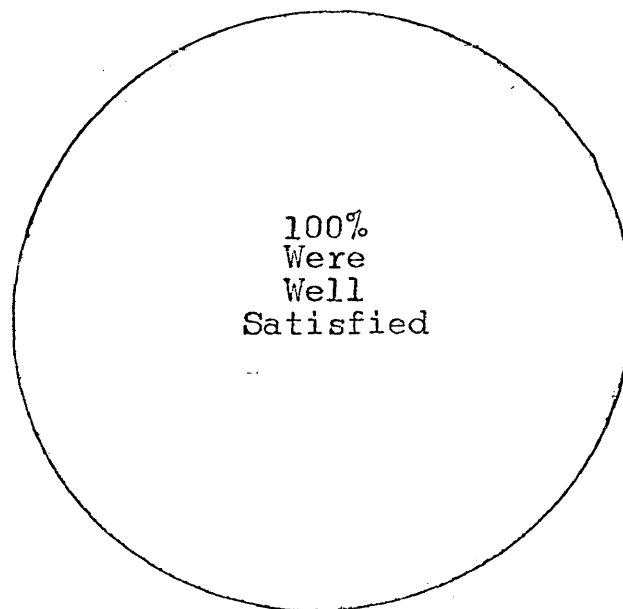


FIGURE 16

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE PARENTS FOUND MOST DESIRABLE ABOUT THE TYPING CLASS THEIR CHILD ATTENDED

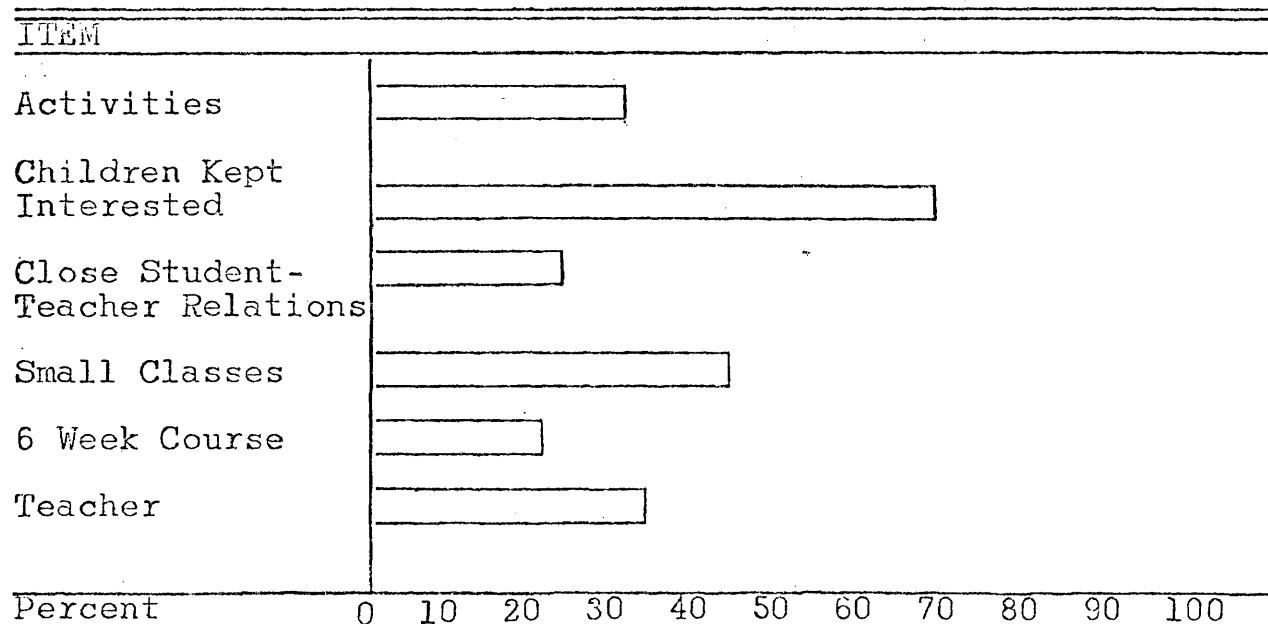




FIGURE 17

COMPARATIVE RESULTS BY PERCENTAGE INDICATING IF THE PARENTS THOUGHT THE BUS TRANSPORTATION WAS ADAQUATE

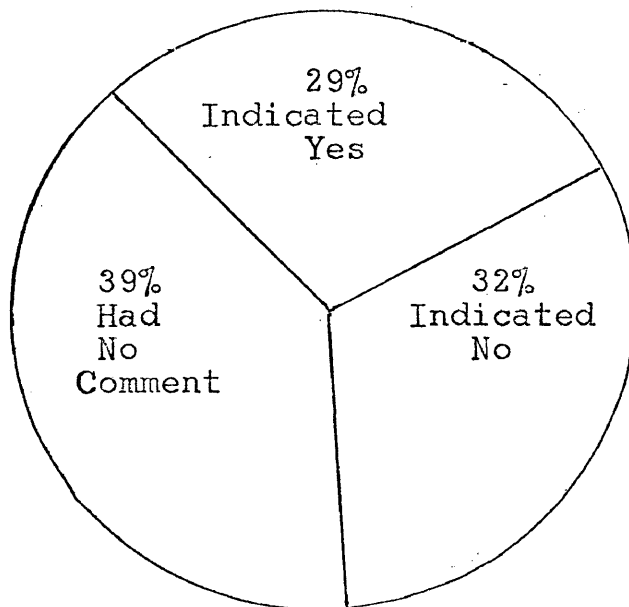


FIGURE 18

COMPARATIVE RESULTS BY PERCENTAGE THOSE WAYS IN WHICH THE PARENTS WOULD LIKE A REPORTING SYSTEM INDICATING HOW THEIR CHILD HAD DONE IN SUMMER SCHOOL

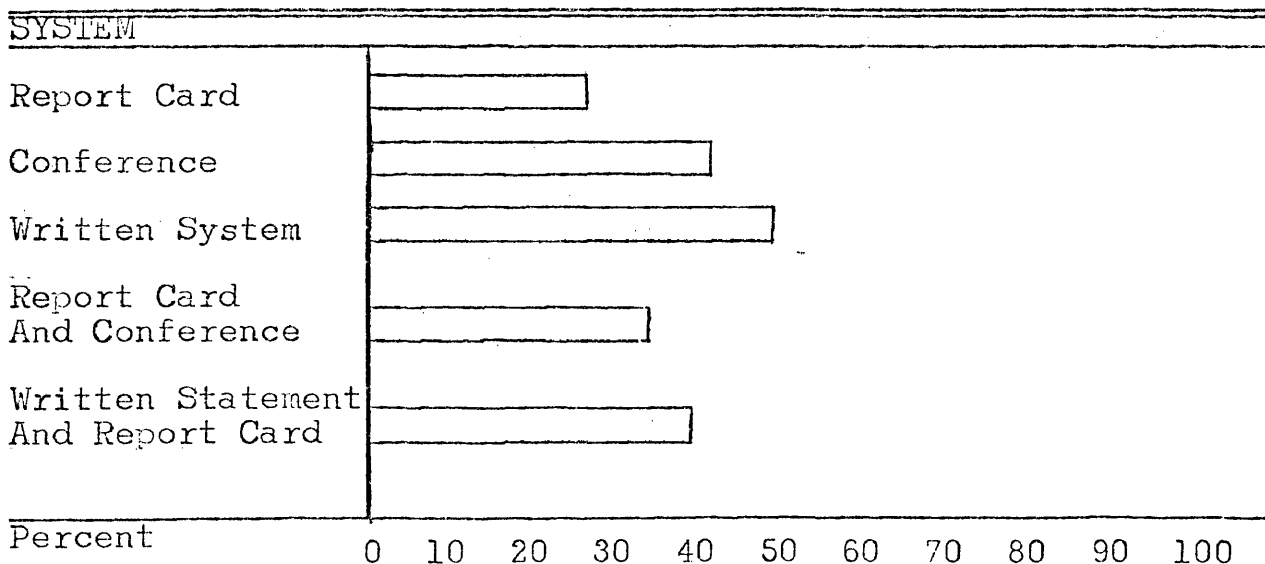
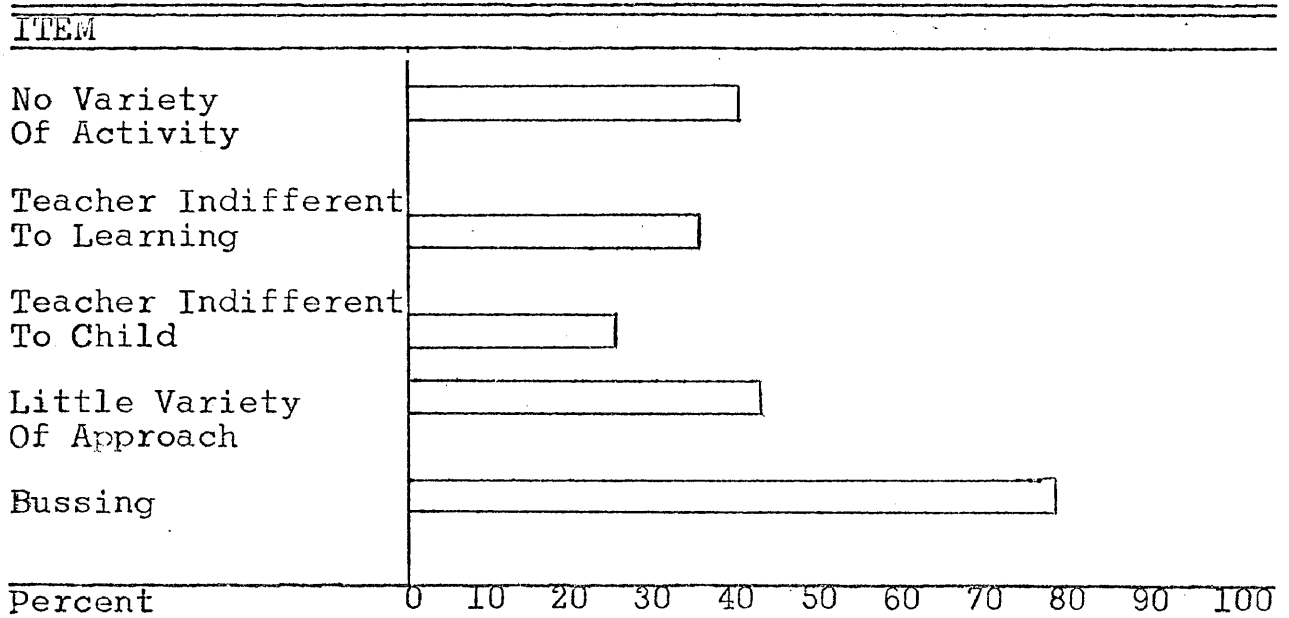


FIGURE 19

COMPARATIVE RESULTS BY PERCENTAGE THOSE ITEMS  
THE PARENTS DISLIKED ABOUT THE SUMMER  
SCHOOL CLASS THEIR CHILD ATTENDED



From the parent's response to the open-ended question on the survey instrument asking parents to indicate activities they would like to have added to the elementary summer school program, the following courses were suggested

1. Chorus
2. Advanced Art and Water-Color Paints
3. Swimming
4. Nature Study
5. Stamp Collecting
6. Speech
7. Drama
8. Pre-school for Ages Four and Five
9. Wrestling
10. Sewing
11. Creative Writing
12. Speed Reading

Since there was no reply on the questionnaire from parents of the students in the shop class, there was no way of knowing the response of these parents to their child's class.

