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## The extension of the school program into the summer months by some public schools of the United States.

Daniel Giles O'Connor  
*University of Massachusetts Amherst*

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THE EXTENSION OF THE SCHOOL PROGRAM INTO THE  
SUMMER MONTHS BY SOME PUBLIC SCHOOLS  
OF THE UNITED STATES

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O'CONNOR - 1958

THE EXTENSION OF THE SCHOOL PROGRAM INTO THE  
SUMMER MONTHS BY SOME PUBLIC SCHOOLS  
OF THE UNITED STATES.

BY

DANIEL GILES O'CONNOR

A problem submitted in partial fulfillment  
of the requirements for the Master of  
Science Degree

University of Massachusetts

1958

UNION  
FILIPINOS  
SOCIETY  
INC.

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CHAPTER I

INTRODUCTION

## CHAPTER I

### INTRODUCTION

Background Relating to General Compulsory School Attendance Laws -- The writer's first step was to make a search of the developmental background relating to general compulsory school attendance laws in the United States.

Through the leadership of Horace Mann, in 1852, in Massachusetts, the first general compulsory attendance law was passed. This law stated that all children, eight through fourteen years of age, had to attend school for twelve weeks, each year. Of these weeks, at least half were to be consecutive weeks of attendance.<sup>1</sup>

From 1852 to 1891, a majority of the state laws followed the policy of the Massachusetts law. The report of the Commissioner of Education, for the years 1888-1889, showed that thirteen of the twenty-five states still had a school year of twelve weeks. The remaining twelve states had required terms of three and one half to six months.<sup>2</sup>

Of the twenty-five states mentioned in this report, ten had no requirements concerning the length of time that was to be consecutive. Seven states demanded that six weeks be consecutive weeks of attendance, six states had eight weeks of

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<sup>1</sup>Monroe, Walter S., (ed.) Encyclopedia of Educational Research, revised edition, Macmillan Co., New York; 1952, p. 295.

<sup>2</sup>Ibid.

consecutive attendance, and two states set up ten weeks as the demanded time for consecutive attendance.<sup>3</sup>

This report showed that, in a period only sixty years ago, American youth was compelled to attend school for a short span of years and that the school year consisted, on the average, of three and seven tenths months. During the last six decades many changes have come about, and by 1914, the average school year had reached five months with many states requiring school attendance for the entire period that school was maintained in any given district. By 1935, the average school year required seven and four-tenths months. Twenty-seven states set the school year at eight months while two states demanded only four months. At this time, no states demanded less than four months of compulsory school attendance. Since 1935, at least two more states have equalled, or surpassed, the eight months requirement, and in many states, high school standards required nine and ten months of attendance. This was particularly true in cities.<sup>4</sup>

By 1945, all children were required to attend the full term that specific school systems stated in forty three states.

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

In two states, a definite period of time was required while, in two other states, the law stated that local authorities may require attendance for the full term. In the State of Nebraska, the law called for full term in some districts and part time in others.<sup>5</sup>

The tendency to increase the length of the compulsory school year was perhaps as significant as the increase in the compulsory age spans. Increases in population, concentration in cities and increased use of machinery in factories, mines, and farms have tended to make the labor of youths unnecessary. In direct relation to this development, politically, socially, and vocationally, the schools have become recognized as the means by which youth can develop to a point where they will be able to assume the tasks of adults. Schools are recognized, more and more, as the workshops of American youth. As such, the schools need to be kept functioning a minimum of thirty-six to forty weeks. Some authorities suggested that the schools be kept open, continuously, throughout the year.<sup>6</sup>

Experiments and Authoritative Reports -- Developmental experiments and authoritative reports relating to extending the school year into the summer months showed some school authorities were advocating extension of the school year into the

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<sup>5</sup>Ibid.

<sup>6</sup>Ibid., 296.

summer months. For the purpose of this study, a report on three widely scattered communities that have made experiments in this type of school program are presented. This comparison report was made concerning the schools of Rochester, Minnesota; Lexington, Kentucky; and, Beaumont, Texas, by H. Henderson in *Collier's Magazine*.<sup>7</sup>

In Rochester, Minnesota, one-third of the regular enrollment attended summer classroom instruction. Ninety-eight per cent of the regular enrollment was recorded in the recreational program. The grades, from kindergarten through high school, remained open on a voluntary attendance basis. No grades, or marks were given, except in certain high school courses. The purpose of instruction was to broaden and enrich the children's grasp of a subject. The children's interest, not the teacher's determined the areas to be studied under a variety of teaching techniques employed because of small groups.

The Rochester people felt that the summer school results were shown in the regular school term. Summer school students frequently did better work in the fall. Many

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<sup>7</sup>Henderson H. "Why Close Schools in Summer?" Collier's Magazine, (June 22, 1955) pp. 92-97.



teachers seemed to do better teaching because they had been stimulated by new ideas and had developed new interests.

Robert Swanson, Principal of Folwell School, stated that ninety-one per cent of the teachers participating in the summer program received about five hundred dollars above their regular pay. After three years, these teachers, with pay, became eligible for educational travel or study leave. After four years, the teachers in this program are eligible to make use of the time in any manner they see fit, with pay.<sup>8</sup>

In Lexington, Kentucky, Dr. W. T. Rowland began a pilot study in 1947 of school extension into the summer months.

A. In this study, forty teachers and three hundred children were involved. Dr. Rowland, was concerned, mainly, with the results in reading ability. In a six weeks' period, some children progressed as much as a full grade. About twenty-five per cent of the children made gains of about six months. In a group of junior-high pupils, one-half gained from three to thirteen months while the other half gained up to two years.

B. The costs for the program indicated a twenty per cent rise in the school appropriation. Teachers signed for five summers of which they worked for three summers, studied

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<sup>8</sup>Ibid.

for one summer, and were free for one summer.

C. It was pointed out that for the success of the programs, it must be made attractive to teachers.

In Beaumont, Texas, the South Park School System experimented with an extension of the school year into the summer months.<sup>9</sup>

Three years after the program was started, the Texas state salary minimum, for a nine-month period, equalled what the South Park teachers were paid for a period of twelve months. Because it meant a tax increase, the South Park School Board refused to pay their teachers an increment. The teachers refused to work for a twelve-month period which brought about the failure of the academic school extension plan but the athletic program was continued.

Another advocate of extended programs was Hazel Gabbard, of the United States Office of Education, Washington, D. C., who stated that with the increased understanding of what children need for growth in all seasons of the year, and around the clock, our planning for children frequently came to an abrupt stop when school was out. Children's needs must be met whether they are in school or out, or whether it is winter or summer. Neglect for their needs, during their growing period, could affect the chil-

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<sup>9</sup>Ibid.

dren's development.<sup>10</sup>

Elizabeth Donovan, Director of the Extended School Program, State Department of Education, Atlanta, Georgia, reported that the minimum Foundation Program for Education, in Georgia, provided fifteen per cent of the state allotted teachers, in a system, may be employed to staff extended school services during the summer months.<sup>11</sup>

Three million dollars will be available for children and adults who wish to participate in the extended school program in Georgia. Based on the amount of money to be spent it would appear that the State of Georgia sanctions the summer program.

Thomas D. Bailey, Superintendent of Public Instruction, State Department of Education, Tallahassee, Florida, has stated that the educators of Florida should be concerned about the effectiveness of the eleven and twelve months programs. Such programs, if successful, can make great contributions to the lives of the children as well as to the teaching profession. He is of the opinion, Florida has an opportunity to take the lead in indicating what can be done to influence the behavior of the children

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<sup>10</sup>Gabbard, H. F. "Extended School Services the Year Around". The National Elementary Principal. Volume XXXI, (April, 1952) p. 2.

<sup>11</sup>Donovan, Elizabeth, "Extended School Services the Year Around". The National Elementary Principal. Volume XXXI, (April, 1952) pp. 22 - 25.

in such a program.<sup>12</sup>

Harry R. Davidson, Superintendent of Schools, Battle Creek, Michigan, announced that the Board of Education approved plans for a summer program, grades two through twelve, on a tuition basis. Purposes of the schools were enrichment and make-up work. Courses were to be based upon pupils' needs and desires. Elementary tuition costs were ten dollars, secondary costs were twelve dollars for one subject or fifteen dollars for two.<sup>13</sup>

William S. Schmidt, Superintendent of Schools, Prince Georges County, Maryland, in his bulletin stated that the Board of Education felt that the special education needs of many boys and girls were adequately served by the summer program which had been in effect the previous summer. Therefore, a summer session would be held at the high school for a period of eight weeks even though no budget appropriations for the present year had been made for the purpose of a summer school. The summer school would have to meet its own expenses from the fees obtained from the

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<sup>12</sup>Bailey, T. D., Clinics for the 11th and 12th months program, State Department of Education, Tallahassee, Florida, 1953, p.ii.

<sup>13</sup>Davidson, H. R., Elementary School Bulletin. Unpublished Battle Creek Public School Bulletin, Battle Creek, Michigan, May 4, 1955, p.1.

participating pupils.<sup>14</sup>

One of the most comprehensive, individual studies of the all-year round school and related educational problems was reported to be completed by Russell Lewis in the Los Angeles Committee's study of the all-year round school.<sup>15</sup>

The Los Angeles study refers to Lewis' doctoral dissertation concerning the organization and administration of summer public school educational and recreational programs in districts within the metropolitan areas of the United States, when it reports eighty per cent of the school districts, in cities of more than one hundred thousand population, assumed responsibility for extended-year educational and recreational services.<sup>16</sup>

Approximately one-third of the individual element-

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<sup>14</sup>Schmidt, W.S. Your School Reporting Prince Georges County Board of Education, Upper Marlboro, Md. 1955, p. 1.

<sup>15</sup>Los Angeles Committee to study the All Year School. All Year School, July 1954, pp. 15 - 16.

<sup>16</sup>Lewis, R. L. The Organization and Administration of Summer Public School Educational and Recreational Programs in Districts within Metropolitan Areas of the United States. Unpublished Doctorate dissertation, The University of Southern California, Los Angeles, 1950. pp. 377.

ary schools and more than one-fifth of the individual secondary schools in metropolitan districts conducted summer playground programs. Summer classroom programs have also increased in frequency during the past half century to the extent that more than one tenth of all elementary schools, and approximately one-third of all secondary schools in metropolitan districts, now conduct summer sessions. More than one-half of the metropolitan districts made public school library facilities available during the summer months. One third of the districts provided for counselors and other guidance workers for their secondary schools, many provided transportation for special events, and approximately one-half, also, made school facilities available for civic center use during the summer months.

Although financial support for the various phases of summer programs came from many different sources, nearly all districts contributed part, or all, of the necessary funds. Various forms of financial cooperation with state, county, and city agencies were developed and the trend was toward more extensive cooperation with community and governmental agencies in the planning, in the financing, in the rapport of personnel, and in the use of facilities.<sup>17</sup>

In the metropolitan area, public school districts developed a new form of all-year school. Although the summer

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<sup>17</sup>All Year School, op. cit.

phase did not necessarily parallel the regular school year program, the administrative practices in the summer education and recreation programs of more than half the metropolitan public school districts illustrated the fact that education has become a year-round responsibility.<sup>18</sup>

Developmental Step Leading to The Investigation of the Problem--From the many articles appearing in professional and commercial magazines, it became apparent that greater attention was being focused on the possibility of extending the school sessions into the summer months. The New England School Development Council Committee to study the length of the school day, met to discuss the extension of the school year. As a result of this meeting the New England School Development Council formed a committee to study the possibilities of extending the school year. The meeting was held in November, 1955, at the University of Massachusetts where Dr. Albert Purvis, Dean of the School of Education, acted as host. Mr. Ralph Goodrich, Superintendent of Schools, Amherst, Massachusetts, invited the writer to attend this meeting as his guest. Those present are listed on the following page.

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<sup>18</sup>Ibid.

New England School Development Council Committee--

Mr. John B. Davis, Jr.  
Executive Secretary  
New England School Development Council

Dr. Albert Purvis (Study Coordinator)  
Dean, School of Education  
University of Massachusetts

Mr. Ralph W. Goodrich  
Superintendent of Schools  
Amherst, Massachusetts

Mr. Harry Montague  
Superintendent of Schools  
Brattleboro, Vermont

Mr. Jack Smith  
Superintendent of Schools  
Lynnfield, Massachusetts

Mr. Thomas White  
Superintendent of Schools  
Dalton, Massachusetts

Mr. Daniel G. O'Connor,  
Principal, Public Schools  
Tewksbury, Massachusetts

The members of this New England School Development Council Committee had done previous work concerning the school day. The group now was concerned with a problem that had been projected by one of its members who wondered what some of the public schools in the United States were doing about extending their school programs into the summer months. It was upon this subject that the writer was asked to conduct a search for current information.



CHAPTER II

THE PROBLEM

## CHAPTER II

### THE PROBLEM

Problem -- This problem is concerned with an attempt to discover what some public schools in the United States are doing about extending the school year into the summer months.

The reason for this problem is based upon the fact that a number of superintendents, primarily from Massachusetts and representing the New England School Development Council, are becoming increasingly interested in the advisability of extending the school year into the summer months by means of some sort of summer program.

Objectives -- Objectives of this study may be considered to have a three fold purpose:

To determine the advisability or inadvisability of extending the regular school year into the summer months.

To make available information, facts, and findings which may be of value to any group appointed, or elected, to inquire into the problem of extending their regular session into the summer months and thus hasten investigation so that an early conclusion may be arrived.

To develop an awareness on the part of the people within the communities, by the study itself, and the actions and steps necessary for such a study, of the possibility of such a program that they might begin action in establishing extended school programs within their communities.

Subjects -- The subjects for this study had been determined, in contemplation of the study, by Dr. Albert Purvis, of the University of Massachusetts. He had requested from the Chief Educational Officers, in each of the forty-eight states, a list of names of the schools, in their respective states, that had extended their programs into the summer months.

The requested information for this study was provided by thirty-six states. From this group, nine states reported that they did not have said programs. Twelve states did not answer even when follow-up letters were issued.

From the twenty-seven states that reported the names of schools, a list of two-hundred ninety-six school systems was obtained. (See Appendix)

Materials and Procedures -- The instrument for this study was a questionnaire. This questionnaire was devised and based upon the questions asked by the New England School Development Council members and additional items thought to be pertinent. The questionnaire was necessarily lengthy in order to obtain the desired information.

The questionnaire was made objective by asking questions which demanded facts. It also provided a place where opinions could be obtained on the values and weaknesses of

the programs. Another section of the questionnaire asked for general comments. (See Appendix)

The questionnaire was divided into four main sections, namely:

1. General information.
2. Elementary education, only.
3. Secondary education, only.
4. Adult education, only.

Section One of the questionnaire, dealing with general information, is concerned with;

- a. school locations
- b. the length of the regular school day
- c. the length of the regular school year
- d. the length of the extended school day
- e. the length of the extended school year
- f. pupil enrollment in correlation to the maintenance staff, the teaching staff, transportation arrangements, lunch programs, attendance (Compulsory or permissive)
- g. financing of the summer programs
- h. teacher selection
- i. vacation periods (before and/or after)
- j. objections from local health officers, doctors, psychiatrists, parents
- k. consideration of the extended programs' values and weaknesses

Sections two, three, and four, sought information concerning:

- a. the grades included
- b. the time of meeting
- c. the objectives of the program
- d. who carries the program on
- e. lunch and transportation arrangements
- f. subjects to be taught

A sample questionnaire was devised and sent to each of the New England School Development Council Committee members. Their comments were solicited. After receiving the answers from the committee members, the final questionnaire, incorporating changes suggested by the study group, was completed and sent out to two-hundred ninety-six school systems. A follow-up letter was deemed advisable, and this letter was sent to those schools who had not returned the questionnaire. This proved to be an effective measure. The questionnaire's results were compiled and presented in this study.

CHAPTER III  
GENERAL INFORMATION

### CHAPTER III

#### GENERAL INFORMATION ABOUT THE ADMINISTRATION AND ORGANIZATION OF SUMMER PROGRAMS

Source of The Study -- Two hundred ninety six questionnaires were sent out to schools inquiring whether or not they had extended their school programs into the summer months. Two hundred twenty questionnaires were returned. From this 220, 177 yes answers and 43 no answers were tabulated. Seventy-six questionnaires were not returned. This means there was an 80.5% return. The answers received were from 27 of the 48 United States of America, which represented at least one answer from every state that was solicited.

In a letter to the 48 Chief State Officers of Education, seeking the names of schools with summer sessions, 27 officers reported such programs, 9 officers reported no programs and 12 officers did not report at all.

An attempt was made to receive answers from the 12 states that were not included in this study. A follow-up letter was sent, however, in no instance, was an answer received. The reader must not assume that the state, giving no answer, had no programs. Massachusetts did not report in this study, however, the Town of Tewksbury, Massachusetts, does have a summer program as defined in the letter that accompanied the writer's questionnaire. The tabulation received from the states that reported is shown in order of the number of yes returns in Table 1 on page 21.

TABLE I

Communities Reporting by States in Rank Order of Number  
of Affirmative Answers

State Reporting	Yes	No	State Reporting	Yes	No
NEW YORK	49	2	MISSOURI	3	1
ALABAMA	21	5	IOWA	3	1
OHIO	17	5	WASHINGTON	3	0
MICHIGAN	14	3	MARYLAND	3	0
OKLAHOMA	10	1	CONNECTICUT	2	1
NEW JERSEY	8	2	GEORGIA	2	0
INDIANA	6	2	NEW MEXICO	2	0
DELAWARE	5	8	IDAHO	1	1
MINNESOTA	5	1	KENTUCKY	1	0
WEST VIRGINIA	4	2	NORTH DAKOTA	1	3
CALIFORNIA	4	1	SOUTH DAKOTA	1	0
VIRGINIA	4	0	VERMONT	1	0
PENNSYLVANIA	3	3	WISCONSIN	1	0
ILLINOIS	3	1	Totals	<u>177</u>	<u>43</u> = 220

Returns for this study were listed in order of greatest number of yes answers received from the communities within the state. Attention is called to the fact that New York recorded 49 yes answers. The answers obtained from this study will be influenced greatly by the large number of reports received from the State of New York.



Further Identification -- Of the schools polled, further identification was made in order to get a better picture of the location of the schools and in particular that area within the divisions of communities as shown in Table II. The questionnaire did not define the categories listed in Table II and the writer offers none.

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TABLE II

Further Identification of the Answers Received

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Community Division	Schools Reporting	Percentage
1. Zoning		
a. Residential	76	63.3%
b. Industrial	44	36.7%
	<hr/>	<hr/>
Totals	120	100 %
2. Population Density		
a. Urban	64	52.9%
b. Suburban	44	36.4%
c. Rural	13	10.7%
	<hr/>	<hr/>
Totals	121	100 %

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As was recorded in Table II under the term "zoning", residential areas provided 63.3% of the programs contained in this study and industrial areas provided a percentage

of 36.7% from the 120 answers received. Listed under the term "population density", urban areas provided 52.9%, suburban areas 36.4%, and rural areas 10.7% of the 121 answers received. The people in the areas of an urban or suburban community indicate a greater thirst for knowledge. However, this may not be the case, for there was and still is a demand for the labor force that the schools contained in rural areas, and also the ratio of United States population is greater in urban and suburban areas than in rural areas. Another factor involved may be funds that are available in the rural area. Most rural areas would not fall naturally in the so-called "well - to - do" bracket.

Administrative Organization -- The next step was to be the investigation of the administrative organization of these schools. It was found that there were 79 elementary, 160 secondary, and 24 adult programs in existence. The programs in action does not necessarily coincide with a specific number of school plants in operation. Some of the questionnaires represent school districts and/or large communities with many school plants in operation, while others represent one school only. There were many combinations of these three basic programs.

The secondary program dominated the picture. There was reported a very substantial elementary program but relatively few adult programs in existence. The reasons for the adult

program size were not determined. General answers were so designated because the schools answered by letter or material about their programs and did not follow the questionnaire. Combinations of these programs are shown in Table III, below.

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TABLE III

Combinations of Elementary, Secondary and Adult Summer School Programs

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Organizational Level	Number Reported
1. Elementary Only	2
2. Secondary Only	78
3. Adult Only	0
4. Elementary and Secondary	59
5. Elementary and Adult	1
6. Secondary and Adults	6
7. Elementary, Secondary, and Adults	17
8. General Answers	14
	177
Total	177
Combined Elementary Level	79
Combined Secondary Level	160
Combined Adult Level	24
	263
Total	263

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Length of the Regular School Session in Days -- Time is the prime factor of this study. Upon this factor rests the reason for this study. Certainly, if the school was in session all year, this particular study would not exist.

The length of the regular school session in days for the elementary and secondary level as reported in this study appear to coincide. The range for both groups was from 175 to 200 days. Using the whole numbers of the mean of each group, 183 days per year is obtained as the average. The mode and the median each present the figure of 180 days per year as the length.

The adult level, with relatively few schools reporting, did not statistically present the picture that the elementary and secondary level did. This might be explained by observing the range in the figures reported in the adult section. It was reported that the regular adult program ranged from 10 to 230 days per year with a mean of 122.3 days. Please note, the intervals had to change in order to place the adult level in Table IV, page 26. The mode may suggest a different view to the reader. The mode of 180 days per regular school year does coincide with the reports received from the elementary and secondary levels.

The length of the regular school year in days on the elementary, secondary and adult level is shown in Table IV, on page 26.

TABLE IV

Length of Regular School Year in Days

Days/Year	Elementary Level	Secondary Level	Adult Level
200-202	5	8	1
197-199	0	0	0
194-196	1	1	0
191-193	2	3	0
188-190	22	32	0
185-187	8	10	1
182-184	6	10	1
179-181	51	57	8
176-178	7	4	0
173-175	9	18	3
170-172	0	1	0
137-169	0	0	3
103-136	0	0	3
69-102	0	0	9
35-68	0	0	5
1-34	0	0	4
Total	112	144	38

Measures of Central Tendency (derived from raw scores)

Range	175-200	175-200	10-230
Mean	183.1	183.3	122.3
Mode	180	180	180
Median	180	180	200

Length of the Summer School in Days -- In the summer sessions, the mean for the elementary session was 33.5 days while the mode was 30 days or six weeks. The secondary schools added time to their schedules. The secondary schools showed 36.8 as their mean while their mode was 40 days per year or 8 weeks - two more weeks than the elementary and adult programs. The adult program had the same mode as the elementary school but the mean dropped 5 days to 28.2 per summer session.

Of the 71 answers on the elementary level, 56 schools or 78.8% of the reports were found to have 26 to 40 days per year for the summer program. Of the 157 answers received on the secondary level, 120 schools or 76.4% of the reports had 26 to 40 days per year for the summer program. The adult level had 60% or 12 of 20 reports showing 26 to 40 days per year in the summer session.

Just as important, perhaps, as the average were the two extremes. The extremes noted on the elementary level were in the case of two reports, 56 to 60 days per year and one report of 11 to 15 days per year for the summer program. The secondary summer program reported one school at 66 to 70 days per year and one reported 6 to 10 days per year. The length of the summer school in days on the elementary, secondary, and adult level is shown in Table V, on the following page. While each of the 220 questionnaires reported the length of their summer school session in days, the reports showed that the three levels are not taught in each of the schools.

TABLE V

Length, In Days, of the Summer School Program

Days per Year	Elementary Level	Secondary Level	Adult Level
66-70	0	1	0
61-65	0	0	0
56-60	2	6	1
51-55	1	1	0
46-50	1	5	1
41-45	3	9	0
36-40	18	59	2
31-35	5	31	5
26-30	33	30	5
21-25	1	2	0
16-20	6	2	2
11-15	1	0	2
6-10	0	1	2
1-5	<u>0</u>	<u>0</u>	<u>0</u>
Total Reporting	71	147	20
Measures of Central Tendency (derived from raw scores)			
Range	11-60	10-70	10-60
Mean	33.5	36.8	28.2
Mode	30	40	30
Median	29.4	36.1	29.5

Hours Per Day -- The other factor involved was the number of hours per day these schools remained open for class instruction. Table VI shows the comparison of the regular and extended-day session on the three levels.

TABLE VI

The Length of the Regular and Summer School Day in Hours

Hours/day	Elementary		Secondary		Adult	
	Regular School Year	Summer School Year	Regular School Year	Summer School Year	Regular School Year	Summer School Year
9					1	
8	1		2	1		
7	11	1	44	4		1
6	54	8	80	11	5	2
5	29	6	14	17	1	
4	1	35	3	98	3	7
3		18	3	18	11	5
<u>2</u>	<u>    </u>	<u>  3</u>	<u>    </u>	<u>  3</u>	<u>  9</u>	<u>  3</u>
Total No. Reported	96	71	146	152	30	18
Measures of Central Tendency (derived from raw scores)						
Range	4-8	2-7	3-8	2-8	2-9	2-7
Mean	5.8	4.0	6.0	3.8	3.6	4.3
Mode	6	4	6	4	3	4
Median	6	4	6	3	3	4



From the modes and the medians from Table VI, on page 29, one may see that the extended day has approximately two hours less than the regular day on the elementary and secondary level, but about one more hour per day on the adult level. If the schools reported a regular school program in session, then certain so-called "frills" must be dropped from the program or the periods must be shortened because there are two hours less on the elementary and secondary level during the extended day. It must be remembered that the summer weather may have something to do with the length of the day of the summer program.

Actual Time of Day -- Some extremes in time of day the summer schools were in session are shown in Table VII.

TABLE VII

Extremes in Times of Day Used for Summer School Programs

Elementary		Secondary		Adult	
A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
9:35-11:30		8:00-11:00		8:00-10:00	
8:30	4:30	9:00	9:00	9:00	9:00
9:30	3:30			8:15	6:30
9:00	5:00			2:00-10:00	
	1:00-9:00				
	6:00-9:00				

While the most common time of day that the summer program was in session was 8:00 A.M. to 12:00 noon, giving a four hour day, the writer thought it might be of interest to the reader to see the extremes in the actual time of day some of the summer schools had their doors open.

Some schools were in session for elementary pupils from 1:00 P.M. to 9:00 P.M. Another elementary school stated it held session from 6:00 P.M. to 9:00 P.M. One secondary school was in operation from 9:00 A.M. to 9:00 P.M. The community must support the summer program if 12 hours a day are needed to do the job.

If the tremendous housing problems and shortages of teachers continues to build, then in all probability our public schools, colleges and universities will have to be open for use on a 9:00 A.M. to 9:00 P.M. basis. Some do so now; the University of Massachusetts is one such school.

Enrollment in the Regular School Programs -- How large were these schools? What effect, if any, did the size of the school population have to do with the existance of the summer program? Attempting to answer these questions, different standards had to be used in setting up the intervals as the population range of the programs did not lend itself easily to a common interval in Table VIII on page 32 that follows.

TABLE VIII

The Regular School Enrollment on the Elementary, Secondary  
and Adult Level

Elementary		Secondary		Adult	
Number Enrolled	Schools Reporting	Number Enrolled	Schools Reporting	Number Enrolled	Schools Reporting
97,391	1	173,496	1	17,253	1
66,032	1	105,126	1	6,000	1
61,533	1	60,001-80,000		5,214	1
52,487	1	40,001-60,000	1	5,000	3
51,818	1	20,001-40,000	5	2,500	1
				2,317	1
45,001-50,000		19,001-20,000		1,900	1
40,001-45,000	2	18,001-19,000	1	1,200	2
30,001-40,000	5	17,001-18,000	1	1,103	1
25,001-30,000	2	16,001-17,000	1	900	1
20,001-25,000	3	15,001-16,000		800	2
15,001-20,000	4	14,001-15,000	2	690	1
10,001-15,000	4	13,001-14,000		634	1
5,001-10,000	20	12,001-13,000	1	550	1
		11,001-12,000	4	500	3
4,501-5,000	2	10,001-11,000		344	1
4,001-4,500	2	9,001-10,000	2	336	1
3,501-4,000	2	8,001-9,000		300	1
3,001-3,500	2	7,001-8,000	2	250	2
2,501-3,000	6	6,001-7,000	1	230	1
2,001-2,500	2	5,001-6,000	2	200	1
1,501-2,000	1	4,001-5,000	9	180	1
1,001-1,500	10	3,001-4,000	8	175	1
501-1,000	8	2,001-3,000	14	156	1
1-500	10	1,001-2,000	39	Under 101	10
		1-1,000			
Total Reporting	<u>90</u>		<u>139</u>		<u>41</u>

Measures of Central Tendency (derived from raw scores)

Range	90-97,391	90-173,496	50-17,253
Mean	12,189.9	7,311.6	1,691.2
Median	5,000+	1,629	500

As shown in Table VIII, on page 32, one half of the elementary schools in this study had a regular enrollment of 5,000 pupils or less. Twenty-eight of the ninety schools or about 1/3 reporting, had 1,500 pupils or less enrolled.

On the secondary level 31.6% of the regular school programs had 1,000 or less pupils enrolled and, furthermore, 59.7% of the schools had a regular school year population of 2,000 pupils or less.

Of the adult programs, 25.4% had a regular enrollment of 101 students or less. It would appear that in general, the school executive of the so-called larger school system is not the only one who participates in the summer program, but that many smaller schools do have the summer program.

Enrollment of the Summer School Programs -- The summer program enrollment could not be easily placed on a table by using a common interval. This was caused by the population range of the schools involved which was previously noted on page 31 in reference to the regular school's enrollment. This is brought to the reader's attention as necessary information when the summer schools' enrollment is studied in Table IX on page 34.

TABLE IX

## Summer School Enrollment on the Elementary, Secondary and Adult Level

Elementary		Secondary		Adult	
Number Enrolled	Schools Reporting	Number Enrolled	Schools Reporting	Number Enrolled	Schools Reporting
20,451	1	11,004	1	1,700	1
4,500	1	4,401-9,480	2	1,500	1
4,424	1	4,201-4,400		1,493	1
4,300	1	4,001-4,200		800	1
2,000	1	3,801-4,000	1	634	1
1,641	1	3,601-3,800		534	1
1,500	1	3,401-3,600	1	344	2
1,336	1	3,201-3,400		250	1
1,208	1	3,001-3,200	1	155	2
1,119	1	2,801-3,000		150	3
701-750	1	2,601-2,800	1	90	1
651-700	1	2,401-2,600	1	60	1
601-650	1	2,201-2,400	1	30	1
551-600	2	2,001-2,200	2	20	3
501-550	3	1,801-2,000	2	16	1
451-500		1,601-1,800	2	10	3
401-450		1,401-1,600	1		
351-400	4	1,201-1,400	4		
301-350	2	1,001-1,200	4		
251-300	4	801-1,000	7		
201-250	2	601-800	15		
151-200	8	401-600	10		
101-150	7	201-400	31		
51-100	14	1-200	58		
1-50	8				
Total Reporting	67		147		24
Measures of Central Tendency (derived from raw scores)					
Range	20-20,451	10-11,004		10-1700	
Mean	807.6	881.8		457.2	
Median	582.3	343.9		150	

If one arbitrarily takes 40 pupils as a base, one may see that 89 schools out of 147 have less than 400 pupils or less. The adult program range was so great with so few schools reporting that statistically to be able to arrive at an accurate description seems doubtful.