FIGURE 20

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE ARTS AND CRAFTS CLASS IN WHICH THEY PARTICIPATED

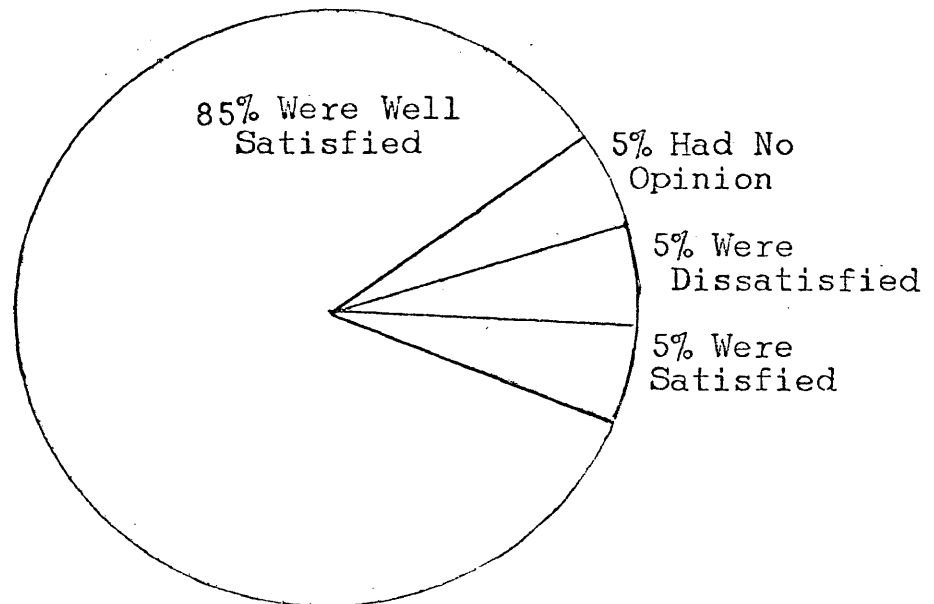


FIGURE 21

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE ARTS AND CRAFTS CLASS THEY ATTENDED

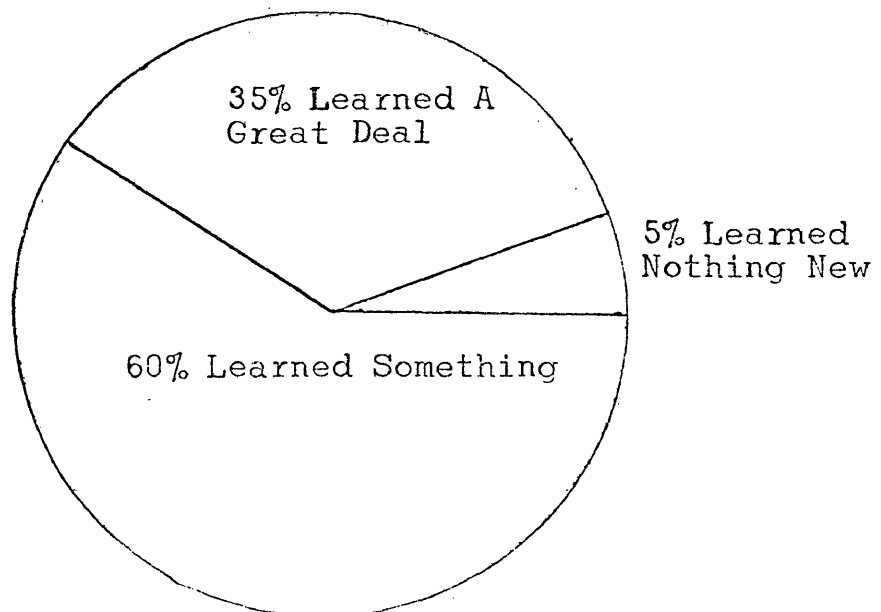


FIGURE 22

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE COIN COLLECTING CLASS IN WHICH THEY PARTICIPATED

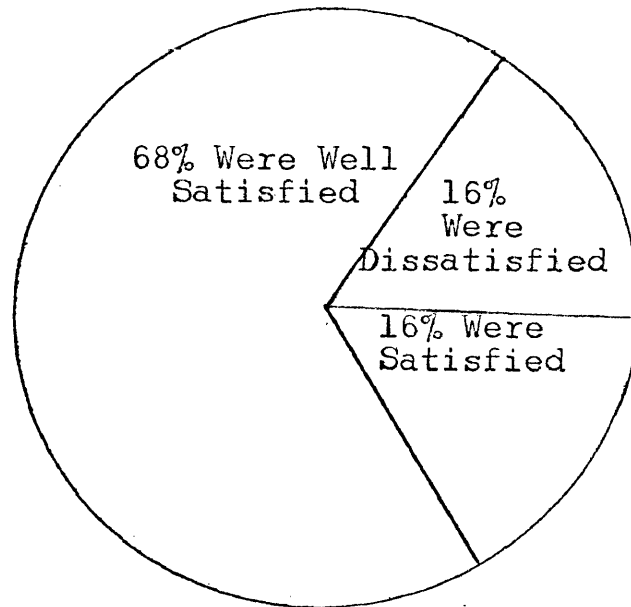


FIGURE 23

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE COIN COLLECTING CLASS THEY ATTENDED

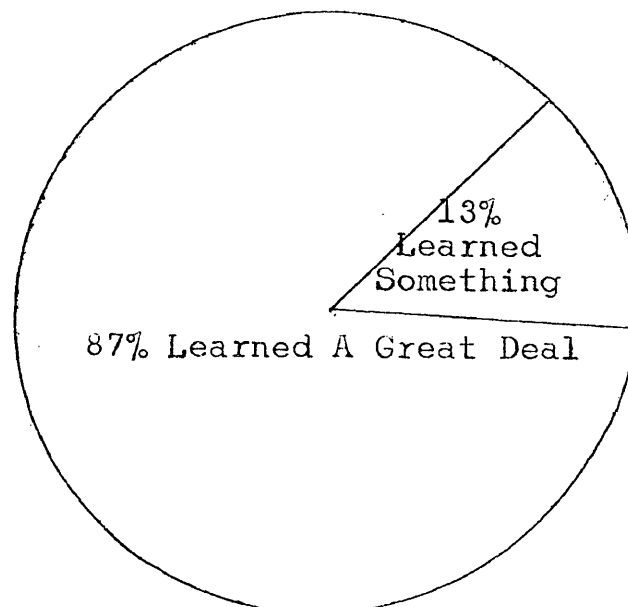


FIGURE 24

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE ENRICHMENT SCIENCE CLASS IN WHICH THEY PARTICIPATED

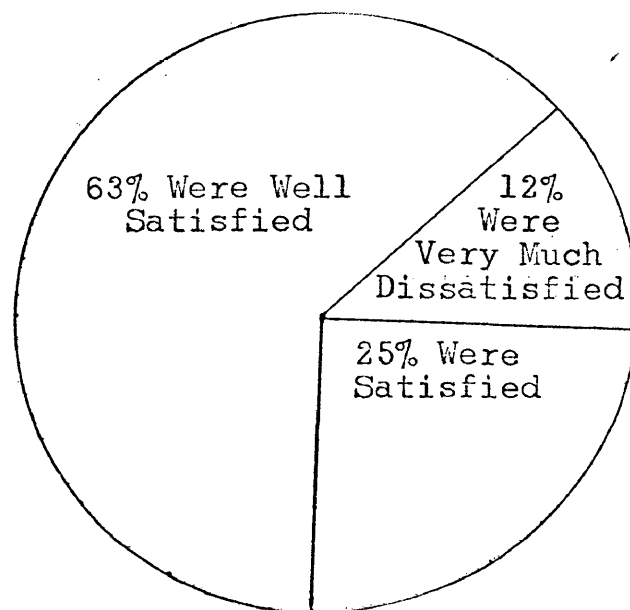


FIGURE 25

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE ENRICHMENT SCIENCE CLASS THEY ATTENDED

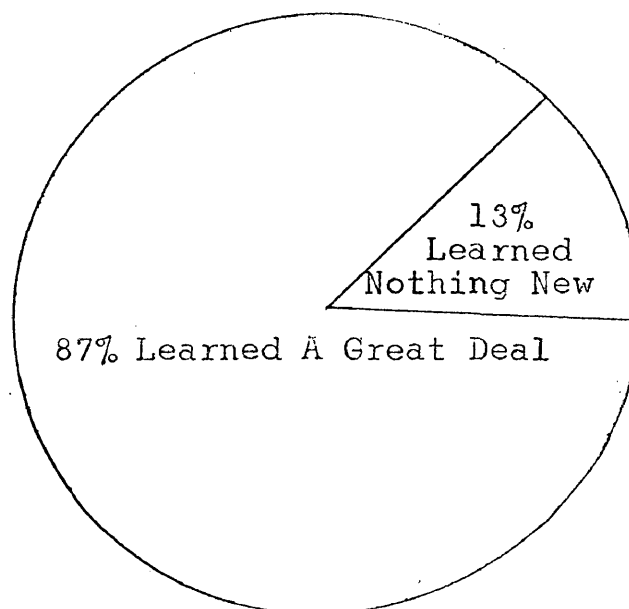


FIGURE 26

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE GERMAN CLASS IN WHICH THEY PARTICIPATED

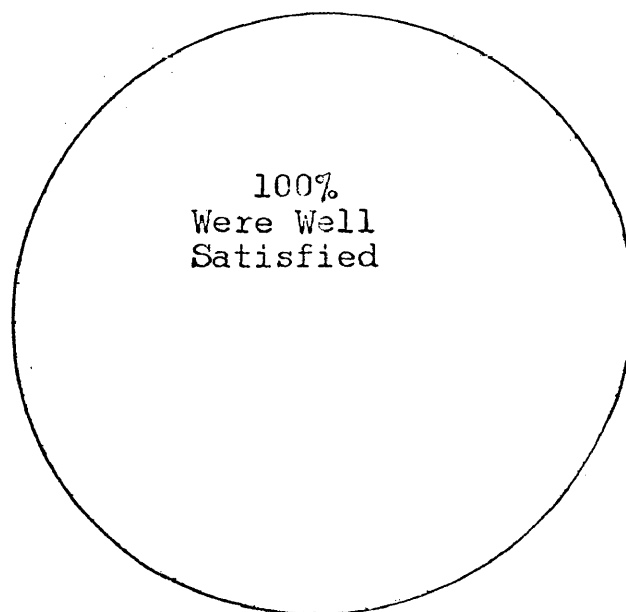


FIGURE 27

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE GERMAN CLASS THEY ATTENDED

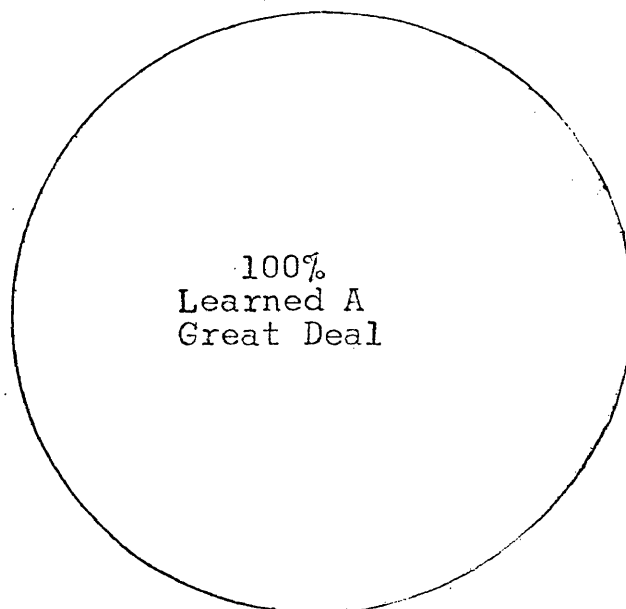


FIGURE 28

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE GYMNASTICS CLASS IN WHICH THEY PARTICIPATED

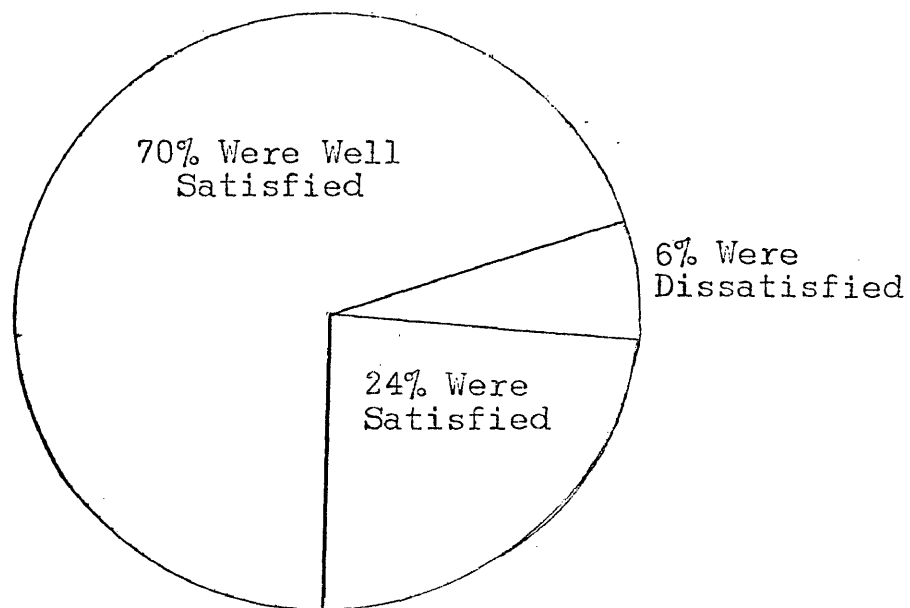


FIGURE 29

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE GYMNASTICS CLASS THEY ATTENDED