Total Enrollment Comparisons -- The total number of pupils enrolled in the regular school programs as compared to those enrolled in the summer school programs, is shown in Table X.

TABLE X  
Enrollment Comparisons

	Regular Enrollment	Summer Enrollment
Elementary	1,109,283	54,110
Secondary	1,125,989	130,501
Adult	64,264	9,601
Totals	2,299,536	194,212

8.4% of the regular enrollment is enrolled in summer program.

Enrollment on the elementary level showed 1,109,283 pupils in regular school sessions with 54,110 in summer sessions; on the secondary level, 1,125,989 in regular school sessions with 130,501 in summer sessions; on the adult level, 64,264 enrolled in regular school sessions with 9,601 in the summer sessions. The total shows 2,299,536 enrolled in the regular school sessions on all levels, with 194,212 enrolled in summer sessions. These figures show that less than 1/11, or 8.4% of the regular school enrollment is included in summer school sessions, thus substantiating the report that in 151 schools attendance was permissive, while in only 7, attendance was compulsory.

Teaching Staff -- The examiners reported that there were 73,302 teachers working in the regular school program and 6,961 teachers working in the summer program. One hundred forty two schools reported teachers were hired on the basis of the person best suited for the position. However, 9 systems reported teacher selection was based on the need of the individual for a higher salary. Five schools gave preference to men teachers. The teachers in 108 of the cases were obtained from the regular staff, while 48 schools obtained teachers from other sources. The reader may note that one system said it had 10,000 teachers. The same system also reported 288,140 pupils.

The number of teachers in the regular school session as compared with those in the extended school session is shown in Table XI.

TABLE XI

Number of Teachers Engaged in Regular Summer School

Regular School Year		Summer School Year	
Number of Teachers	Schools Reporting	Number of Teachers	Schools Reporting
10,000	1	381-450	1
3,501-3,750		361-380	
3,251-3,500	1	341-360	2
3,001-3,250		321-340	1
2,751-3,000	2	301-320	
2,501-2,750	1	281-300	
2,251-2,500	3	261-280	
2,001-2,250		241-260	1
1,751-2,000	3	221-240	
1,501-1,750	4	201-220	
1,251-1,500	2	181-200	
1,001-1,250	2	161-180	
751-1,000	4	121-140	1
501- 750	7	101-120	2
251- 500	19	81-100	1
1- 250	98	61-80	5
		41-60	14
		21-40	31
		1-20	88
<b>Totals</b>	<b>147</b>		<b>147</b>

Measures of Central Tendency (derived from raw scores)

Range	4-10,000	1-2,616
Mean	598.5	48.4
Median	184.7	16.8



The information offered in Table XI, on page 37, seems to lend weight to the total enrollment ratio in Table X, on page 35, in that the bulk of the cases fall into one category. Because of the range involved, it was necessary to use a wide spread on the regular school year enrollments. The extended year, however, did not present this wide range and, therefore, one can get a more accurate picture about the sizes of the teaching staffs.

As is shown in the regular school year, the median of 185 (184.69 rounded off) teachers as compared to the median of 17 (16.818 rounded off) in the extended summer school year, there is a ratio of .0916 or 9.2% between them. This figure is about .8% more than the ratio established from the comparison of pupils in the regular school year and those in the summer program. (See Table X, on page 35). This would mean that the pupil-teacher ratio is less in the summer session.

Custodial Staff -- The school plant must be cared for during the summer months as well as the other months of the year. What part of the custodial force was needed for the summer program? The writer had to take into account the vast range that was reported. The range can and did in this case present a problem in the making an instrument that would show the number of custodians employed as in shown in Table XII on page 39.

TABLE XII

Custodians Employed in the Regular and Summer School

Regular School Year		Summer School Year	
Number of Custodians	Schools Reporting	Number of Custodians	Schools Reporting
2,893	1	1,305	1
1,681	1	618	1
1,224	1	371	1
1,200	1	240	1
735	1	168	1
710	1	115	1
570	1	73-76	1
450	1	69-72	
400	3	65-68	
324	1	61-64	
286-300		57-60	
271-285	1	53-56	1
256-270		49-52	1
241-255		45-48	3
226-240		41-44	1
211-225	2	37-40	3
181-210		33-36	1
166-180	1	29-32	3
151-165	1	25-28	3
136-150	1	21-24	2
121-135	4	17-20	2
91-120	3	13-16	4
76-90	2	9-12	12
61-75	5	5-8	21
46-60	8	1-4	46
31-45	7		
16-30	17		
1-15	56		
Total	<u>120</u>		<u>110</u>

Measures of Central Tendency (derived from raw scores)

Range	2-1,681	1-1,305
Mean	110.7	41.4
Mode	15	1
Median	18.9	6.6

By comparing the total number of custodians actually on the job in the two separate columns and the modes and means of the separate columns, statistically at least, more meaning is derived. Table XII, on page 39, clearly shows the custodians employed in the regular school session as compared with the number of custodians employed in the extended school session.

According to the mean in Table XII, about one third of the regular custodial help work during the summer months in the routine tasks of the regular school year. There were 12,180 custodians working in these schools during the regular school program. One could interpret this to mean that approximately 4,556 custodians accomplish the regular custodian duties of the regular school year during the summer program, while the others went about the summer work of repairing, painting and cleaning. Some schools noted that work was scheduled during the entire year so there wasn't the total job to be accomplished in two months time.

Financing -- The schools were asked how their summer programs were financed. Here, one of the greatest problems the public schools have to contend with is discussed. The questions asked and the results obtained are listed below.

1. How is the extended school session financed?
  - a. In the regular school budget for instruction.  
45 answers
  - b. In a separate extended school budget.  
43 answers

c. Tuition by the pupil.  
112 answers

2. Is there any state aid?  
59 Yes  
91 No  
70 Unanswered
3. Is there any federal aid?  
8 Yes  
95 No  
117 Unanswered

Financing of the summer school year was provided for in the regular school budget for instruction by 22.5% of the schools; another 21.5% supported a separate summer session budget; and in 56% of the schools, pupil tuition was charged.

It may appear that people are willing to pay for more education than they or their children are offered through the traditional tax appropriation each year. For those who can afford it, this is all well and fine, but the person who cannot afford to pay for the summer session also has a right to this aid to man.

Of the 27 states reporting, 10 states were reported to give aid to the summer programs. In alphabetical order they are:

- |               |                   |
|---------------|-------------------|
| 1. California | 6. New Mexico     |
| 2. Delaware   | 7. New York       |
| 3. Georgia    | 8. Pennsylvania   |
| 4. Indiana    | 9. Washington     |
| 5. New Jersey | 10. West Virginia |

Fifty-nine schools reported they received state aid and 91 said they did not. Eight schools received federal aid and 95 did not. These 8 schools were talking about G.I. Bill and agricultural-vocational provisions.

Lunches and Transportation -- The four hour day evidently alleviated the necessity of a lunch program. Does the school department provide transportation to and from the summer school program? The answer to the previous question, is included in Table XIII below.

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TABLE XIII  
Provisions for Transportation

Level	Yes	No	Total Reporting
Elementary	1	99	100
Secondary	7	141	148
Adult	2	54	56

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Seven secondary programs were reported as providing transportation and only one elementary program provided transportation. Thirty-one of the schools reported that the pupils pay their own transportation, that the schools did not provide. A surprising factor was that two schools reported adult transportation was provided by the school department. This was something which the writer had not experienced before.

Admission Basis -- Basis for pupil admission in the summer program was determined and is shown in Figure 1.

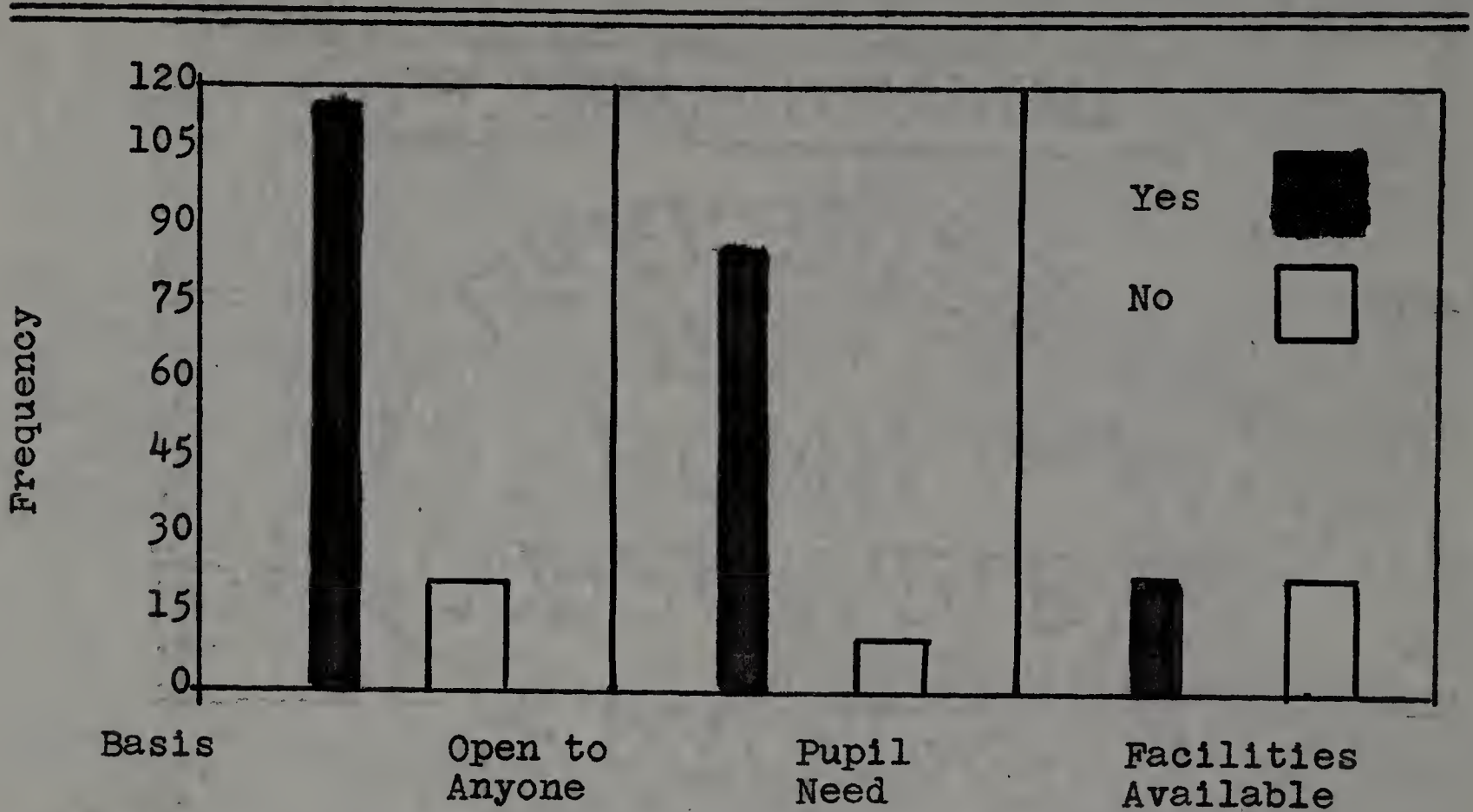


Figure 1. Attendance Basis for Pupils Enrolled in the Summer School Program.

The results received from 220 questionnaires are listed under the questions:

1. Is attendance in the summer program open to anyone?
  - 112 Yes
  - 20 No
  - 88 Unanswered
2. Is attendance in the summer program based on pupil need?
  - 85 Yes
  - 9 No
  - 127 Unanswered
3. Is attendance in the summer program based on facilities available?
  - 20 Yes
  - 20 No
  - 180 Unanswered

Teachers' Salaries -- One of the considerations that must be viewed by the administrator when plans for such a summer program are formulated is teachers' salaries.

Information that should be helpful to such an administrator is shown in Table XIV.

TABLE XIV

Teacher's Salaries

Per Session		Per Month		Per Week		Per Day		Per Credit Hour	
Pay	Number Reporting	Pay	Number Reporting	Pay	Number Reporting	Pay	Number Reporting	Pay	Number Reporting
\$1,375	1	\$350	1	\$100	1	\$15.00	3	\$5.25	1
800	1	250	1	75	1	14.50		5.00	1
750	4	200	1	70	1	14.00		4.75	
700		150	1	60	1	13.50		4.50	
650	1			50	2	13.00	1	4.25	
600	8					12.50	1	4.00	1
550	3					12.00	1	3.75	
500	12					11.50	2	3.50	3
450	6					11.00		3.25	1
400	6					10.50		3.00	2
350	8					10.00	2	2.75	3
300	3							2.50	1
	<u>53</u>		<u>4</u>		<u>6</u>		<u>10</u>		<u>13</u>
Total Reporting -									86

Sensing that there might be many methods used to pay for the professional services of a teacher, the question asked for pay given per session, per month, per week, per day and per credit hour. In doing this, the question lacked a constant to cross compare the columns arrived at. The school system, using whatever basis it does, can compare itself to the

particular column it could report in, and thus gain some insight into present practices salary wise.

As the reader looks through Table XIV, on page 44, they may observe that the rate of pay for the teacher in general does not equal that of a laborer. Is this one of the reasons some schools stated they could not get qualified people to teach in the summer session? Are the teachers working in other fields in order to gain financially? Table XIV should be carefully studied by school committee members.

Not reported in Table XIV were two schools that reported 10% of the regular salary was paid, while another school reported 1/3 of the regular salary was paid.

Vacations -- At the end of the regular school did not have a vacation before the start of the extended year, but 89 schools did. This vacation was one to two weeks long for the most part. At the end of the summer session and before the regular fall session, most of the schools had a vacation of about four weeks long. One hundred forty-nine schools reported having this vacation and only 4 reported not having it. In observing that one 2 weeks vacation is allowed before the summer program begins, it seems to follow the traditional pattern of 8 weeks of school and one week of vacation and therefore does not



present anything new or revolutionary. Most of the schools allowed for a 4 weeks vacation before the start of the fall term, thus allowing for the family trip for a vacation. At least one question should be considered. How does the staff attend schools for higher professional degrees or credits which may be demanded in the salary schedule with only four available to the teacher for this reason? The writer refers the reader to the report of Robert Swanson, Principal of the Folowell School, on page 6.

Conclusions -- Some of the conclusions derived from this chapter which deals with general information about the administration and organization of the schools having a summer program are as follows:

1. About 1/3 (49/177) of the school systems reporting in this study were from the State of New York.
2. The existance of summer school programs is nationwide.
3. Urban areas provided more programs than did the suburban or rural areas combined.
4. Elementary summer school programs have accounted for approximately 27.9%; the secondary summer programs have approximately 71.6%; the adult summer program .5% of the total enrollment of the extended session.