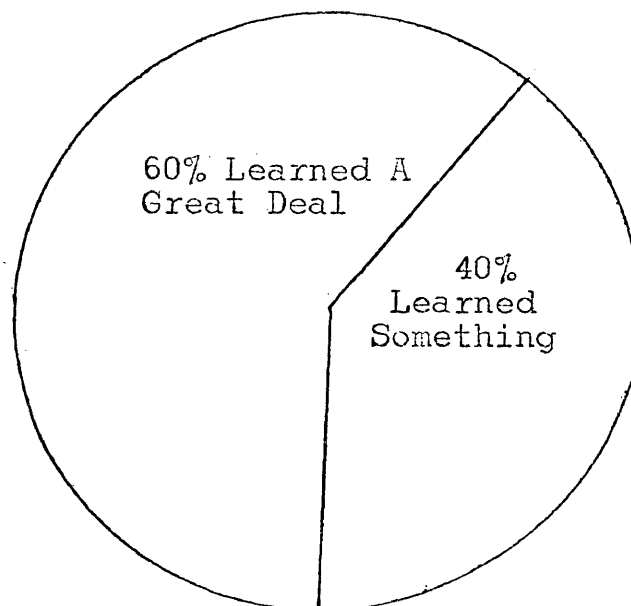




FIGURE 30

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE REMEDIAL ARITHMETIC CLASS IN WHICH THEY PARTICIPATED

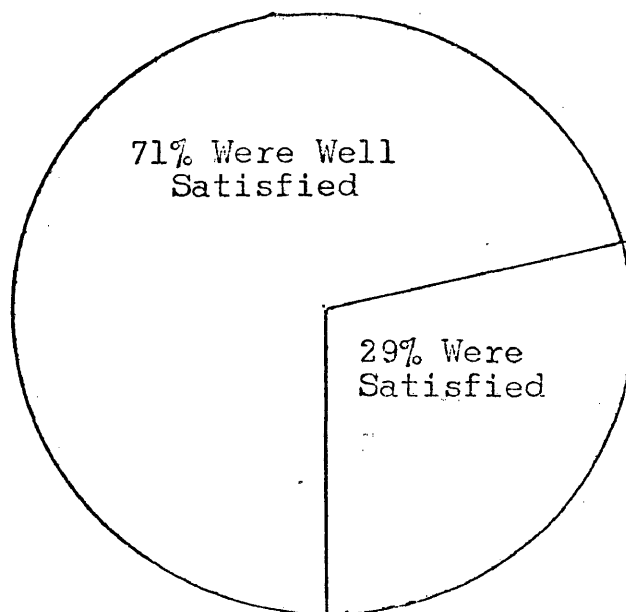


FIGURE 31

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE REMEDIAL ARITHMETIC CLASS THEY ATTENDED

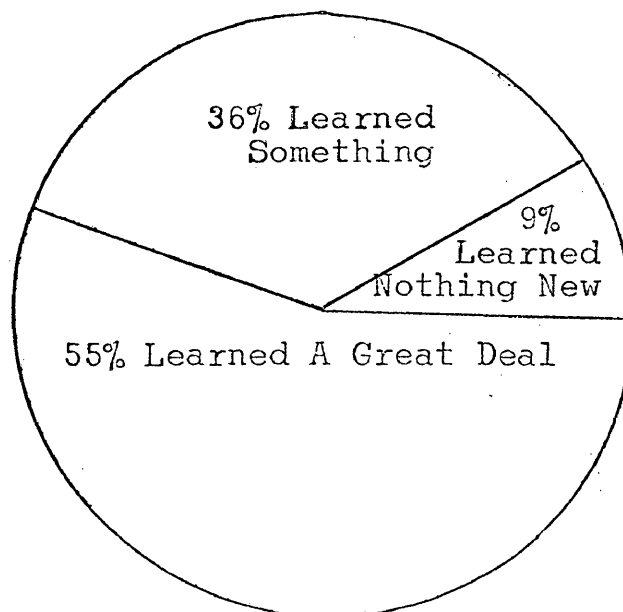


FIGURE 32

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE REMEDIAL READING CLASS IN WHICH THEY PARTICIPATED

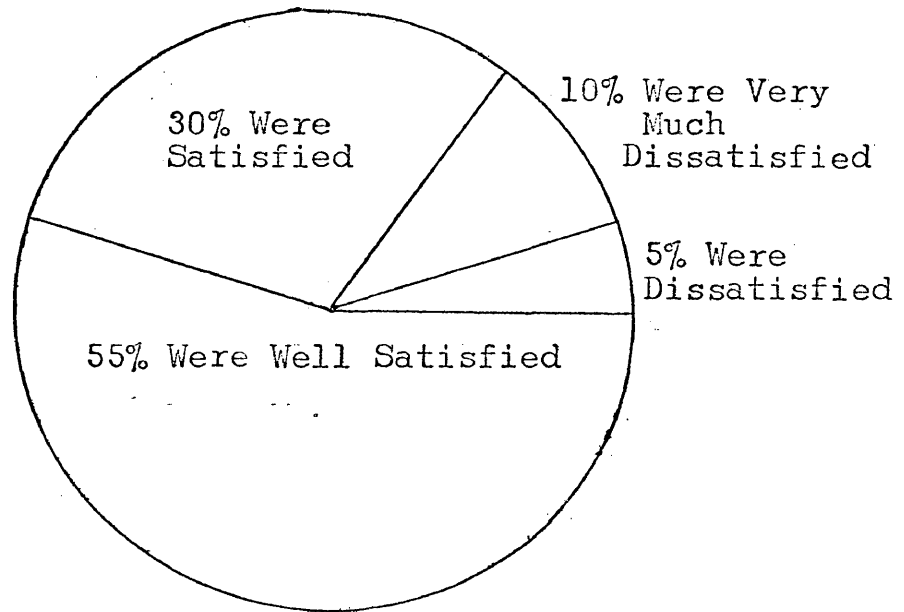


FIGURE 33

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE REMEDIAL READING CLASS THEY ATTENDED

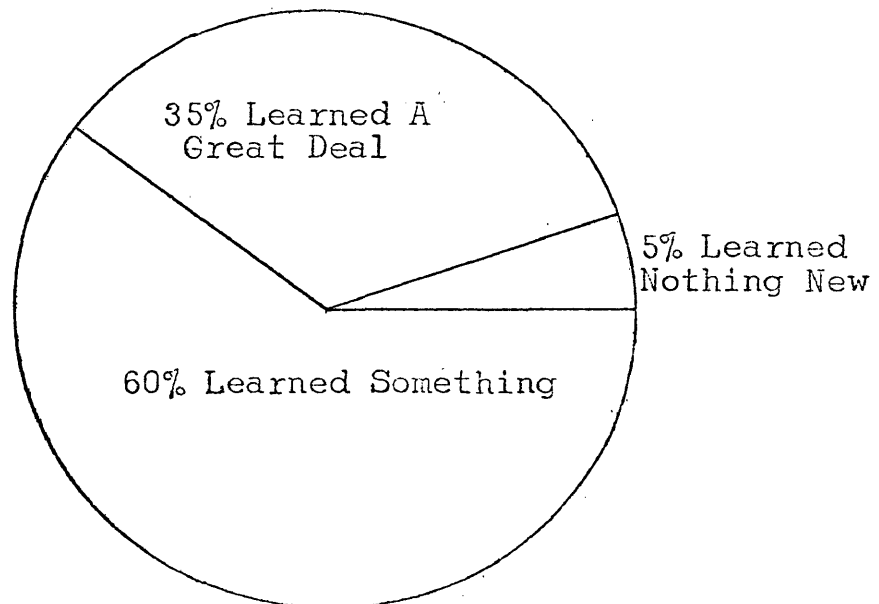


FIGURE 34

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE SHOP CLASS IN WHICH THEY PARTICIPATED

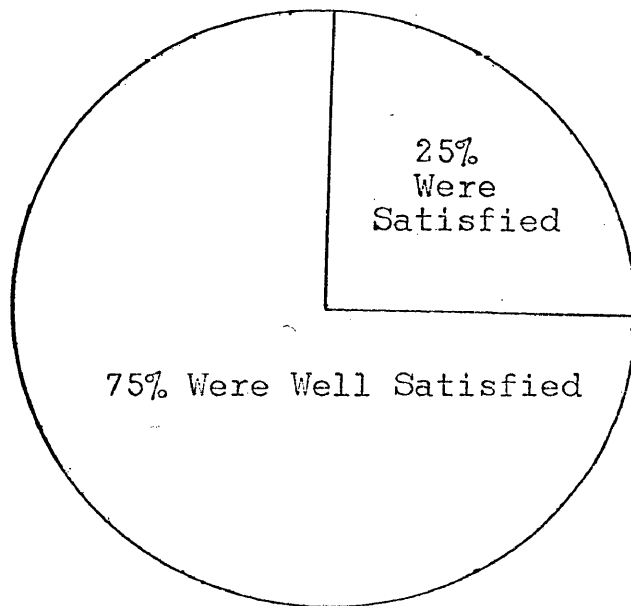


FIGURE 35

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE SHOP CLASS THEY ATTENDED

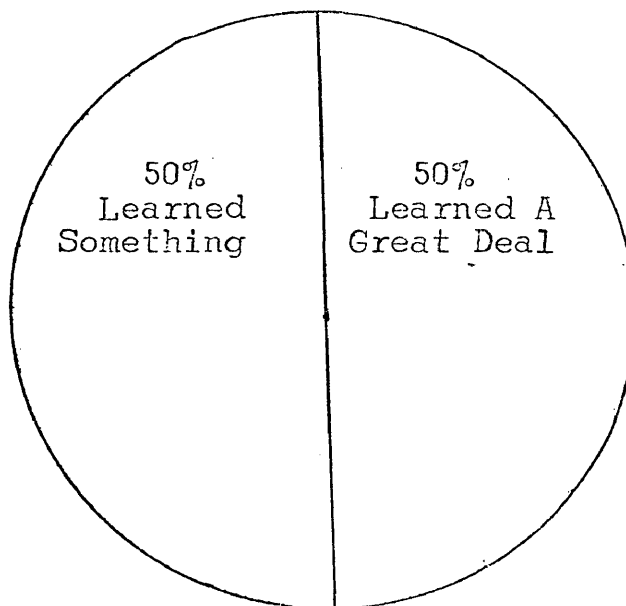


FIGURE 36

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW WELL THE STUDENTS WERE SATISFIED WITH THE TYPING CLASS IN WHICH THEY PARTICIPATED

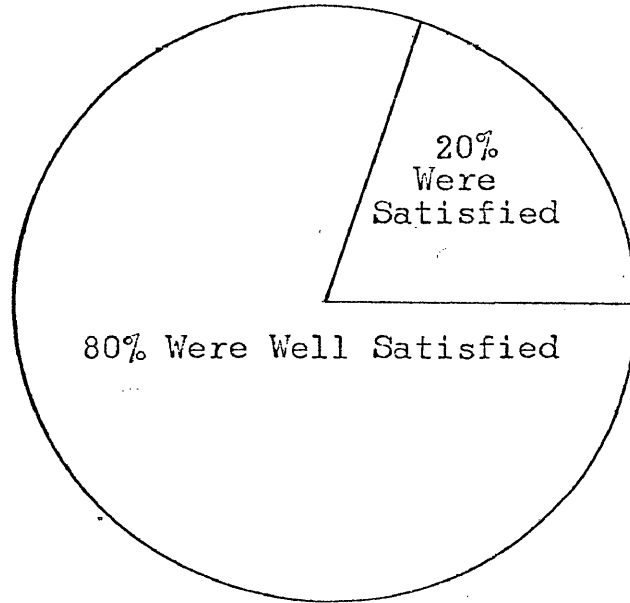


FIGURE 37

COMPARATIVE RESULTS BY PERCENTAGE INDICATING HOW MUCH THE STUDENTS THOUGHT THEY HAD LEARNED IN THE TYPING CLASS THEY ATTENDED