5. The summer enrollment was 8.4% of the regular enrollment. The summer staff was 9.5% of the regular staff. This implies that the individual child can receive more of the teacher's time during the summer program than he does during the regular school year.
6. The elementary school generally has 4 hours per day for 30 days per session and the secondary school has 4 hours per day with 40 days per session. The adult session does not seem to warrant attention because of its small sampling.
7. Attendance in summer school is open to anyone.
8. Transportation and lunches are not provided except in a few cases.
9. The summer program is given financial aid in separate regular and summer school budgets, but approximately 2/3 of the schools reporting obtain tuition from the pupil.
10. Teachers' salaries as reported in the summer session continued to enjoy the status they presently hold in the regular school year which is below that of common laborers.
11. Approximately 1/3 of the regular custodial force was needed to maintain the physical plant used by the summer program.

CHAPTER IV

THE ELEMENTARY PROGRAM IN THE SUMMER MONTHS

CHAPTER IV

ELEMENTARY SUMMER PROGRAMS IN ACTION

Grade Levels Involved -- The writer sought to find out where the heaviest concentration of classes on the elementary level in the summer program were located. The frequency of elementary grades as reported, is shown in Figure 2.

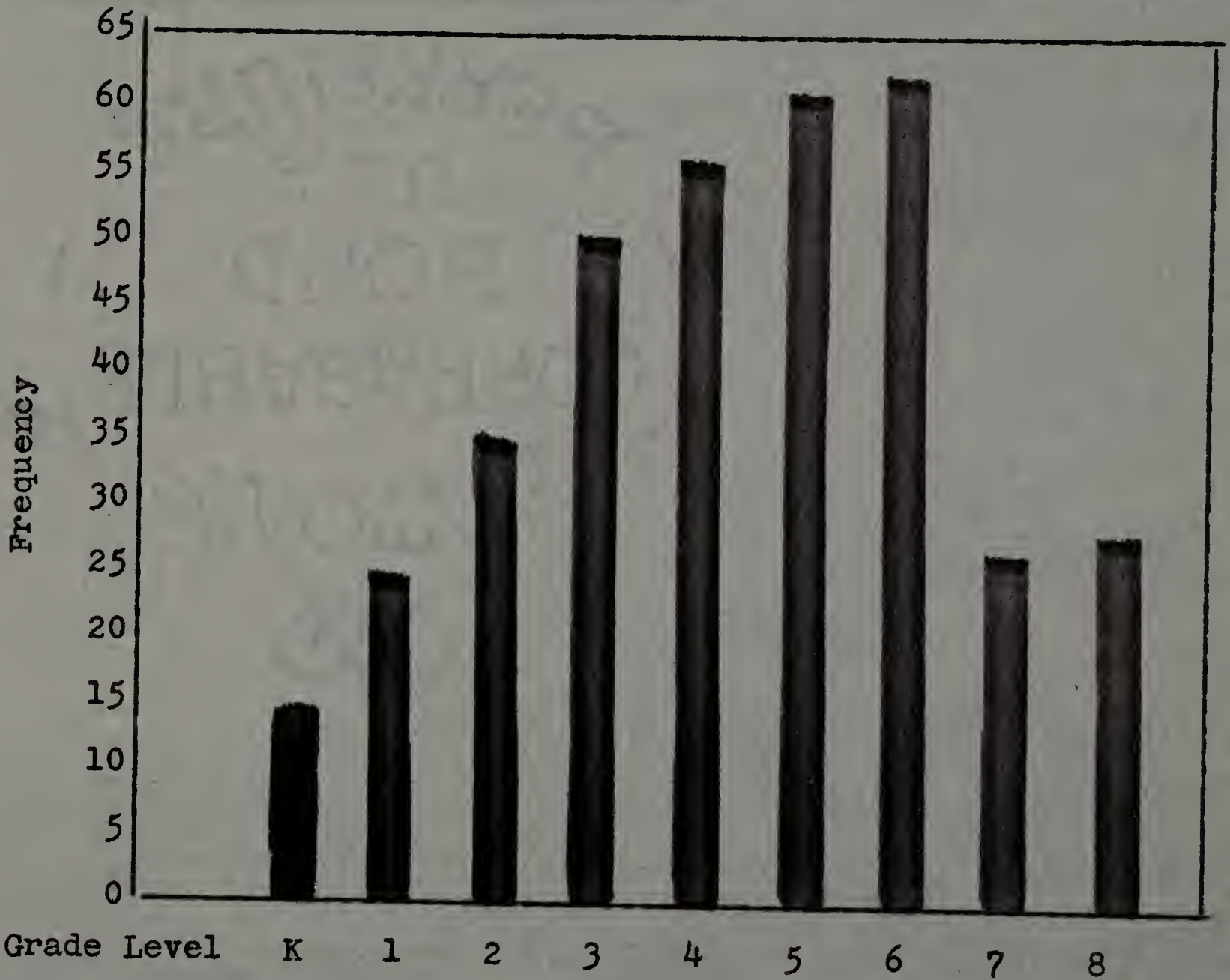


Figure 2. Frequency of Grade Levels in the Elementary Summer Program.

Data furnished from 79 elementary programs showed that there appears to be a greater frequency of the classes as grade levels get higher. Figure 2 shows the grade level and

frequency of reported occurrence of elementary levels in the summer elementary program increase until grade 7 is reached. This discrepancy located in the 7th and continued in 8th grade level, may be attributed to the administration of schools. Some school systems place their 7th and 8th grades at the elementary level, while other school systems place their 7th and 8th grades at the secondary level. Looking ahead to Chapter V, Table XXII, on page 58, one may see that grade 7 and 8 have classes in session. Using the totals reported in the entire study, grade 7 has 118 classes in session and grade 8 has 120; therefore, the original statement offered would hold true. The use of the kindergarten during the summer months poses an interesting question. Why are people using the kindergarten at a time of year that the most pleasant of weather is present? The writer questions the use of the kindergarten as an educational experience as opposed to a baby-sitting arrangement.

Time Factors -- The time of day for elementary extended sessions to be in session is generally 8 a.m. to 12 noon, allowing 4 hours a day for instruction. This 4 hour day eliminated the need for a lunch program and therefore none was provided except for one school which reported school lunches were served. There were 69 schools reporting school lunches were not served.

Elementary Objectives -- Major objectives of elementary summer programs are shown on Figure 3, that follows.

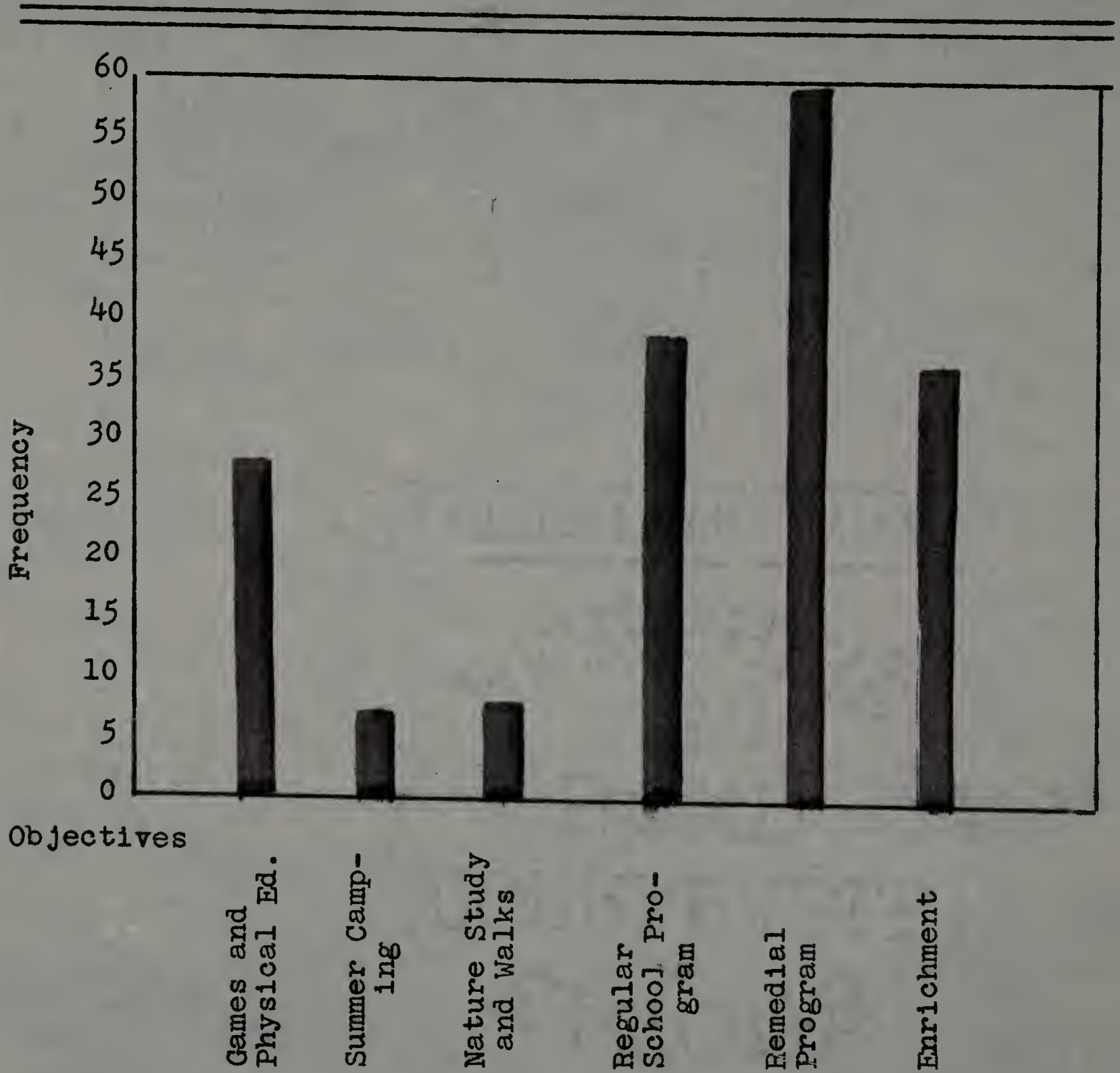


Figure 3. Major Objectives of the Summer Elementary Program

Regarding the objectives of this level it was found to be:

1. Primarily it is remedial, for pupils with difficulty;

- 59 schools reported having this objective.
2. a regular school program - 37 schools so reporting.
  3. an enrichment program for faster pupils - 35 schools so reporting.
  4. A program of games and physical education - 27 reports so recorded.
  5. summer camping had 7 schools reporting; nature study and walks had 8 schools reporting.

Figure 4 below concerns the remedial program.

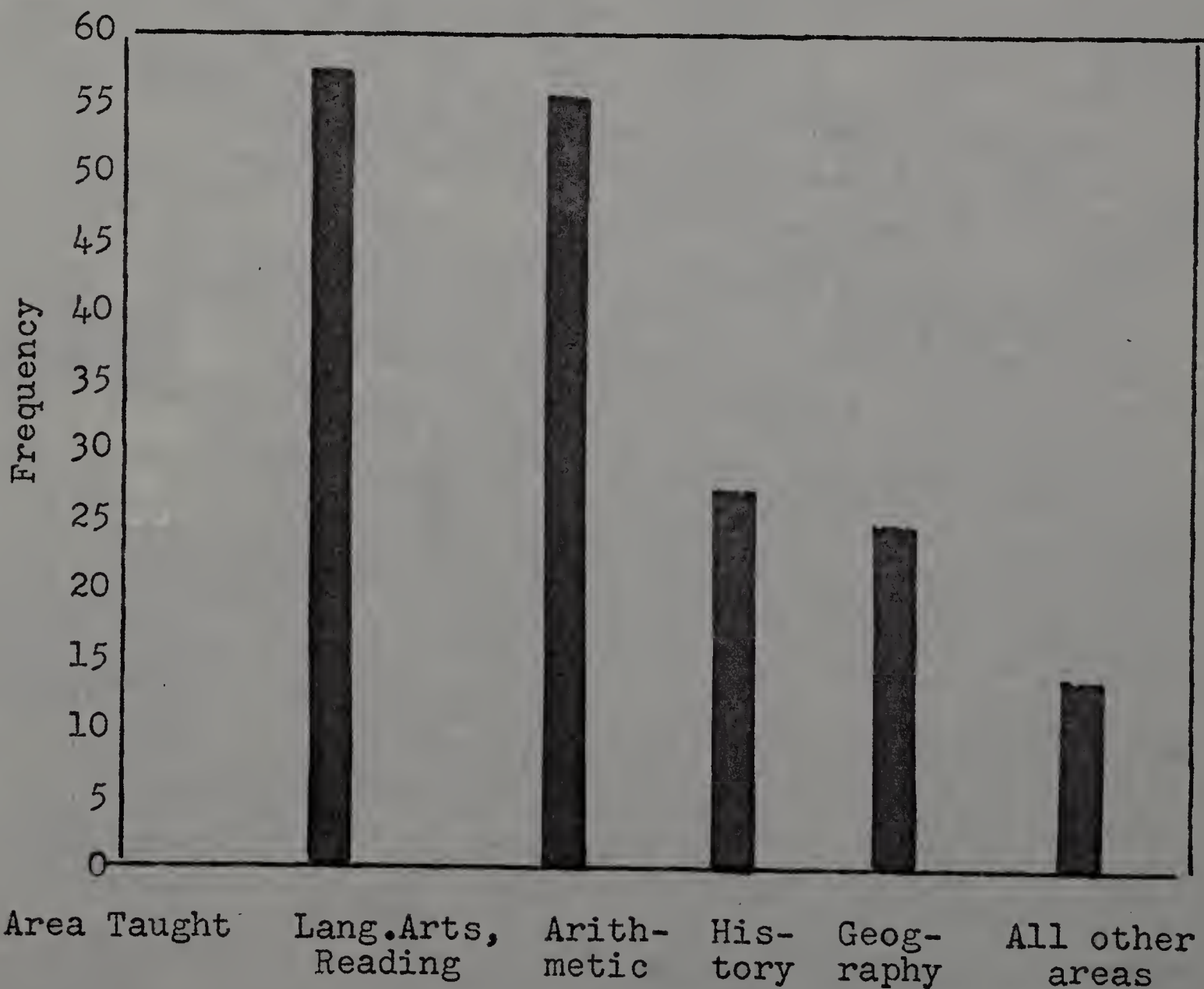


Figure 4. The Remedial Program on the Elementary Level.

In the remedial programs contained herein:

1. 56 schools reported remedial work in language arts (reading, spelling, etc.)
2. 53 schools remedial work in arithmetic.
3. 26 reported remedial work in history.
4. 24 schools reported remedial work in geography.
5. 13 schools reported remedial work in other subjects.

The elementary enrichment program provides an opportunity for those pupils who are interested in obtaining extra instruction in areas they desire. Art, Music and Crafts take the lead in this program with Literature and Foreign Language following. See Figure 5.

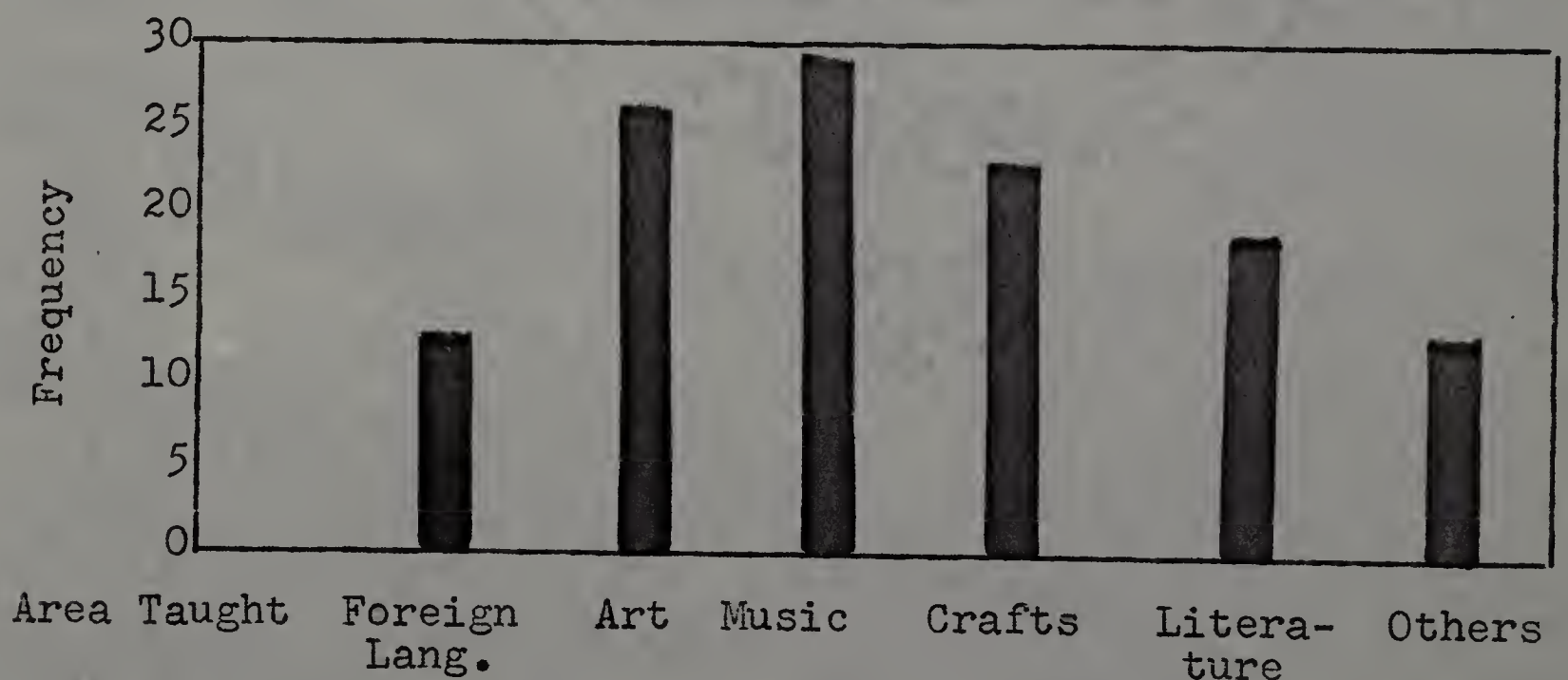


Figure 5. The Elementary Enrichment Program

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It was not ascertained if foreign language is being offered in locations where there is a large foreign ele-



ment or whether this program is designed for broadening an individual's intellectual horizon.

The Elementary Staff -- From questions pertaining to staffing the elementary program, Figure 6 was devised.

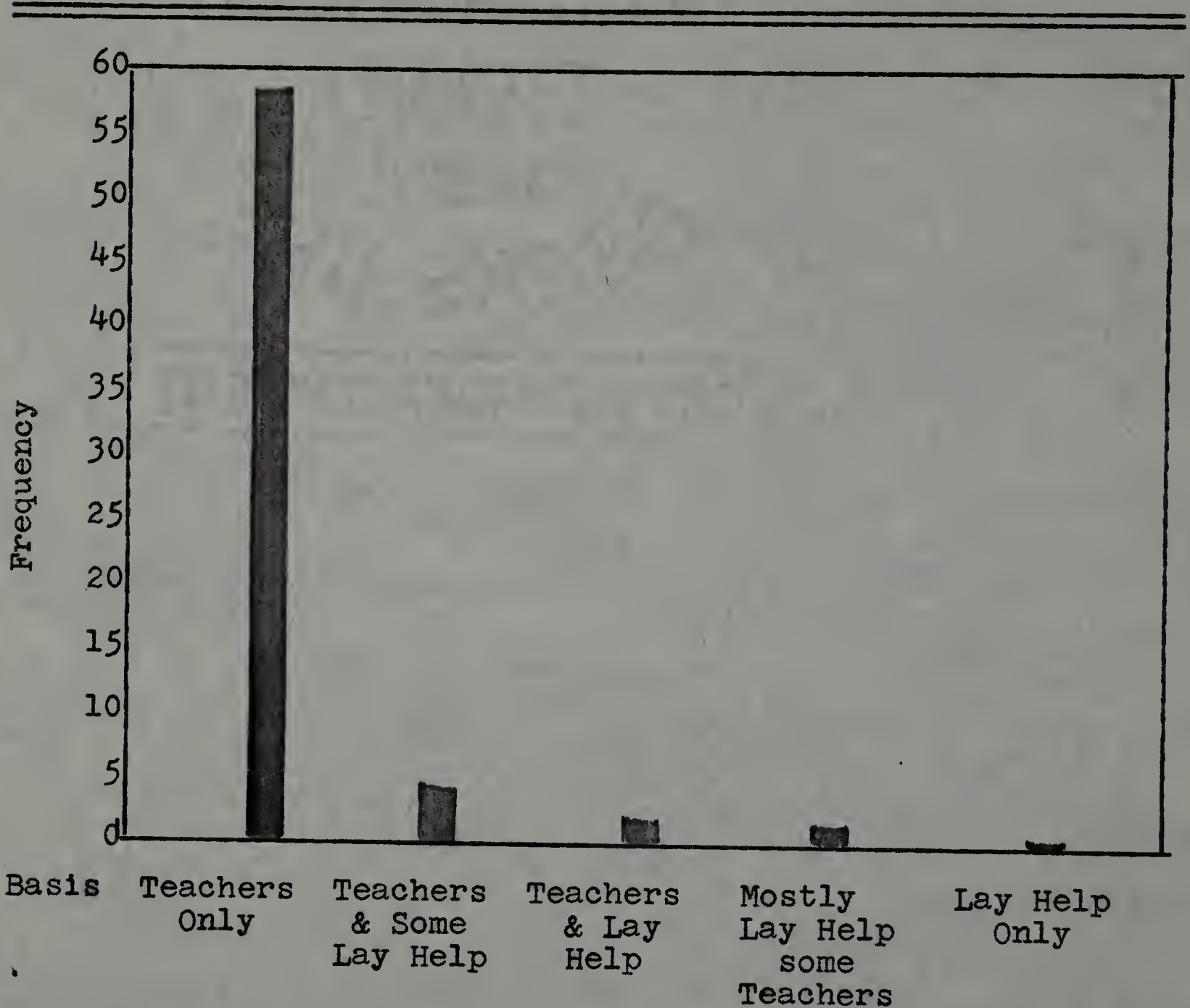


Figure 6. Basis for Choosing the Summer Program's Elementary Teachers.

Programs are carried on by teachers only in 57 schools; mostly teachers with some lay help in 6 schools. Two of the schools reported using mostly lay person with teachers

as supervisors, and no schools reported using lay person only.

Conclusions -- General conclusions derived from the study of the elementary programs in action during the summer months follow:

1. Classes involved:

As the grade level increases, so does the frequency of occurrence.

2. Time of day:

8:00 a.m. to 12:00 noon for 4 hours a day.

3. Transportation is not provided as the programs are voluntary, nor is a hot lunch program utilized.

4. The major objectives of the program are as follows and in the order given:

a. Remedial

b. Regular Program

c. Enrichment

d. Games and Physical Education

The remedial programs offer for the most part language arts, arithmetic, and social studies to help the pupil in areas where previous trouble has been observed.

The enrichment programs offered an opportunity for pupils who were interested in doing subjects or doing activities.

Music, arts and crafts led in this field.

5. In general, those persons who are classified as teachers were staffing the summer program.
6. There was an indication that people other than teachers are being used to aid in the instruction of children.

CHAPTER V

THE SECONDARY PROGRAM IN THE SUMMER MONTHS

CHAPTER V

SECONDARY PROGRAMS IN ACTION DURING THE SUMMER MONTHS

Grade Levels Involved -- The following Figure 7 gives weight to the previous statement of the writer, on page 49, that as the grade level becomes higher, the class frequency increases. One hundred sixty schools are reporting in Figure 7, below.

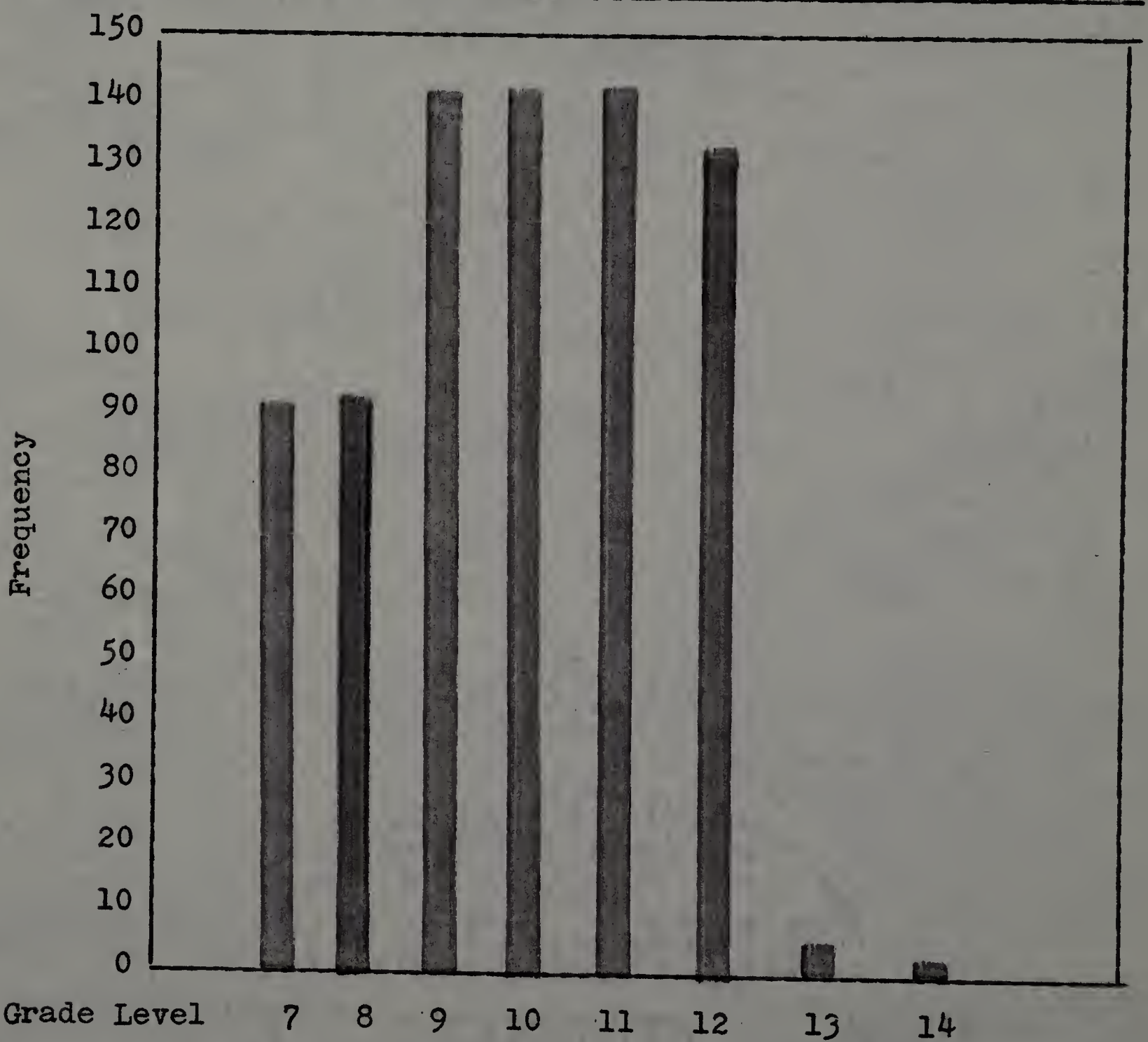


Figure 7. Frequency of Grade Levels Taught in the Summer Secondary Program.

Throughout the study, the writer has stated that as the grade level becomes higher, the frequency becomes greater; however, the writer assumes the potential enrollment in the summer program in grades 12, 13, and 14 is not as great, and therefore the frequency decreases.

Lunch Provisions -- One hundred forty-four schools reported that they did not serve lunches to their students. For the most part, secondary summer school sessions met from 8:00 a.m. to noon-time allowing a 4 hour day. The four-hour day did not warrant the need for this service. Three schools reported that they did serve school lunches, but it was noted that these schools were using their facilities longer than four hours a day.

Secondary Level Objectives -- The major objectives of the secondary programs are included to show what trends are prevalent in this area. It was intended to separate, if possible, the physical activities from the academic activities. Originally, it was suspected that nature walks and physical education would predominate the program. To determine the objectives of the secondary program, the following classifications were set up:

1. games and physical education
2. summer camping
3. nature study and walks
4. regular school program
5. remedial program

6. enrichment
7. vocational
8. household arts

The major objectives of the secondary summer program are shown in Figure 8, below.

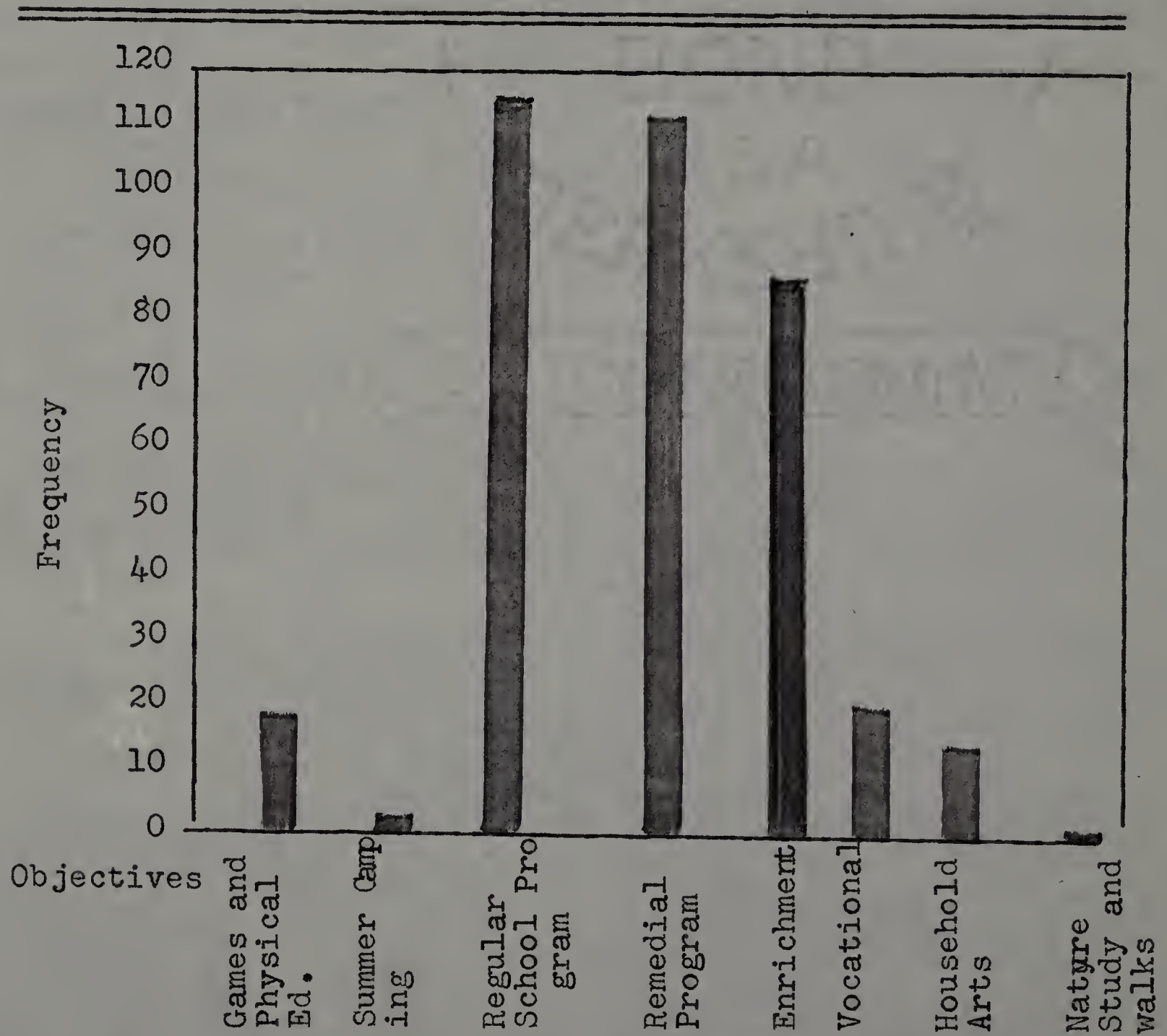


Figure 8. Major Objectives of the Summer Secondary Program

Eighty-three schools reported having enrichment programs, for the faster pupils; 24 schools reported having games and physical education programs; 13 schools reported having household arts programs; and 1 school each reported having summer camping and nature study and walks programs.