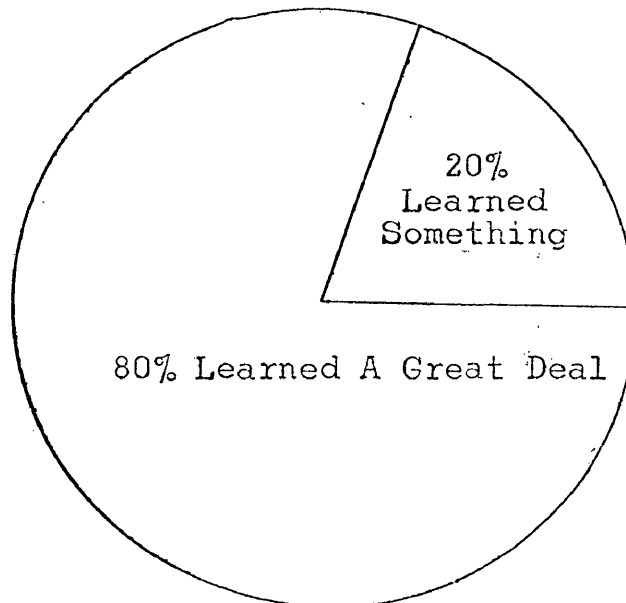


FIGURE 38

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE ARTS AND CRAFTS CLASS IN WHICH THEY PARTICIPATED

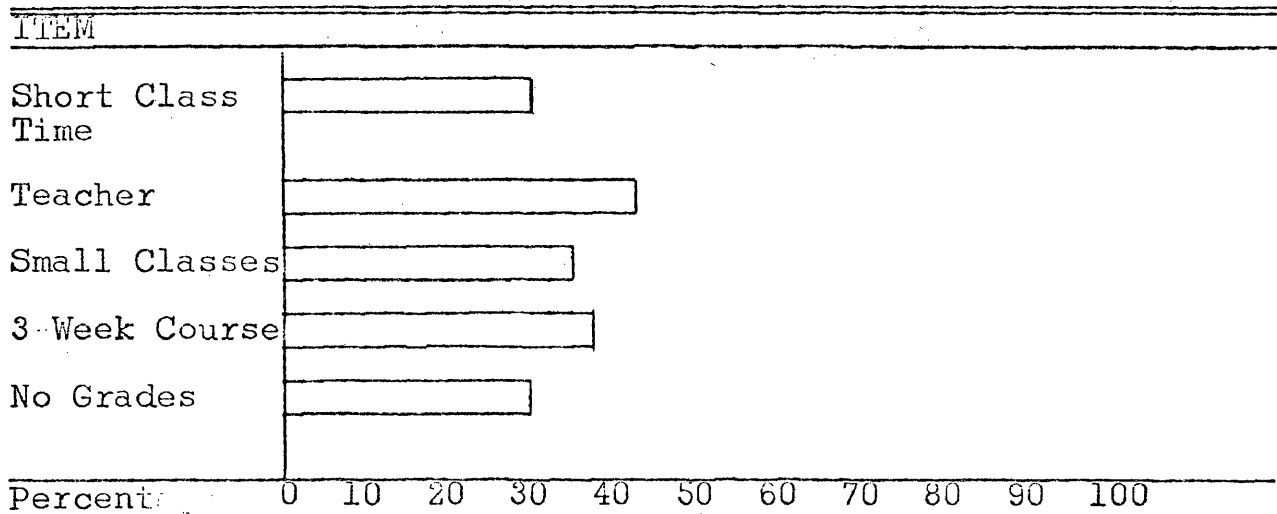


FIGURE 39

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE ARTS AND CRAFTS CLASS IN WHICH THEY PARTICIPATED

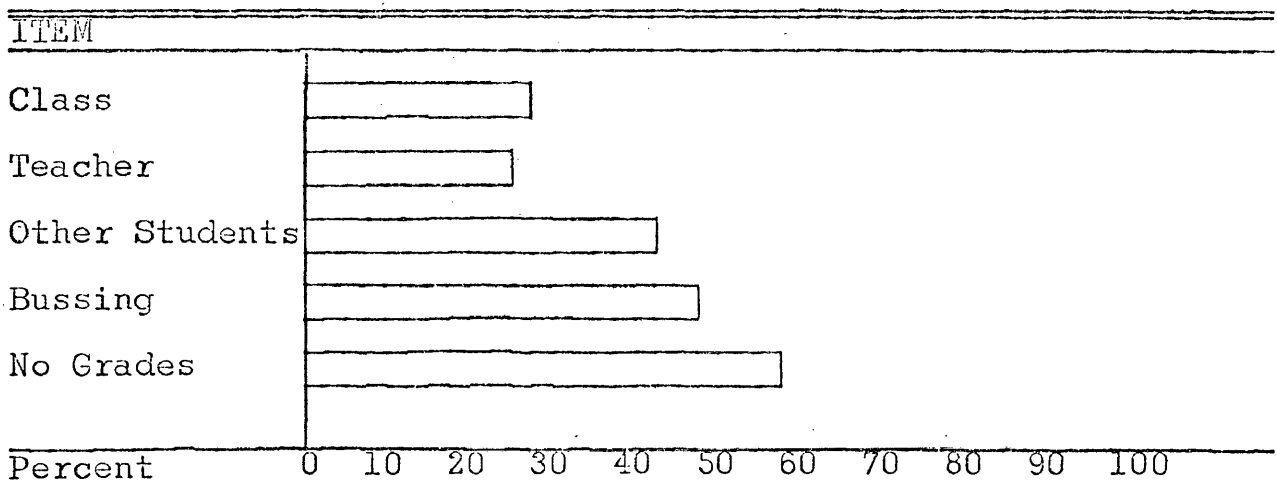


FIGURE 40

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE COIN COLLECTING CLASS IN WHICH THEY PARTICIPATED

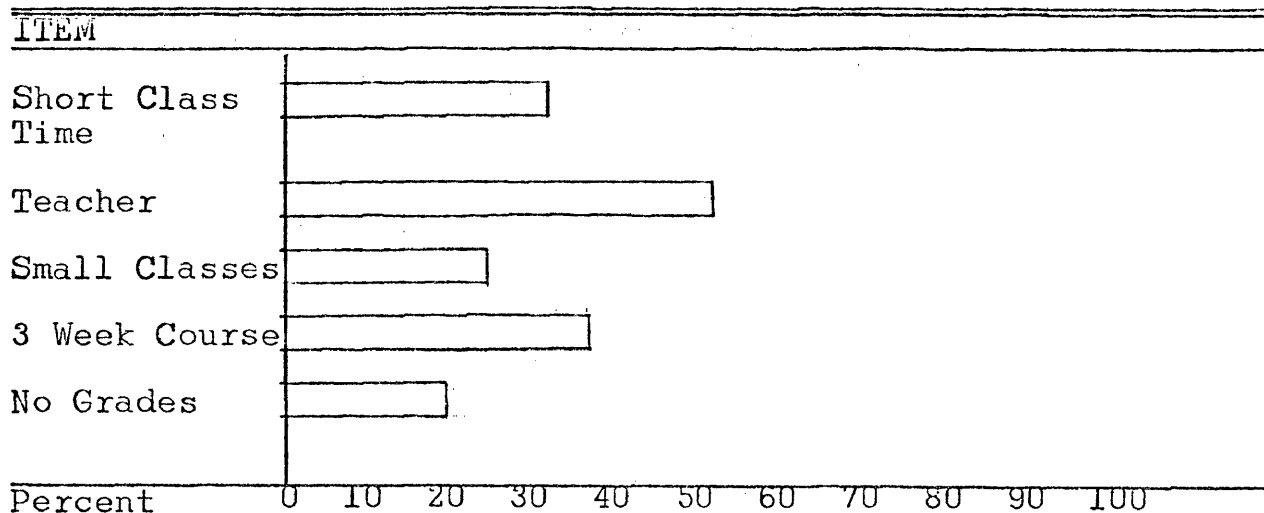


FIGURE 41

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE COIN COLLECTING CLASS IN WHICH THEY PARTICIPATED

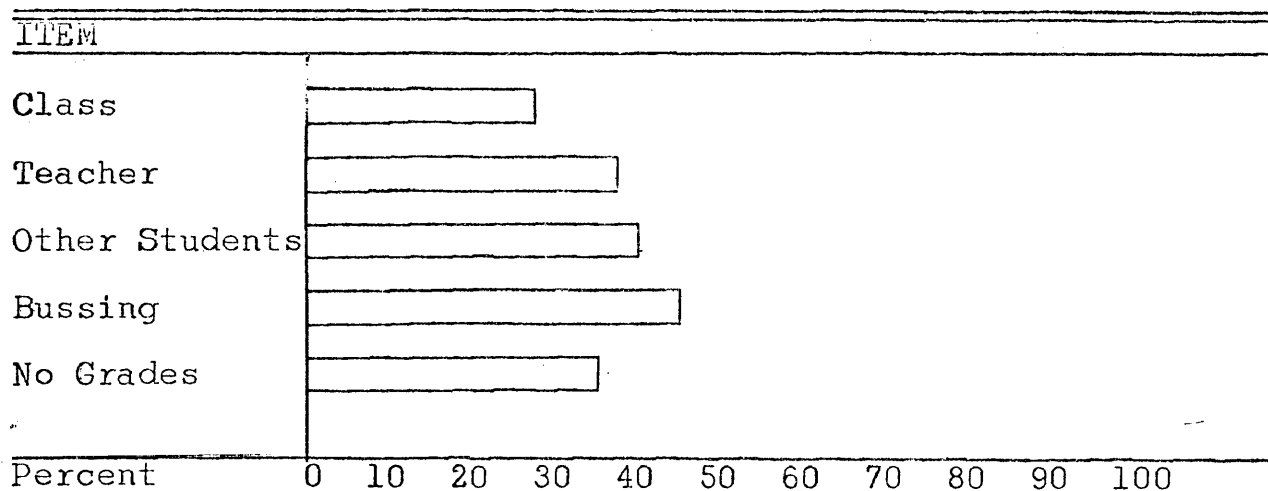


FIGURE 42

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE ENRICHMENT SCIENCE CLASS IN WHICH THEY PARTICIPATED

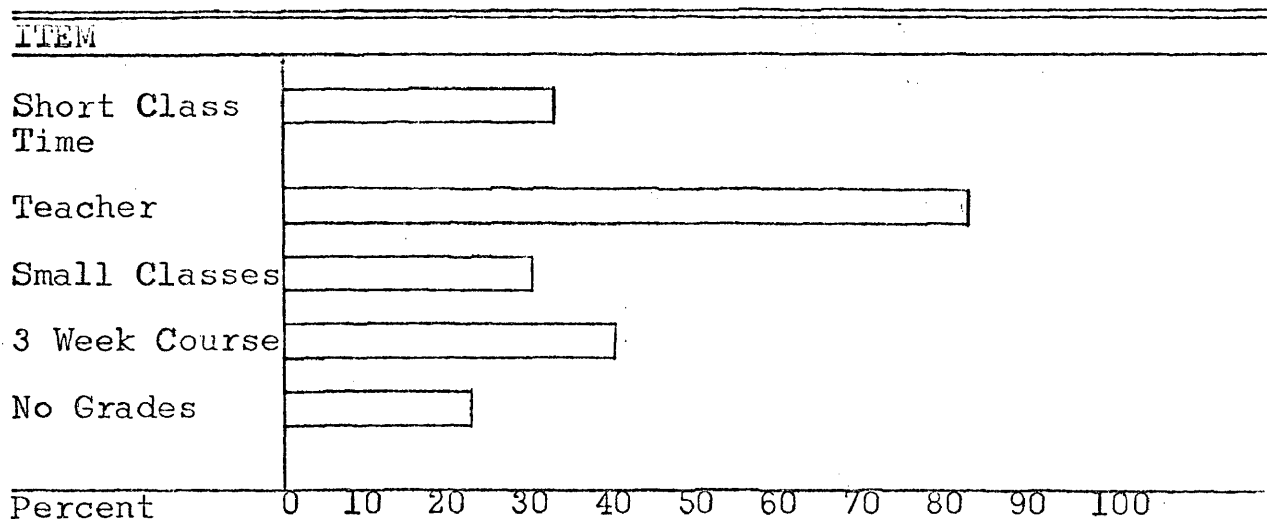


FIGURE 43

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE ENRICHMENT SCIENCE CLASS IN WHICH THEY PARTICIPATED

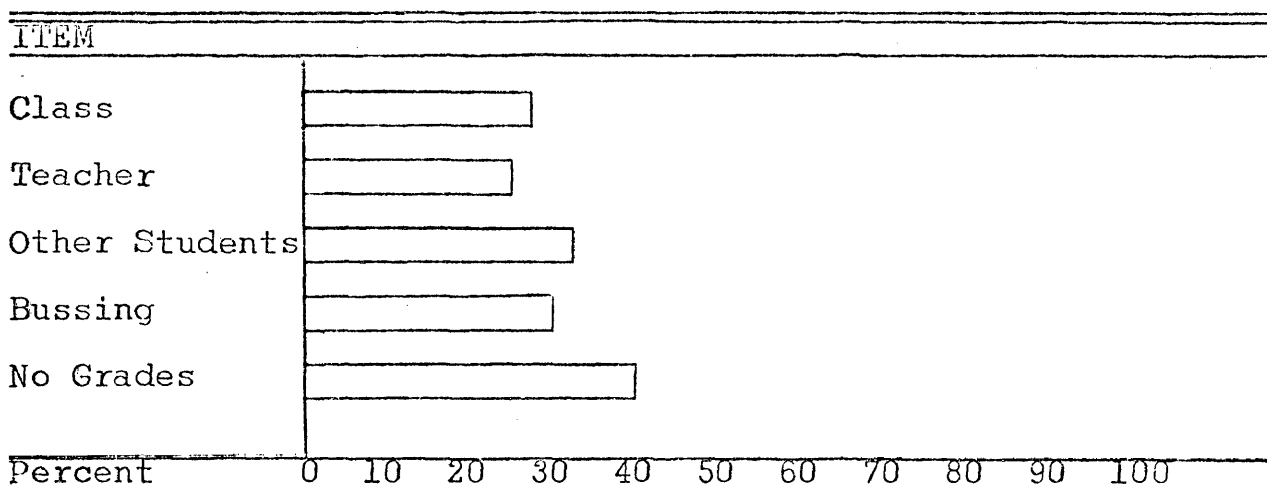
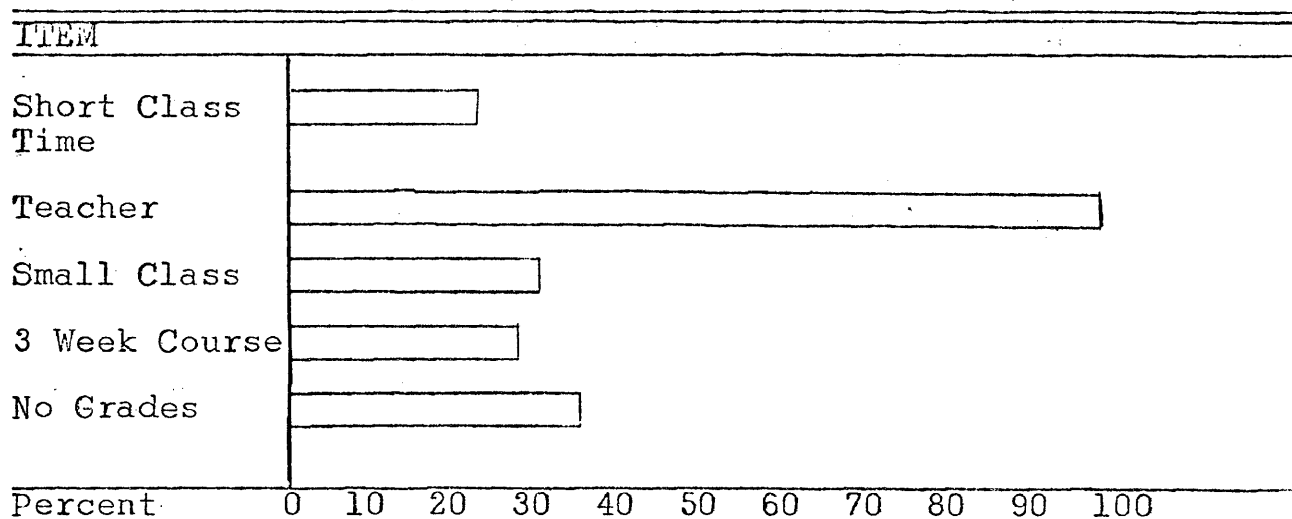


FIGURE 44

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE GERMAN CLASS IN WHICH THEY PARTICIPATED



The students who attended the German Class did not indicate any items undesirable about the class they attended.