In the schools that reported having games and physical education programs, 14 of the schools reported these programs taking place on school grounds, with 8 schools reporting using other public playgrounds. Thirteen schools reported supervision by the schools' professional staff, while 7 schools hired non-professional help for this purpose. In regard to the summer camping, 5 schools reported the camps are owned by the school or town, while 1 school reported these camps are own privately.

As was previously stated, the thought that physical activity would predominate, did not come to pass. Instead, the regular school program closely followed by the remedial program was highly favored by the schools reporting. This fact lends weight to the statement on pages 10 and 11 of Dr. Lewis that education has become a year round responsibility. As evidenced, there is a demand for more services from the educational facilities of a community. People desire to achieve a greater amount of knowledge and are willing to attend school in the summer months. Further, the schools must recognize this fact and meet the needs of the public.



People desire to correct weaknesses because the remedial programs reported in action were highly significant. The reader may impose the thought that the public schools are not doing the job during the regular school year if so many remedial programs exist. The subjects taught in the summer remedial programs are shown in Figure 9.

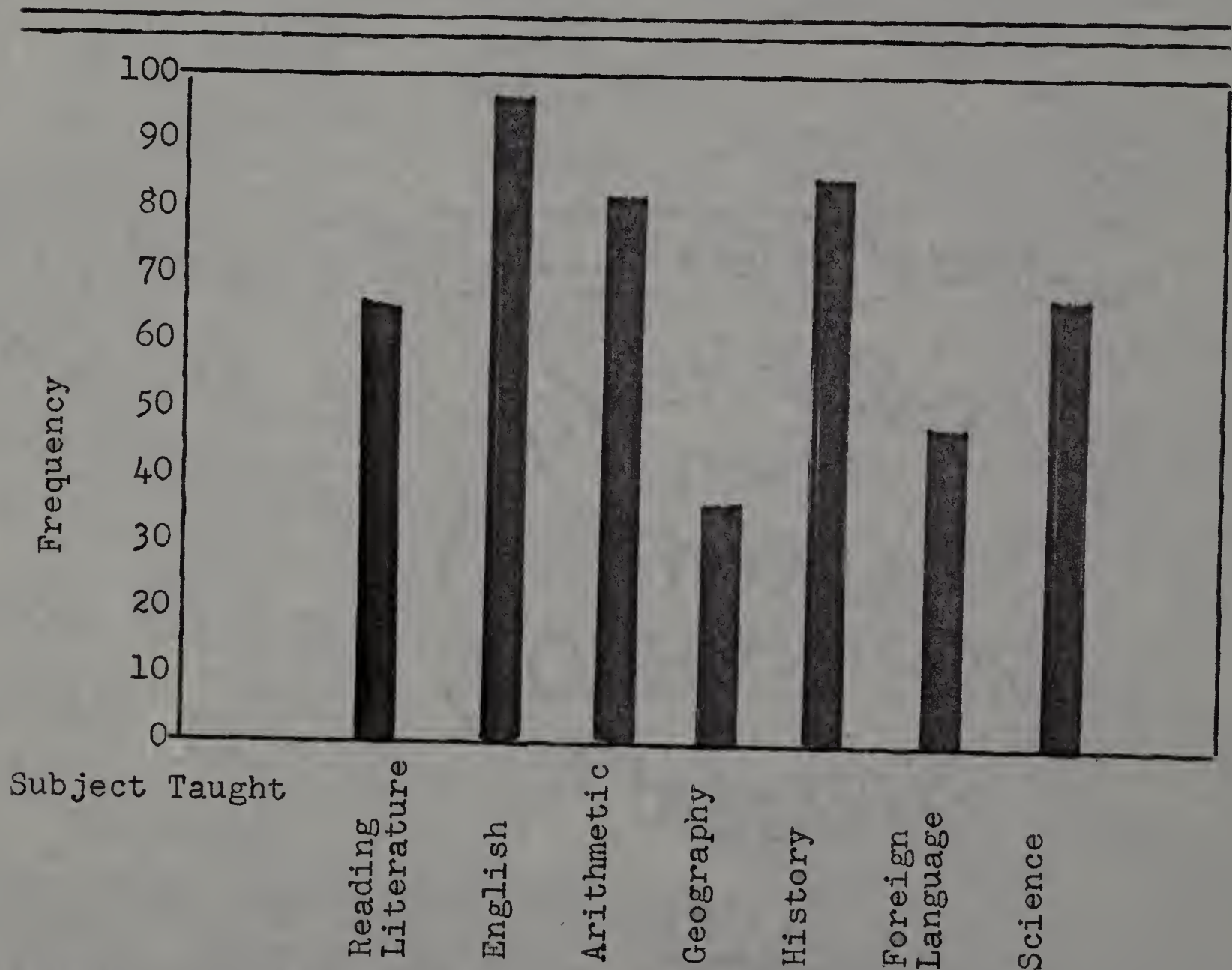


Figure 9. Subjects Taught in the Summer Secondary Remedial Program.

The secondary summer remedial program reporters said pupils need help in English, history, and arithmetic. Is

there a reason for this? Should this remedial program consist only of academic skills and concepts? The remedial program is for pupils with academic difficulties. Ninety-eight schools reported remedial help in English, 82 offered remedial work in history, 80 in arithmetic, 66 in reading, 63 in science, 44 in foreign languages, and 32 in geography.

There exists an enrichment program for the faster pupil. Apparently there is an interest on the part of some pupils to obtain additional subject matter as a part of their intellectual development. Mathematics and history programs dominate with literature and foreign languages and music prevalent. It is startling to note that science programs were not high in our list, when there is a great emphasis on the need for qualified people in the sciences. Should we do more in the summer program to help our country obtain the much needed scientists? Many think so. Figure 10 on the following page attempts to show what the enrichment program offers and the number of reports given. The enrichment programs for the faster pupils, showed 66 schools reported having enrichment programs in mathematics and history, 47 in literature, 44 in foreign languages, 40 in music, 22 in geography, and 15 in science is shown in Figure 10, on page 64.

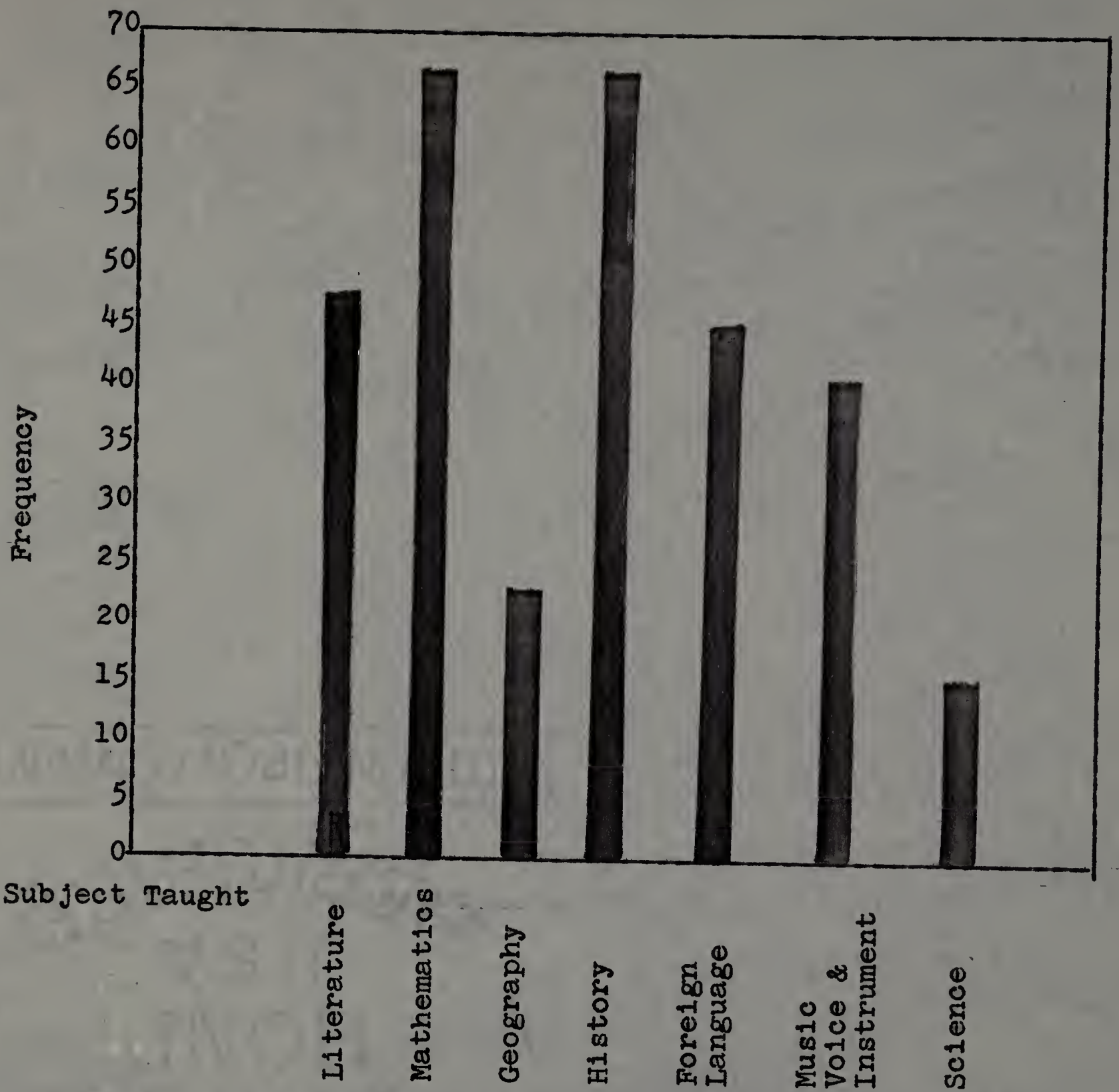


Figure 10. Subjects Taught in the Secondary Summer Enrichment Program.

It would appear as though the science program is not receiving the attention of the students. The enrichment program, the writer assumes, might include those students who are more likely to be more interested in academic work.

The vocational program apparently is one that is designed to aid directly in the economic advancement of the student. Table XV shows what was reported in this area.

TABLE XV

Secondary Summer Vocational Program

Subject Taught	No. Reporting
Typing and Shorthand	32
Woodworking	13
Business Machine Operation	10
Automotive Mechanics	9
Machine (production) Operation	9
Drafting	8
Sheetmetal Working	5
Welding	5
Farm Mechanics	4
Agriculture	4
	99 reporting

In the vocational program, 32 schools reported shorthand and typing, 13 schools reported having woodworking, 10 business machine operation, 9 automotive mechanics, 9 machine operation, 8 drafting, 5 sheet metal working, 5 welding, and farm mechanics and agriculture reporting 4 for each.

The secondary vocational program is not functioning, apparently, except in scattered instances. In our industrial society, the summer school is not emphasizing such programs. It is suspected that the schools are not equipped with supplies, machinery, and materials to carry on such programs; therefore, might not do the proper job.

There is a demand for good secretaries and the secondary school is serving the community by presenting shorthand and typing classes, but only a third of the so-called commercial programs include business machine operation. It is well known that business machine operators earn more than file clerks and typists. School officials should study their community and ascertain whether or not more commercial classes would be useful to the society.

Conclusions -- The study of the secondary programs in the public schools during the summer months were:

1. The higher the grade level the greater the frequency of programs in action with the exceptions noted for grade 12, 13, and 14.
2. The time of day most schools meet is from 8 a.m. to 12 noon, giving 4 hours per day for instruction.
3. Hot lunches are provided in schools where facilities are being used for more than four hours a day, but in general, lunches are not provided.

4. The major objectives of the program are as follows, and in the same order as given:
  - A. regular school program
  - B. remedial program for pupils needing help or credit to pass subjects.
  - C. enrichment for gifted pupil
  - D. vocational
5. Secondary remedial programs include English, arithmetic, and history as being most necessary.
6. Secondary enrichment programs include mathematics and history as the most common subjects being taught.
7. The study indicated the major objectives of the secondary program as sought in Figure 8, on page 60, are academic in nature and not "doing" activities as they were for the elementary level.
8. In the programs as set up, there was the indication that more and more time and money is being spent to remedy a situation that is not up to standards. Certain questions do arise. Is it possible that these individuals failed to complete, during the year, the work required? Is their failure upon the part of the teacher to teach these pupils? Is a pupil who cannot do the work required of others in a specified time a remedial case? Is he a pupil who needs separate teaching techniques?

CHAPTER VI

THE ADULT PROGRAM IN THE SUMMER MONTHS

## CHAPTER VI

### ADULT PROGRAMS DURING THE SUMMER MONTHS

Objectives of the Adult Programs -- The main objectives of the adult programs are reported in Figure 11.