FIGURE 45

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE GYMNASTICS CLASS IN WHICH THEY PARTICIPATED

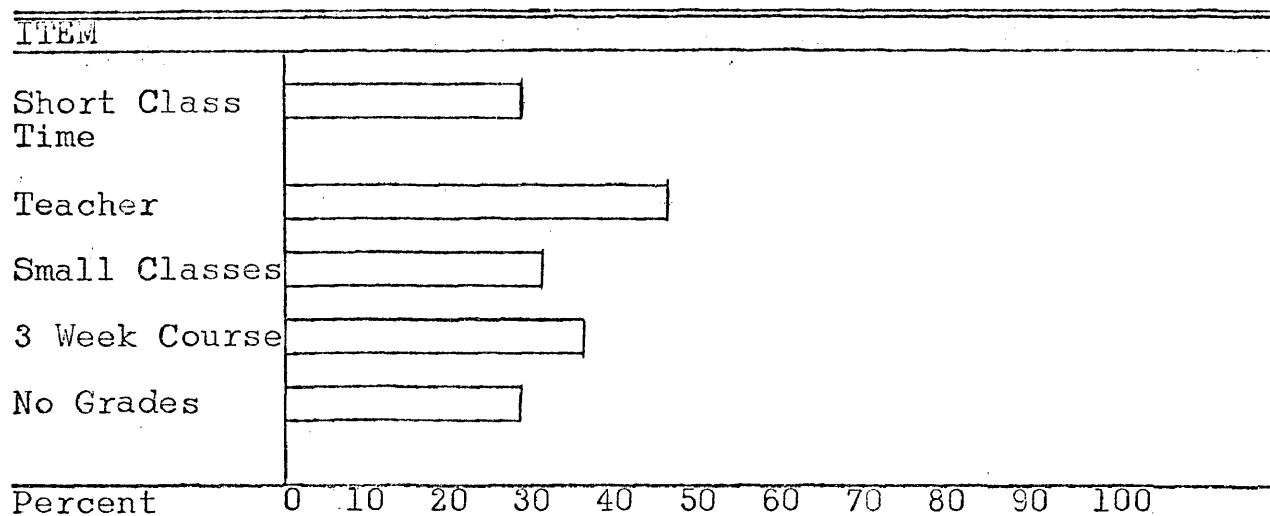


FIGURE 46

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE GYMNASTICS CLASS IN WHICH THEY PARTICIPATED

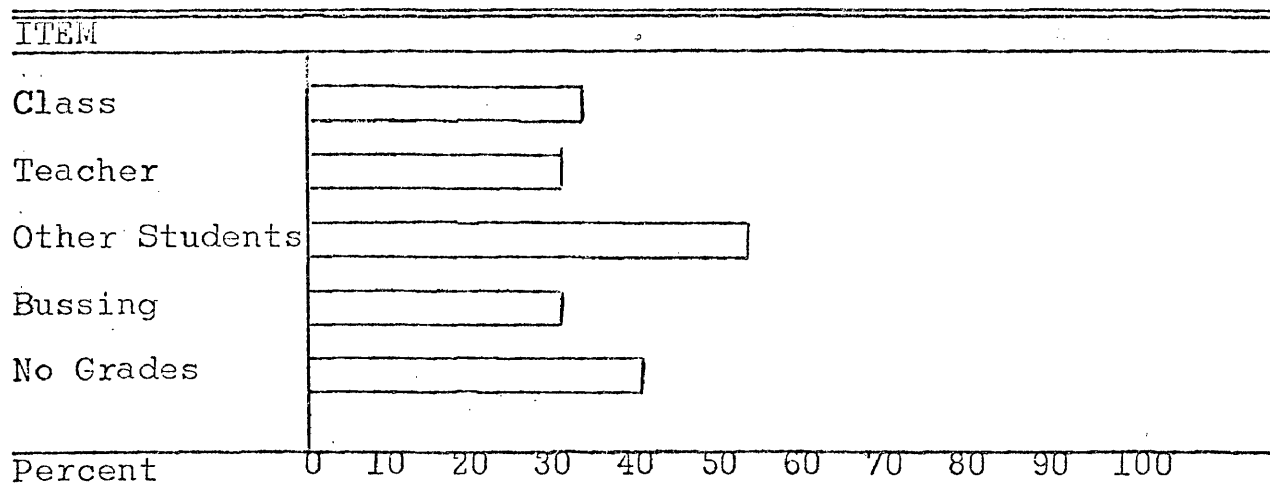


FIGURE 47

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE REMEDIAL READING CLASS IN WHICH THEY PARTICIPATED

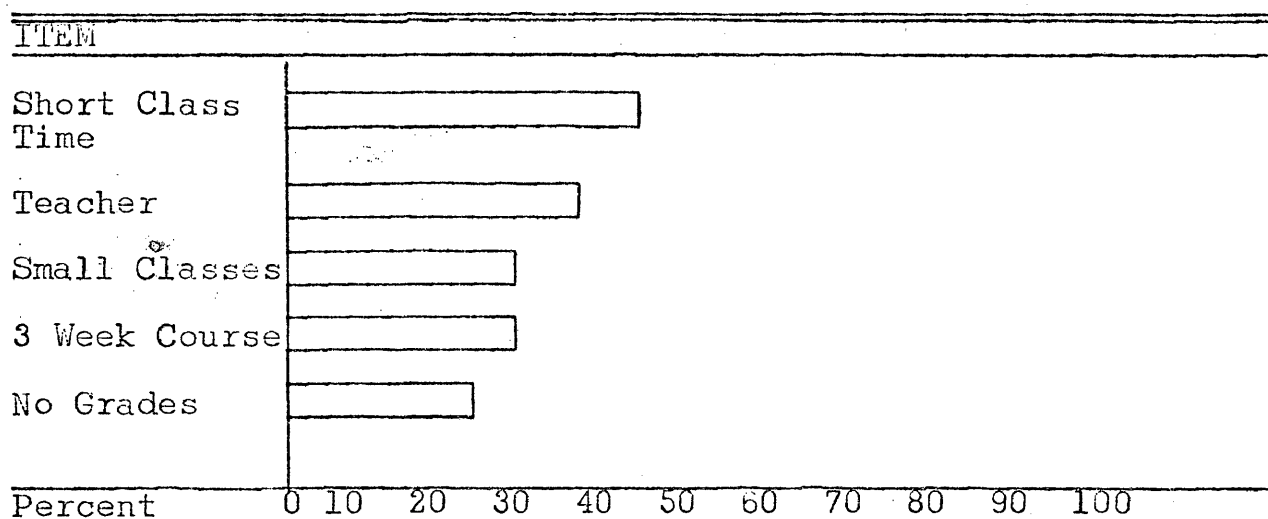


FIGURE 48

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE REMEDIAL READING CLASS IN WHICH THEY PARTICIPATED

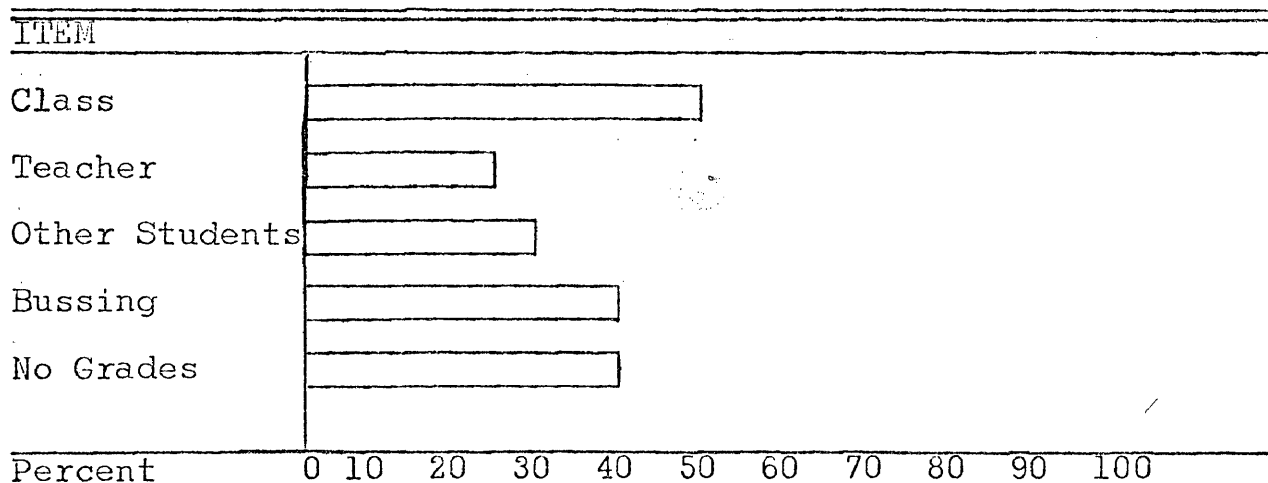


FIGURE 49

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE REMEDIAL ARITHMETIC CLASS IN WHICH THEY PARTICIPATED

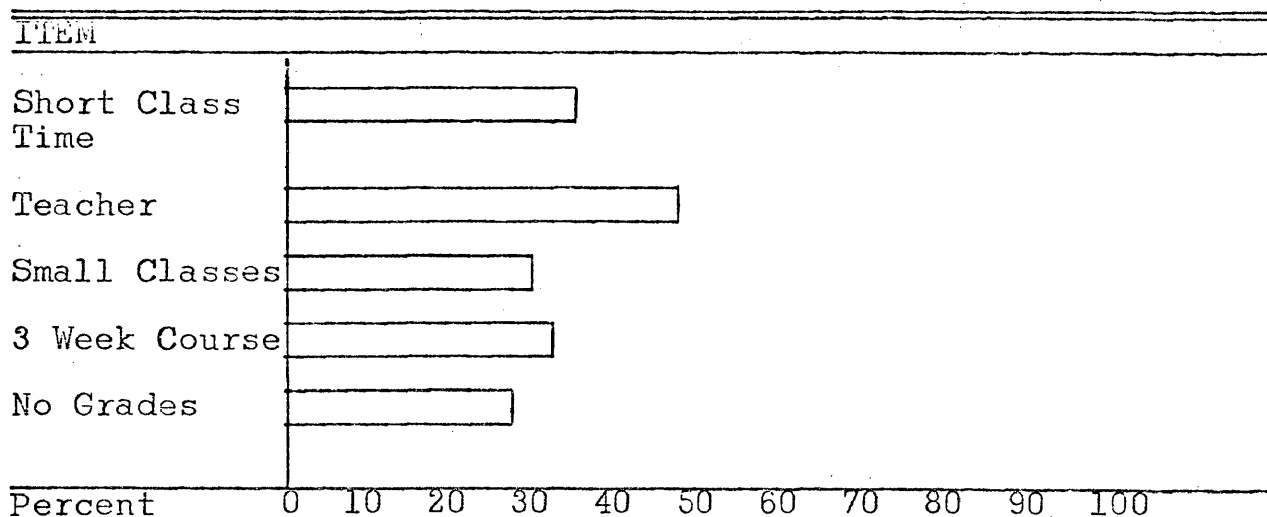


FIGURE 50

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE REMEDIAL ARITHMETIC CLASS IN WHICH THEY PARTICIPATED

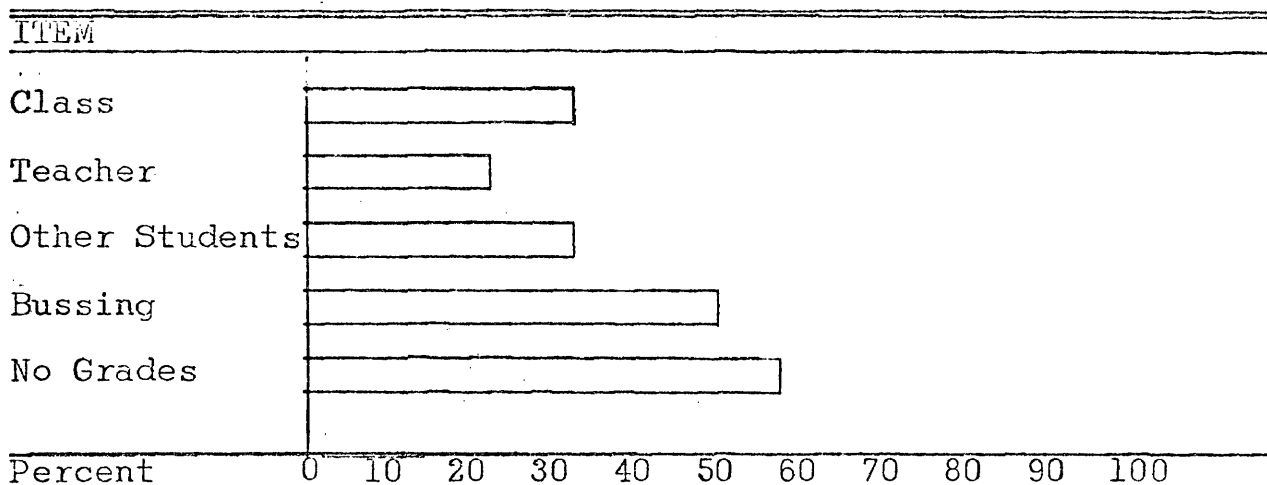


FIGURE 51

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE SHOP CLASS IN WHICH THEY PARTICIPATED

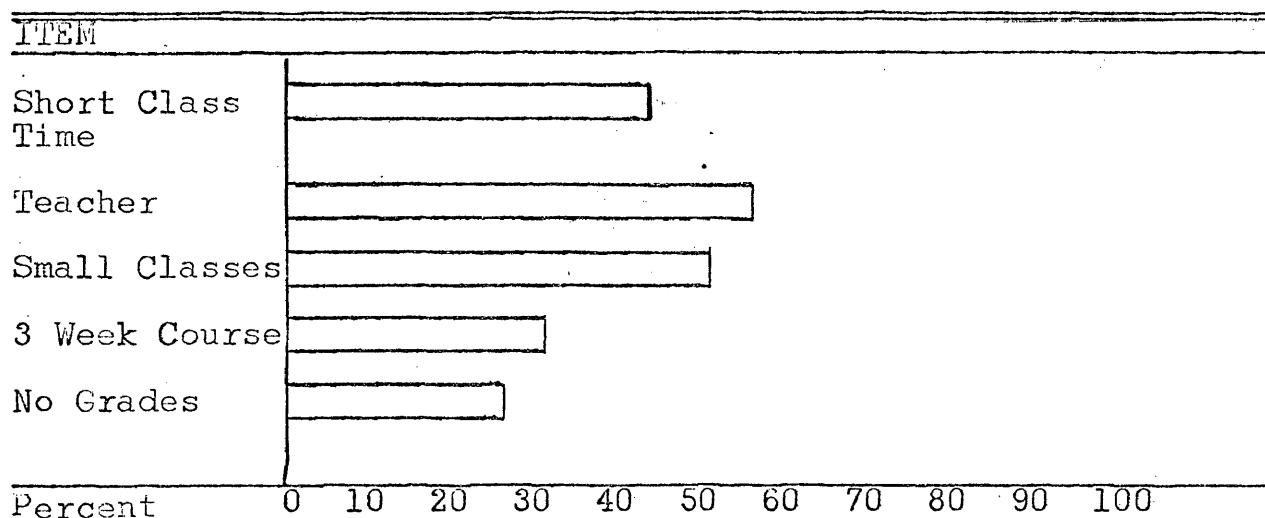


FIGURE 52

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE SHOP CLASS IN WHICH THEY PARTICIPATED

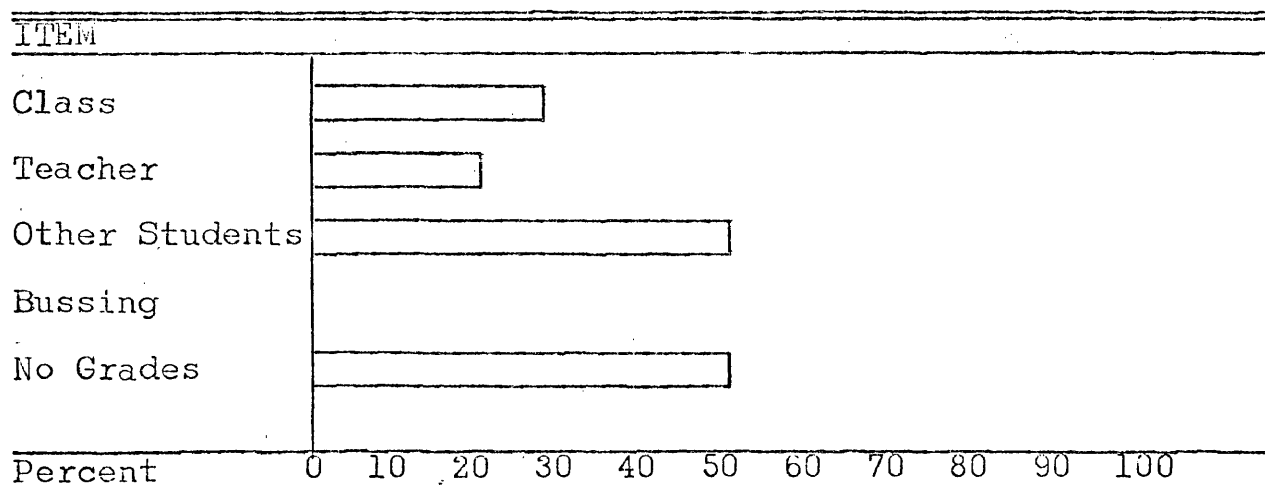


FIGURE 53

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND MOST DESIRABLE ABOUT THE TYPING CLASS IN WHICH THEY PARTICIPATED

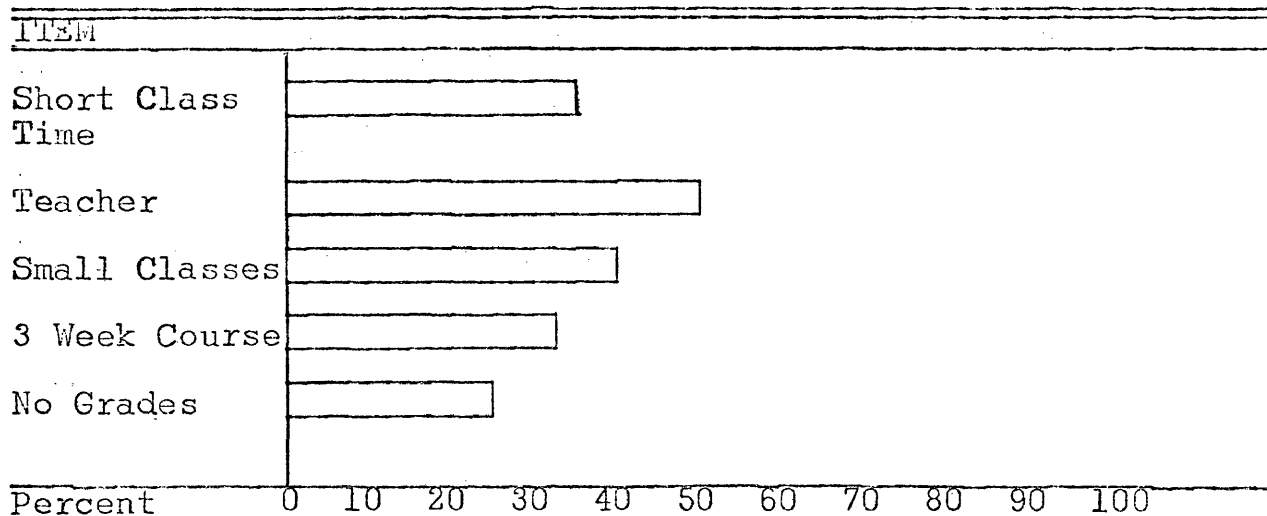


FIGURE 54

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE STUDENTS FOUND LEAST DESIRABLE ABOUT THE TYPING CLASS IN WHICH THEY PARTICIPATED