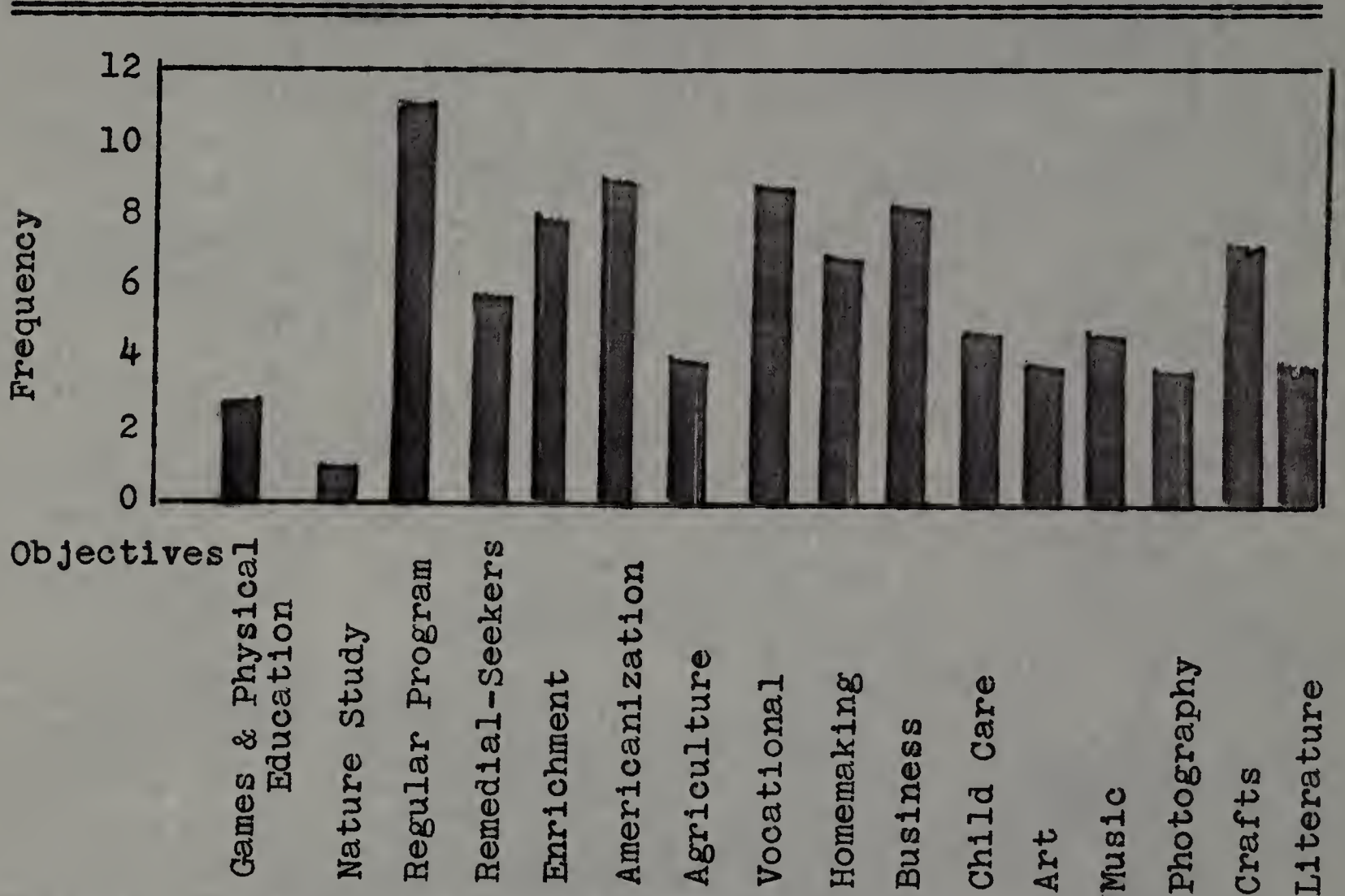


Figure 11. Main Objectives of the Adult Summer Program.

With 24 schools reporting in Figure 11, the major objectives of the programs attempted to provide to the adult population a regular school program, vocational, business, and americanization courses. An enrichment home making and crafts program appeared in approximately one-third of the schools reporting. There is little evidence to substantiate the previous statements by the statistics that are offered, because of a small sampling. There exists, apparently, a



need for further work in the area.

Again in Figure 11, as in Figure 8, on page 60, it is observed that the regular program led as the main objective of the summer program. By a regular program, one could assume that it is the regular high school course that is to be presented.

Conclusions -- The study of the adult program, may or may not be valid, as there were only 24 samples obtained for the study. Apparently there is a need for further study into the adult program of the summer. This study seems to indicate there is little being done in the public schools for adult education during the summer months. There appears to be no predominating area of interest as indicated by the preceding Figure 11, on page 69, dealing with the main objectives of the program.

There may be a hidden question involved here, that should not go unasked. Is it possible that adult programs during the summer months have been initiated and that a trend is developing? Further study definitely should be made of adult education during the summer.

CHAPTER VII  
GENERAL REACTIONS

## CHAPTER VII

### GENERAL REACTIONS TO AND OPINIONS CONCERNING THE SUMMER SCHOOL SESSION

The acceptance or rejection of a new device, idea, or system is dependent upon the evaluation of people concerned with it.

Recorded in this study are the reactions and opinions of teachers, administrators, doctors, psychiatrists, health officers, and parents concerning the summer school session derived from the section labeled General Comments and from specific question items.

A critical analysis, in many cases, has not been made. However, the statements of those interviewed are recorded as follows:

Teacher Reactions -- From responses to a questionnaire, general reactions were that the teachers of one hundred and nine schools were willing to work for extra compensation. The teachers of eighty-four schools liked an extended school year, the teachers of eight schools did not like the plan, and the teachers of two schools had no definite opinions concerning the plan.

Administrator Responses -- The number of reports received from administrators was great. Most of the administrators gave multiple answers and were very explicit. The answers indicated a general pattern.

For this study, direct quotations are presented and as a professional courtesy, the source is not disclosed.

The quotations have been separated into two groups, namely the values and the weaknesses.

A. Values:

1. "Enables slower students to make up work."
2. "Enrichment program enables the gifted pupils to accelerate or to take courses he otherwise would not be able to take."
3. "Places the building in use for more than 10 months of the year, and therefore, justifies building new, expensive schools.  
This makes possible the use of the school facilities by the community at large."
4. "Provides a good use of leisure time."
5. "Helps to decrease the learning 'loss' incurred by a long summer off, especially for slow pupils."
6. "Provides more income for members of the profession working in their profession."
7. "Enables uninterrupted instruction as many of the normal business functions of the school are at a minimum."
8. "Close individual help can be given."
9. "By and large, the program is strictly voluntary and thus the discipline problem is not present."
10. "A real job of guidance can be accomplished."

11. "In industrial communities, it supplies meaningful activity to children whose mothers and fathers both work at the same time."
12. "It enables more outdoor trips over extended periods of time for working Biology, Botany, etc."
13. "It helps increase readiness in instruction in the regular school schedule."
14. "Pupils enrolled in the summer school have a definite purpose each day and, therefore, do not waste part of their lives away."
15. "It enables pupils to initiate a course of study of their interest providing there are enough of them expressing a desire for the program to justify the cost of the program."
16. "The tuition charge makes the pupil aware of the value of education."
17. "It enables us to get students from other schools in the area and presents social growth to the pupils who meet new friends and gives us a chance to compare our work with other schools."
18. "The strength of the summer program is in its flexibility of its courses for younger

- and older adults."
19. "Its educational worth commands the respect of budget makers."
  20. "A pupil who misses more than the allowed time for any reason whatever, automatically forfeits all credit. This results in better attendance and more serious work."
  21. "On a short day, such as the program has, a student is free to leave when he finishes his work; therefore, a "college atmosphere" exists which the student likes."

B. Weaknesses:

1. "Some pupils depend on summer school so therefore give up before the regular school classes end, knowing they can make it up in the summer school."
2. "It neglects avocational interests, especially of adults."
3. "Heat of summer can present obstacles."
4. "People do not get the depth necessary in basic courses because of the time element; therefore, basic courses should not be included in the program."
5. "When the pressure is put on a slow learner in accelerated courses, he becomes uneasy and, therefore, a discipline problem or an

attendance problem results. Eighty minute periods are extremely wearing on instructors. Attention span of the pupil is not good with these long periods."

6. "Too many low ability pupils tend to slow the program down."
7. "Textbook work tends to be prevalent; therefore, enrichment is limited."
8. "Proper maintenance of buildings is difficult."
9. "Requires careful scheduling and an increased number of staff to get necessary work completed."
10. "Teachers' salaries are not high enough to make them want to work in their field during the summer."
11. "Increased construction in the summer makes available opportunities for jobs for teachers which are more lucrative on a pay basis."
12. "Untrained leadership due to limited qualified people." "Qualified people desire to get their rest after the regular school year ends."
13. "Pupils cannot master a subject in six weeks. If unable to do it in a regular school year

how can they do it in six weeks?"

14. "Since it is not compulsory, some of those who ought to attend do not."
15. "Most programs run on the basis of minimum requirements of time per unit; therefore, horizontal learning is lost."
16. "Research and discussion time, which is felt to be of value, must be kept to a minimum."
17. "The student cross section is not desirable."

Other Professional Responses -- Doctors, psychiatrists, and local health officers, except in one instance, felt that the extended session was not to be considered a health hazard and none thought it produced mental fatigue. Five schools reported that it would interfere with local recreational projects. Generally, it was indicated that the professional people in the community, concerned with the health and recreation of the school child, did not feel that the program, as outlined, would present a health problem nor a stigma on community activities.

Parents Reaction -- Parents were highly in favor of this program as was reported to the writer. In only one instance was it reported that there was parental objection.



One hundred and fifty-three other examiners reported there was no parental objection to the program.

Conclusion -- It appeared that in general the summer school programs that are in use as reported here are functioning because of the interest of all individuals directly involved in it or by it and that serious objection to the program was not present.

CHAPTER VIII

CONCLUSIONS

## CHAPTER VIII

### CONCLUSIONS DERIVED FROM THIS STUDY

General Conclusions -- This study started out to ascertain what schools were doing about extending their regular school year into the summer months. It was found that, although some schools are using their facilities for a period of time longer than two hundred days a year, the programs are but a digest of the regular program. Compulsory attendance is not required by law.

1. General findings as to the purposes of the summer school programs were that communities secure more aid from the local educational institution. Summer programs have been set up primarily, at this time, to:

- a. Help the slow pupil in his quest for certain goals, promotion to the next grade, and graduation;
- b. Help the intellectually gifted child to accelerate at a pace faster than the general student body and to provide him with an opportunity to obtain courses which would not be available to him due to the time factor in his regular school year schedule;
- c. Help plan for the intellectually curious, those areas of curriculum that they would not have normally through the design of their courses.

2. General findings as to influences upon the extension of the school program were that the secondary school program by the nature of its function is the level where there is the greatest need for an extended program. However, it is also quite evident that many communities are interested in using their elementary schools during the summer months for the purpose of providing a richer or fuller program for the elementary child. In the summer programs, classes are usually held in the morning. The length of the school day is, on the average, four hours, thus making it unnecessary to provide for lunch programs. Discipline cases are minimized due to the fact, in all probability, that attendance is voluntary and not compulsory. Regardless of the short school day, it is possible to have a regular school program as is indicated from the findings in the questionnaire sent to school administrators.

3. General findings as to the problem of financing the summer school program were that many states provide financial help for these programs. The budget is set up on a regular budget or an extended school year budget. However, in most instances, the findings from the questionnaire showed that tuition is paid by the people using the schools. The indication from so many programs being supported by the tuition of those in attendance is that there is public support of these programs.

Public education, in general, throughout the country,

has been restricted by the need of funds from the local, regional, state and federal levels. These funds must be raised and appropriated and are dependent upon tax appropriations and the vote of the people.

Education for all is a basic ideal of our democracy and must be financed through the taxation of the people.

At least two influences caused the slow development of the extended summer school program. They were:

- a. An agrarian society predominated this country when the schools originated.
- b. Funds are available from the local tax appropriations only.

In order to expediate the use of the school facilities over and above the required time, which now ranges from approximately one-hundred eighty to two-hundred days, throughout most of the states, people are willing to bear at least some of the costs on an individual basis. School committees might be encouraged by this fact.

4. General findings regarding teachers in relation to the summer school program were that teachers are available for this program to work in their perspective fields. It provides them with an opportunity to use the skills in which they are trained. It must be recognized that the school system will have to financially reward the instructor and administrator, at least on a par with summer em-

ployment that is available in the community, if teachers are to be obtained on a separate extended school contract. Many of the communities were reported to not have trained teachers available for the work even though it was reported that the teachers liked the summer school program. This indicates that trained teaching personnel are working in other fields of endeavor that are more remunerative. It must not be discounted that many teachers are seeking professional improvement in colleges and universities, working towards other degrees, or that many teachers are in need of a vacation after a hard year's work.

5. General findings regarding recreational and health factors influencing the summer school program were that local recreational programs apparently are unhindered, and if anything, should be bolstered by the program offered in the extended school program. Health hazards and mental fatigue were not reported to be a problem originating from the initiation and continuation of this program.

6. General findings as to the maintenance of the school during the summer school program were that coordination is needed on the part of the maintenance detail in keeping the schools in top order. At present, with the extended school year attendance being other than compulsory, the school would not be running at a maximum pupil load. Wise scheduling would overcome any problems that might be

introduced. For example, one school system used one half of their building while the other side was being given a summer cleaning. When the project was completed, the part that was newly cleaned was used while the maintenance crew worked in the area just vacated.

It is possible to extend the program of cleaning windows, painting, washing, dusting, repairing, etc. over a period longer than the so-called summer recess. This would be something for each superintendent to consider.

7. General findings in regards to locational factors influencing the summer school program indicated that weather is a determining factor. Birmingham, Alabama, and Burlington, Vermont, have different climatic conditions. Whichever particular conditions prevail in the local area determines the length and hours of school in the summer. Air-conditioning can help overcome the problem of summer heat.

8. General findings regarding the administration of the schools were that administrators did not express the thought that many of their business functions which normally are carried on during the summer when teacher procurement demands much of their time. The planning of the regular school session would be seriously hampered by the schools being in session. Some schools have revamped their procedures whereby school supplies are ordered throughout the year instead of during a concentrated period of time.

Salesmen learn to ask for appointments over the period of a full year instead of within a period of a few short months. Many school systems include in their teacher check-off lists, at the end of the year, requests for materials, supplies, and texts. These lists at one time are presented to the administrative officer. Many administrative officers found they could give the proper consideration to all individual requests when materials were requested at various times throughout the year.

9. General conclusions regarding the summer school program were that the use of schools for extended school educational practices was in existence throughout the country. The program could exist, successfully, when leaders with initiative, potential, ability, and foresight were present.

A Typical Elementary Summer School -- As shown in this study, a typical school with an elementary summer program possessed the following characteristics:

1. Location: the elementary summer school would be located in an urban development with a residential area.
2. Time factors: the elementary summer school would be 30 days in length with four hours a day of instruction.
3. Pupils: attendance open to anyone, and under 100 pupils would be in the school. As the grade level increases so does the number of pupils increase on any given level.



4. Instruction: the major objectives of the elementary school summer program are:
  - a. A remedial program: consisting of language arts, arithmetic, history and geography.
  - b. A regular program
  - c. An enrichment program: containing music, art, crafts, literature, and foreign languages.
5. Teachers: the regular staff, being paid under \$500 for the entire summer's work are the core of the professional staff.
6. A Custodian: needed to care for the facilities that are used by the pupils.
7. Financing: pupil tuition will carry some of the cost. Some state aid may be available. The committee or board may use a separate budget or include the summer programs in the regular fiscal budget.
8. Transportation and Lunches: not provided.
9. Vacations: two vacation periods - one for one to two weeks before and one for four weeks after the summer sessions provided to the pupil.

A Typical Secondary Summer Program -- As shown in this study, a typical school provided a secondary summer program including the following characteristics:

1. Location: the secondary summer school would be located in an urban development with a residential area.

2. Time Factors: the secondary summer school would be 40 days in length with four hours a day of instruction.
3. Students: there would be under 200 students with the number about equal on each grade level except grade 12.
4. Instruction to the Student: would be based on:
  - a. a regular program
  - b. a remedial program: consisting of English, history, mathematics, literature, science, foreign languages, and geography.
  - c. an enrichment program: providing history, mathematics, literature, science, foreign languages, music, geography and science.
5. Teachers: obtained from the regular staff with some lay help, each paid about \$500 per session.
6. Custodians: needed for general work caused by the session.
7. Financing: can be done on a separate or regular fiscal budget. Tuition is charged and state aid may be available as well as some federal aid.
8. Transportation and lunches: not provided.
9. Vacation: periods before and after the session provided.