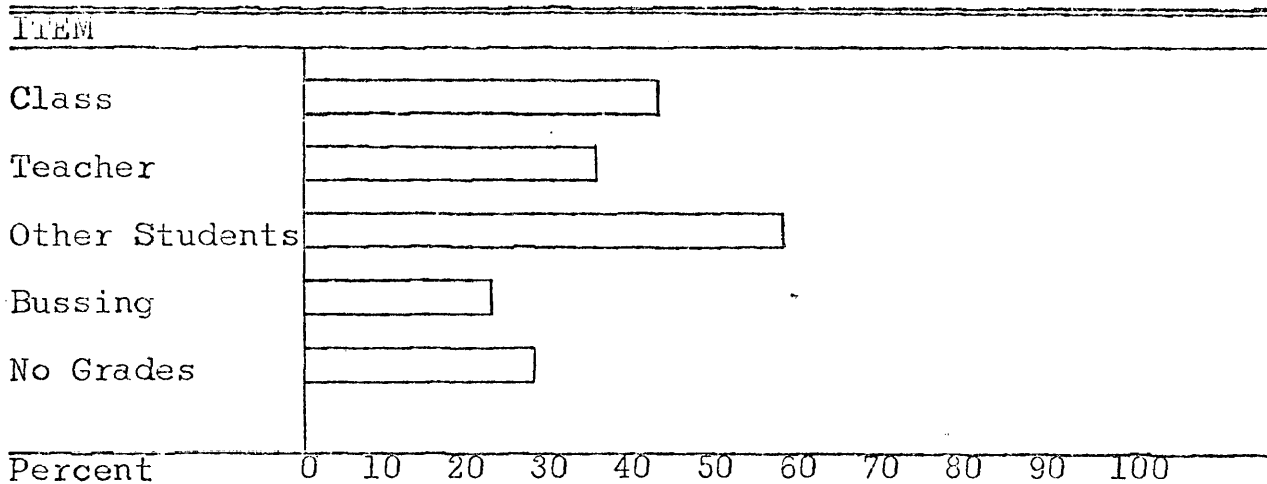


FIGURE 55

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS THE  
TEACHERS FOUND MOST HELPFUL IN DOING  
THEIR BEST JOB OF TEACHING

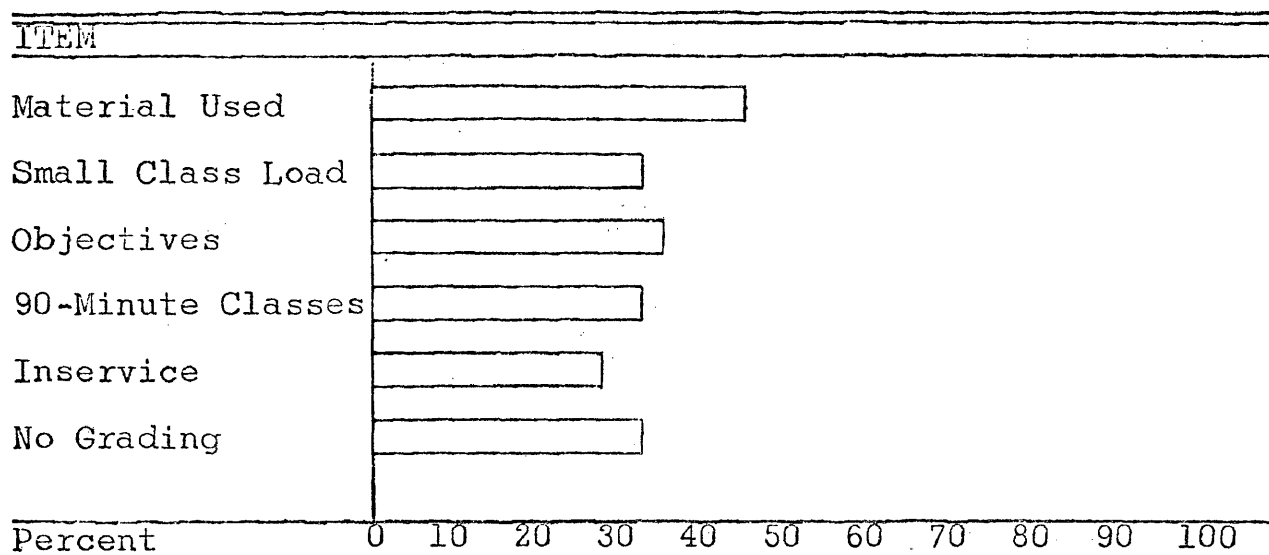


FIGURE 56

COMPARATIVE RESULTS BY PERCENTAGE INDICATING THOSE ITEMS  
THAT HINDERED THE TEACHERS FROM DOING  
THEIR BEST JOB OF TEACHING

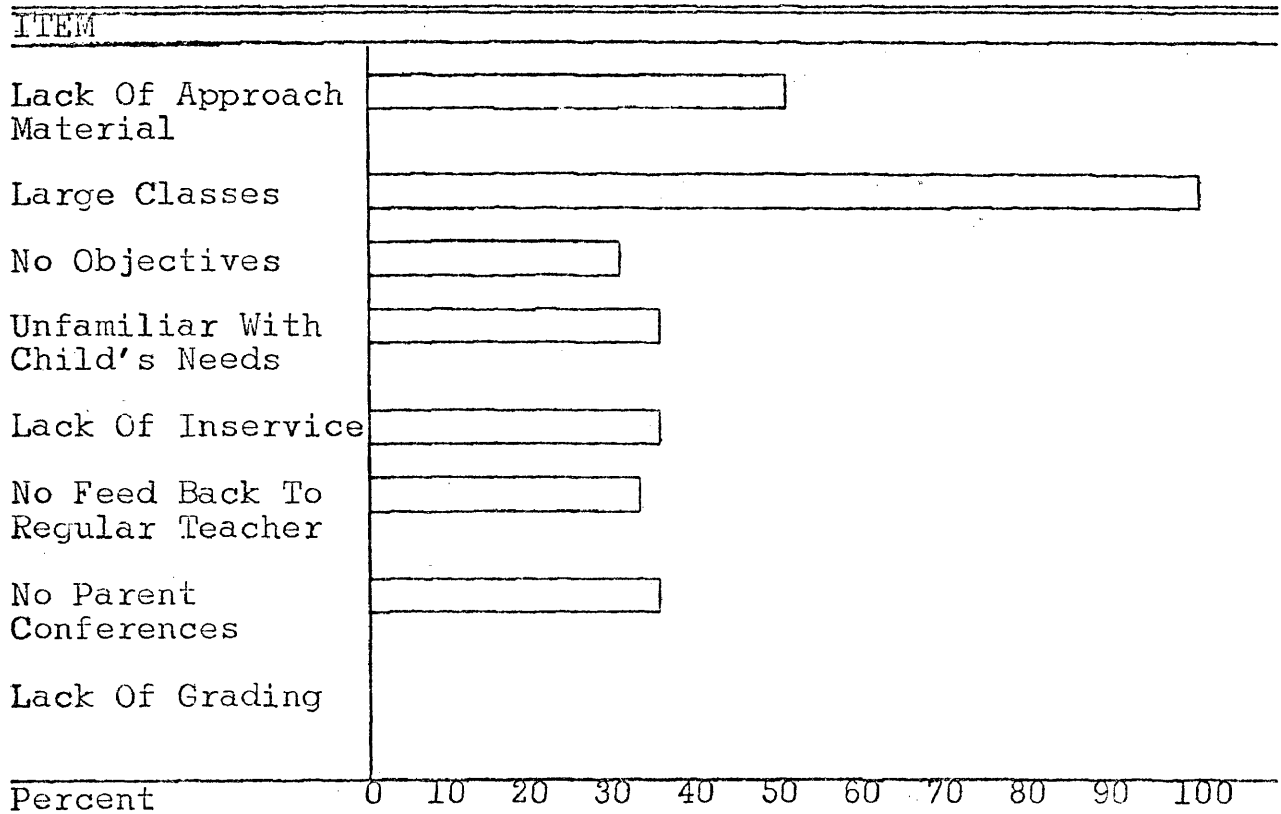


FIGURE 57

COMPARATIVE RESULTS BY PERCENTAGE INDICATING WHETHER THE TEACHERS THOUGHT 1½ HOURS WAS LONG ENOUGH TO ACHIEVE THEIR OBJECTIVES

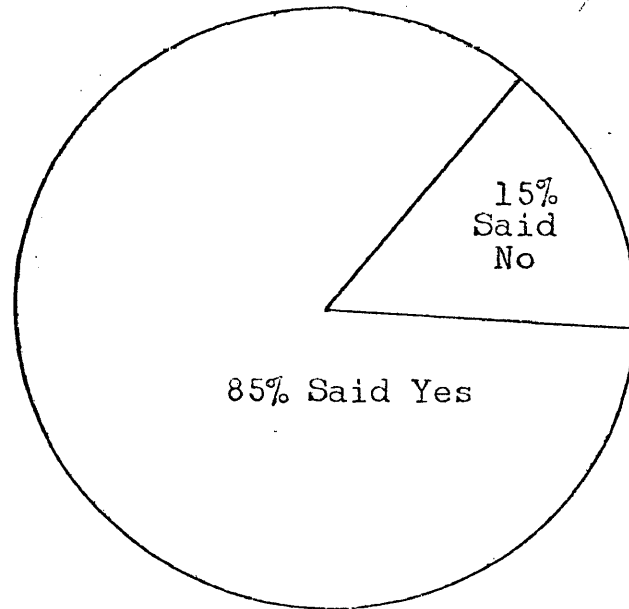


FIGURE 58

COMPARATIVE RESULTS BY PERCENTAGE INDICATING IF THE TEACHERS SHOULD CONCERN THEMSELVES WITH A DIFFERENT INSTRUCTIONAL APPROACH IN SUMMER SCHOOL

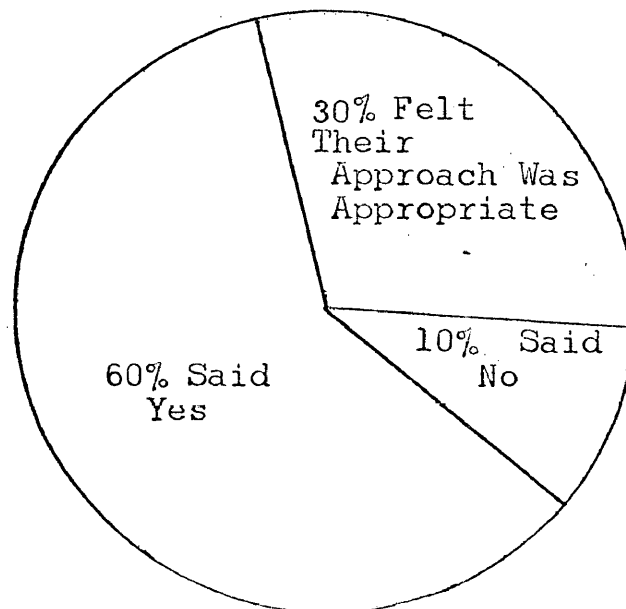
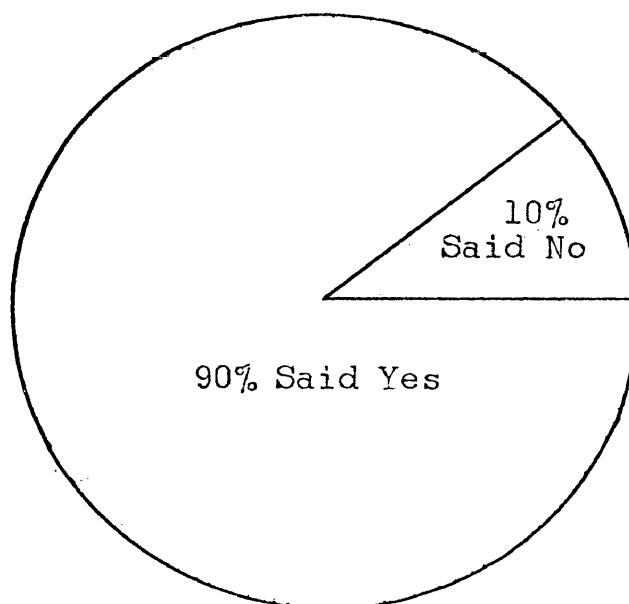




FIGURE 59

COMPARATIVE RESULTS BY PERCENTAGE INDICATING WHETHER ALL  
TEACHERS SHOULD BE AWARE OF THE CRITERIA OF  
STAFF SELECTION FOR SUMMER SCHOOL



On the basis of the teacher response to the open-ended question on the survey instrument on how the summer school could be improved, the following suggestions were advanced: (1) more interest activities, (2) smaller class loads, and (3) more inservice.

On the basis of the teacher response to the open-ended question on the survey instrument of whether the teacher thought summer school was worthwhile, 100% answered yes. They gave the following reasons for their answer: (1) because it was a more relaxed atmosphere, (2) the teachers were teaching what they liked best, and (3) they were not concerned with grades and small classes.

On the basis of the teacher response to the open-ended question on the survey instrument of the new programs the teacher would like to see implemented in the summer school, the following courses were suggested:

1. Swimming
2. Chorus
3. Stamp collecting
4. Drama
5. Foreign languages
6. Enrichment

On the basis of the teacher response to the open-ended question on the survey instrument indicating what the teacher thought the chief objectives of summer school should be, they gave the following responses: (1) to help the child become interested in his work, (2) to keep the slow child acquainted with the material so he does not lose it over the summer - more or less just reinforcing what he has learned during the school year, and (3) to help the child enjoy school.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. Summary

The Purpose. The purpose of this study was to analyze the adequacy of the Millard Elementary Summer School program as viewed by the teachers, parents, and pupils who were participants in the 1969 program.

Objectives of the Study. The objectives to be achieved in this study included the presentation and analysis of the findings of a teacher, pupil and parent survey based on the 1969 summer school experience in terms of general information. Also, an overall evaluation and suggestions for the improvement made by the teachers, pupils and parents was solicited. A further objective was to make recommendations which would improve the summer school program so as to make it more meaningful and relevant to the students.

The Procedure. The following activities were carried out in the development of this study.

1. An examination was made of available literature on some selected summer school programs.

2. Following suggestions and recommendations from the advisory committee, a questionnaire was drafted. The purpose of this questionnaire was to solicit opinions of the summer school experience as viewed by the students, teachers and parents in terms of adequacy of offerings and their

revelancy to the students.

3. The sample was selected from those students, teachers, and parents who were involved in the 1969 summer school. The questionnaire was sent to those participants and requested to be returned to the summer school director by December 10, 1969.

4. Following an analysis of the completed and returned questionnaire, conclusions were made by the writer and recommendations were then made for changes and improvements in the Millard Elementary Summer School program.

## II. CONCLUSIONS

The Parents. The parents were in all cases well satisfied with the classes their children attended. In particular, they felt their children were kept interested and there was also a close student-teacher relationship.

The parents indicated they were pleased with the high quality of teachers in the summer school program.

The parents unanimously disliked having their children bused to another school for classes. Those parents who were not involved in busing indicated that transportation was adequate.

The parents gave many fine suggestions with regard to additional programs that could be added to the summer school curriculum. Among their suggestions were:

1. Photography
2. Drama

3. Creative Writing
4. Swimming
5. Stamp Collecting
6. Enrichment Reading

The Teachers. The teachers felt a different instructional approach should be used during the summer. They felt, generally, that summer school should not be the same for children as the regular school year with regard to the instructional approach.

All teachers indicated that summer school was worthwhile and gave these reasons:

1. A relaxed atmosphere for students and teachers
2. No grades were given
3. They were teaching those subjects they liked to teach best.

The teachers gave what they deemed to be the chief objectives of summer school as follows:

1. To help children become interested in their work
2. To reinforce the slow learner
3. To help children enjoy school

The teacher of the remedial classes found that they were hindered in their instruction by the large teacher-student ratio.

The teachers found that the large amount of material at their disposal was very helpful in the instruction of

their class or activity. Because grades were not given, the teachers felt there was less pressure on the students. Most of the teachers found the increase in the length of classes from an hour to an hour and one-half to be most desirable for instruction, especially in the remedial areas.

The Students. The students all felt they had learned a great deal from their classes and were well satisfied with the class or activity in which they participated. They particularly liked the duration of the 90 minute class periods and they unanimously liked their teacher better than any other single element of the summer school.

In contrast, the students disliked most the idea that grades were not given. They also indicated they did not like to be bused to another school. An unexplained phenomenon about the students' reply to their dislikes was that many did not like the other students.

### III. RECOMMENDATIONS

Based on the conclusions of this study, the following recommendations are offered:

1. The registrations for summer school should be handled by mail and sent to one central location.
2. There should be classes in each local attendance center in order to increase the enrollment of summer school.
3. All schedules should be designed before summer school begins, i.e., band.

4. Outdoor education should be the first or second week of summer school to help the teachers become better acquainted with their students early in the school term.

5. Principals should become more involved in the selection of those who enroll in the remedial classes.

6. All evaluation forms should be ready before summer school begins.

7. If at all possible, have parent-teacher conferences in the remedial subjects.

8. Continue to increase the number of three week courses.

9. The school board should assume a greater support for summer school so many of the courses could be tuition free.

10. Add the following courses to the present program:

a. Speed Reading - To be offered for average and above average readers who wish to improve their reading rate. Grades 3-6.

b. Small Engine Repair for grade 5 and up - To be designed for the student who wishes to help keep the family mower or go-cart in running condition.

c. Ham Radio for grade 5 and up - The primary aim is to acquaint the student with the basics of amateur radio. It requires the students to become proficient in basic electronics and International Morse Code.

d. Project Greenthumb for grades 4, 5, and 6 -  
It should be designed to combine an enjoyable learning experience with the care and growing of garden plants.

e. One week clinic -

- (1) Football
- (2) Baseball
- (3) Basketball
- (4) Wrestling
- (5) Swimming

Designed to give boys in grades 4, 5, and 6 a better knowledge of the fundamentals of these sports.

f. Woodworking for grades 3-6 - The purpose of this course is to develop manual skills not usually taught in public schools at the elementary level.

11. The guidance counselor should be available for children.



B I B L I O G R A P H Y

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A P P E N D I X

Survey of Parent's opinion of Millard's Elementary Summer School Program

1. In general, were you satisfied with what your child learned from the class or activity he attended?

- a. Very well satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very much dissatisfied
- e. No opinion

2. List in order of preference those things you liked most about the class or activity your child attended. Use the numbers one through five with one being that which you liked best.

- a. The variety of activities
- b. The children were kept interested
- c. The close student-teacher relationship
- d. The small number of students in a class
- e. The class lasted for three weeks
- f. The class lasted for six weeks
- g. The high quality of teachers
- h. \_\_\_\_\_

3. List in order of preference those things you disliked about the class or activity your child attended. Use the number one through five with one being most disliked.

- a. No variety of activity
- b. Teachers were indifferent to learning
- c. Teachers were indifferent to the child
- d. Little variety of approach
- e. Children had to be bussed to another school
- f. \_\_\_\_\_

4. What additional activities would you like to have included in Millard's Elementary Summer School Program?

5. Did you feel there was adequate transportation for the students?

6. List in order of preference how you would like a report on how your child has done in summer school. Use the number one through five, with one being that which you liked best.

- a. A formal report card
- b. A conference
- c. A written statement indicating the progress your child has made
- d. A formal report card and conference
- e. A written statement and a report card

December 2, 1969

To The Classroom Teacher:

Although there are numerous demands on your time, will you take a few minutes for a task which will have significance in the improvement of Millard's Elementary Summer School Program.

Would you please go over the pupil opinion questionnaire with the child's name on it and let him fill in the blanks. If he does not understand a particular question, specifically three and four, you may explain it to him.

We would encourage you to complete them at one sitting and return them to your building principal by Wednesday, December 10.

Thank you for your time. I am sure much will be gained from your assistance.

Respectfully,

Gene L. Bentley  
Summer School Director

Student Name \_\_\_\_\_

Survey of Pupil's Opinion of Millard's Elementary Summer School Program

For questions one and two please mark an x in front of the statement which describes how you feel.

1. In general, how well did you like the class or activity you attended?

- a. Very well satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very much dissatisfied
- e. No opinion

2. In general, how much did you think you learned in your class or activity you attended?

- a. I learned a great deal
- b. I learned something
- c. I learned nothing new

3. List in order of preference those things you liked most about your class or activity. Use the number one through five with one being that which you liked most.

- a. Field Trips
- b. Short class time
- c. The teacher
- d. The small classes
- e. The three weeks course
- f. No grades were given
- g. \_\_\_\_\_

4. List in order of preference those things you disliked most about your class or activity. Use the number one through five with one being that which you disliked most.

- a. The class or activity
- b. The teacher
- c. Other students
- d. Having to be bussed
- e. I did not receive a grade
- f. \_\_\_\_\_

Survey of Teachers Involved in Millard Elementary Summer School Program

1. List those aspects of the Millard's Elementary Summer School Program that were most helpful in doing your best job of teaching. Use the numbers one through five with one being that which you found most helpful.
  - a. Material used
  - b. Small class load
  - c. Objectives set forth by the teacher
  - d. Classes extended for 1½ hours
  - e. Adequate in-service before summer school began
  - f. Not concerned with the giving the grades
  
2. List those aspects of the Millard Elementary Summer School Program that hindered you most from doing your best job of teaching. Use the numbers one through five with one being that which hindered you most.
  - a. Lack of appropriate materials
  - b. Large class size
  - c. No predetermined objectives by the teacher
  - d. Teachers were not familiar with the child's needs until summer school was near completion.
  - e. Lack of in-service preparation before summer school started
  - f. No feed back to regular school teachers.
  - g. Parents were not conferenced during the summer session
  - h. Grades should have been given.
  - i. \_\_\_\_\_
  
3. The summer school program could be improved by:
  
  
  
  
  
  
  
  
  
  
4. Did you feel that summer school was worth while? Why or why not?



5. What should be demanded of the summer school staff?
  
6. What new programs would you like to see implemented into Millard's Elementary Summer School Curriculum?
  
7. Was the  $1\frac{1}{2}$  hour block of time long enough to achieve your objectives?
  
8. Should we be concerned with a different instructional approach to summer school?
  
9. Should all teachers be aware of the criteria of staff selection for summer school?
  
10. What do you feel is the chief objective of summer school?