Recommendations:--Recommendations are that:

1. Further study be directed toward this problem.
2. Additional information be sought from the chief educational officers of the 48 United States.

APPENDIX

QUESTIONNAIRE



THE NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL  
 SPAULDING HOUSE . 20 OXFORD STREET . CAMBRIDGE 38 . MASSACHUSETTS

Dear Sir:

A committee of superintendents primarily from Massachusetts, representing the New England School Development Council, is becoming increasingly interested in the advisability of extending the school year into the summer months by means of some sort of summer school program. They have asked me to make inquiries for them of superintendents throughout the country who have conducted such programs. Your Chief State Officer of Education has given me your name. Would you please help us by completing the enclosed inquiry? Or by handing it to the school official otherwise best qualified to answer it?

You will note that the first part is one calling for general information, while part two, three and four are to be completed only if your program is intended for elementary pupils (part II), secondary pupils Junior and Senior High, (part III) and adult pupils (part IV).

We greatly appreciate your aid and if the response warrants, we will send you a copy of our findings.

Yours very truly,

*Albert W. Purvis*

Albert W. Purvis  
 Head, Department of Education  
 University of Massachusetts and  
 Study Coordinator

GENERAL INFORMATION ON YOUR EXTENDED SCHOOL YEAR

Definition of an extended school year:

Any extension of your school program into the summer months for any or all your pupils and/or for adults--said extension being of more than one week in length--and not including workshops or curriculum studies for teachers.

By the definition given above, do you have an extended school year? \_\_\_\_\_ (yes) \_\_\_\_\_ (no)

If your answer is no, will you please return to us the first page of this questionnaire with your signature.

1. Your school(s) is/are located in (check one or more)
 

(a) residential areas _____	(b) industrial areas _____	(c) rural areas _____
(d) urban areas _____	(e) suburban areas _____	
2. Your extended school program is designed to serve on the
 

(a) Elementary level _____	(b) Secondary level _____	(c) Adult level _____
----------------------------	---------------------------	-----------------------
3. How many days of school each year in your regular session?
 

(a) Elementary _____	(b) Secondary _____	(c) Adult _____
----------------------	---------------------	-----------------
4. How many days of school each year in your extended school session?
 

(a) Elementary _____	(b) Secondary _____	(c) Adult _____
----------------------	---------------------	-----------------
5. How many hours per day in your regular school session?
 

(a) Elementary _____	(b) Secondary _____	(c) Adult _____
----------------------	---------------------	-----------------

SIGNED \_\_\_\_\_ SCHOOL SYSTEM \_\_\_\_\_ CITY, STATE \_\_\_\_\_

6. How many hours per day in your extended school session?  
 (a) Elementary \_\_\_\_\_ (b) Secondary \_\_\_\_\_ (c) Adult \_\_\_\_\_
7. How many people are enrolled in your regular school session?  
 (a) Elementary \_\_\_\_\_ (b) Secondary \_\_\_\_\_ (c) Adult \_\_\_\_\_
8. How many people are enrolled in your extended school session?  
 (a) Elementary \_\_\_\_\_ (b) Secondary \_\_\_\_\_ (c) Adult \_\_\_\_\_
9. How many maintenance, custodial, and lunchroom employees do you employ during the regular school session? \_\_\_\_\_ the extended school session? \_\_\_\_\_
10. How many teachers in your regular school session? \_\_\_\_\_ the extended school session? \_\_\_\_\_
11. Does the school department provide transportation for pupils traveling to the extended school sessions?  
 (a) Elementary \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (b) Secondary \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_  
 (c) Adult \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (d) Do pupils pay? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
12. Is attendance in your extended school session (a) compulsory? \_\_\_\_\_ (b) permissive? \_\_\_\_\_
13. If attendance is permissive is it (a) open to anyone? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_  
 (b) on the basis of pupil need? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_  
 (c) a quota on basis of facilities? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
14. How is the extended school session financed?  
 (a) in the regular school budget for instruction \_\_\_\_\_ (b) in a separate extended session budget \_\_\_\_\_  
 (c) by a tuition paid by pupil \_\_\_\_\_
15. Is there any state or federal aid given? (a) State \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (b) Federal \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
16. How are teachers chosen for the extended school session? (a) On the basis of individual teacher need for higher salary? \_\_\_\_\_ (b) On the basis of preference to men teachers? \_\_\_\_\_  
 (c) On the basis of the best person suited? \_\_\_\_\_
17. Are all these teachers from your regular staff? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
18. How are these teachers paid for the extended school session?  
 (a) a fixed fee \_\_\_\_\_ (If so, how much?) \_\_\_\_\_ (b) an additional fraction of their regular school year salary \_\_\_\_\_ (If so, how much?) \_\_\_\_\_
19. Is there any vacation for the school after the end of the regular spring session and before the start of the summer session? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (If yes, how long?) \_\_\_\_\_
20. Is there any vacation after the end of the summer session and before the regular fall session?  
 (a) \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (If yes, how long?) \_\_\_\_\_
21. What is the reaction of the teachers to this extended program? (a) They like it. \_\_\_\_\_  
 (b) They don't like it. \_\_\_\_\_ (c) They are willing to work for the extra compensation. \_\_\_\_\_  
 (d) No definite opinion. \_\_\_\_\_
22. Have you had any objections from local health people, doctors, psychiatrists, from the point of view (a) that the extended session is a health hazard? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_  
 (b) that it produces mental fatigue? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_  
 (c) that it interferes with local recreational projects? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
23. Have you had any objections from parents? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_
24. If you answered yes to Question #22, have these objections been of such a quantity as to cause great concern to the administration? \_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ If so what has been done about them?
25. Would you please indicate your evaluation of the extended program and list one or more of what you consider to be its chief values and weaknesses.

VALUES --

WEAKNESSES --

PART II

Please complete this part if you have ELEMENTARY PUPILS in your extended school session.

- What grades are included in your elementary extended summer program? (Please check)  

K _____	1 _____	2 _____	3 _____	4 _____	5 _____
6 _____	*7 _____	*8 _____	*may be considered as secondary level		
- At what time of day does this program meet? A. M. from \_\_\_\_\_ to \_\_\_\_\_; P.M. from \_\_\_\_\_ to \_\_\_\_\_
- Are school lunches provided these pupils? \_\_\_\_\_ (yes) \_\_\_\_\_ (no)
- Which of the following objectives apply to your elementary extended school session?  
 (a) games and physical education \_\_\_\_\_ (b) summer camping \_\_\_\_\_ (c) nature study and walks \_\_\_\_\_  
 (d) regular school program \_\_\_\_\_ (e) remedial, for pupils with difficulties \_\_\_\_\_  
 (f) enrichment, for faster pupils \_\_\_\_\_
- If you checked (a) in #4 above, are the games played and supervised (a) on school grounds? \_\_\_\_\_  
 (b) on other public playgrounds? \_\_\_\_\_ (c) by school staff? \_\_\_\_\_ (d) by hired summer help? \_\_\_\_\_
- If you checked (b) above, are the camps owned by (a) the school (town)? \_\_\_\_\_  
 (b) private individuals? \_\_\_\_\_
- If you checked (e) in #4 above, do you have remedial work in (a) Language Arts (reading, spelling, etc.) \_\_\_\_\_  
 \_\_\_\_\_; (b) Arithmetic? \_\_\_\_\_; (c) History? \_\_\_\_\_; (d) Geography? \_\_\_\_\_; (e) Others? \_\_\_\_\_
- If you checked (f) in #4 above, what types of enrichment are offered? (a) Foreign language \_\_\_\_\_  
 (b) Art \_\_\_\_\_; (c) Music \_\_\_\_\_; (d) Crafts \_\_\_\_\_; (e) Literature \_\_\_\_\_; (f) Others \_\_\_\_\_
- Is this program carried on by (a) teachers only? \_\_\_\_\_ (b) mostly teachers with some lay help? \_\_\_\_\_  
 (c) teachers and lay persons? \_\_\_\_\_ (d) mostly lay persons with teachers as supervisors? \_\_\_\_\_  
 (e) lay persons only?

PART III

Please complete this part, if you have SECONDARY PUPILS in your extended school session.

- What grades are included in your extended school session for Secondary Pupils?  

*7 _____	*8 _____	9 _____	10 _____	11 _____
12 _____	13 _____	14 _____	*may have been considered as elementary level	
- At what time of day does this program meet? A.M. from \_\_\_\_\_ to \_\_\_\_\_; P.M. from \_\_\_\_\_ to \_\_\_\_\_
- Are school lunches provided to these people? \_\_\_\_\_ (yes) \_\_\_\_\_ (no)
- Which of these objectives apply to your extended school session for secondary pupils?  
 (a) games and physical education \_\_\_\_\_ (b) summer camping \_\_\_\_\_ (c) nature study and walks \_\_\_\_\_  
 (d) regular school program \_\_\_\_\_ (e) remedial, for pupils with difficulties \_\_\_\_\_  
 (f) enrichment, for the faster pupils \_\_\_\_\_ (g) vocational \_\_\_\_\_ (h) household arts \_\_\_\_\_
- If you checked (a) in #4 above, are the games played and supervised (a) on school grounds? \_\_\_\_\_;  
 (b) on other public playgrounds? \_\_\_\_\_; (c) by the school staff? \_\_\_\_\_; (d) by hired summer help? \_\_\_\_\_
- If you checked (b) in #4 above, are the camps owned by (a) the school (town)? \_\_\_\_\_  
 (b) private individuals? \_\_\_\_\_
- If you checked (e) above, do you have remedial work in (a) Reading (Literature)? \_\_\_\_\_  
 (b) English? \_\_\_\_\_ (c) Arithmetic? \_\_\_\_\_ (d) Geography? \_\_\_\_\_  
 (e) History? \_\_\_\_\_ (f) Foreign Languages? \_\_\_\_\_ (g) Science? \_\_\_\_\_ (h) Others? \_\_\_\_\_
- If you checked (f) in #4 above, do you have enrichment in (a) Literature? \_\_\_\_\_  
 (b) Mathematics? \_\_\_\_\_ (c) Geography? \_\_\_\_\_ (d) History? \_\_\_\_\_ (e) Foreign Languages? \_\_\_\_\_  
 (f) Music -- (Voice \_\_\_\_\_; Instrument \_\_\_\_\_) (g) Fine Arts? \_\_\_\_\_
- If you checked (g) in #4 above, does your vocational program include (a) automotive mechanics? \_\_\_\_\_  
 (b) woodworking? \_\_\_\_\_; (c) sheet metal working? \_\_\_\_\_; (d) welding \_\_\_\_\_; (e) farm mechanics? \_\_\_\_\_  
 (f) agriculture? \_\_\_\_\_; (g) drafting? \_\_\_\_\_ (h) machine operation? \_\_\_\_\_  
 (i) business machine operation? \_\_\_\_\_; (j) typing? \_\_\_\_\_; (k) shorthand? \_\_\_\_\_
- If you checked (h) in #4 above, does this program include (a) homemaking? \_\_\_\_\_; (b) sewing? \_\_\_\_\_  
 (c) cooking? \_\_\_\_\_ (d) child care? \_\_\_\_\_ (e) others? \_\_\_\_\_

11. Is this program carried on by (a) teachers only? \_\_\_\_\_ (b) mostly teachers with some lay help? \_\_\_\_\_  
 (c) teachers and lay persons? \_\_\_\_\_ (d) mostly lay persons with teachers as supervisors? \_\_\_\_\_  
 (e) lay persons only? \_\_\_\_\_

PART IV

Please complete this part if your extended school session includes ADULTS in its program.

1. At what time of day does this program meet? A.M. from \_\_\_\_\_ to \_\_\_\_\_; P.M. from \_\_\_\_\_ to \_\_\_\_\_
2. Are school lunches provided to these people? \_\_\_\_\_ (yes); \_\_\_\_\_ (no)
3. What is the average age of those that are taking this program? \_\_\_\_\_
4. Which of the following objectives apply to your extended school session having ADULTS?  
 (a) games and physical education \_\_\_\_\_ (b) nature and study and walks \_\_\_\_\_  
 (c) regular school program \_\_\_\_\_; (d) remedial, for people seeking to enter institutions of higher learning \_\_\_\_\_; (e) enrichment, for intellectually curious \_\_\_\_\_; (f) Americanization \_\_\_\_\_; (g) agriculture \_\_\_\_\_; (h) vocational \_\_\_\_\_; (i) homemaking \_\_\_\_\_; (j) business \_\_\_\_\_; (k) child care \_\_\_\_\_; (l) fine arts -- 1. art \_\_\_\_\_, 2. music \_\_\_\_\_, 3. photography \_\_\_\_\_, 4. crafts \_\_\_\_\_, 5. literature \_\_\_\_\_, 6. others \_\_\_\_\_
5. If you checked (a) in #4 above, are the games played and supervised (a) on school grounds? \_\_\_\_\_ (b) on other public playgrounds? \_\_\_\_\_ (c) by school staff? \_\_\_\_\_ (d) by hired summer help? \_\_\_\_\_
6. If you checked (b) in #4, what percent of time is spent (a) in the class room? \_\_\_\_\_ (b) in the field? \_\_\_\_\_
7. If you checked (c) in #4, why?
8. If you checked (d) in #4, does the program include (a) mathematics? \_\_\_\_\_ (b) sciences? \_\_\_\_\_ (c) foreign languages? \_\_\_\_\_ (d) literature? \_\_\_\_\_ (e) geography? \_\_\_\_\_ (f) history? \_\_\_\_\_ (g) music? Voice \_\_\_\_\_, Instrument \_\_\_\_\_ (h) fine arts -- 1. drawing \_\_\_\_\_, 2. painting \_\_\_\_\_, 3. sculpturing \_\_\_\_\_, 4. crafts \_\_\_\_\_, 5. others \_\_\_\_\_
9. If you checked (e) in #4, does the program include (a) mathematics? \_\_\_\_\_ (b) sciences? \_\_\_\_\_ (c) foreign languages? \_\_\_\_\_ (d) literature? \_\_\_\_\_ (e) fine arts and crafts? \_\_\_\_\_ (f) history? \_\_\_\_\_ (g) geography? \_\_\_\_\_ (h) music? Voice \_\_\_\_\_, Instrument \_\_\_\_\_
10. If you checked (g) in #4, does this program include (a) animal husbandry? \_\_\_\_\_ (b) crop production? \_\_\_\_\_ (c) conservation? \_\_\_\_\_ (d) other? \_\_\_\_\_
11. If you checked (h) in #4, does the program include (a) automotive mechanics? \_\_\_\_\_ (b) woodworking? \_\_\_\_\_ (c) sheet metal working? \_\_\_\_\_ (d) welding? \_\_\_\_\_ (e) machine operation? \_\_\_\_\_
12. If you checked (i) in #4, does the program include (a) cooking? \_\_\_\_\_ (b) sewing? \_\_\_\_\_ (c) home care (nursing)? \_\_\_\_\_ (d) other? \_\_\_\_\_
13. If you checked (j) in #4, does your program include (a) shorthand \_\_\_\_\_ (b) typing? \_\_\_\_\_ (c) business machine operation? \_\_\_\_\_ (d) production management? \_\_\_\_\_ (e) time-study methods? \_\_\_\_\_ (f) personnel management? \_\_\_\_\_ (g) other? \_\_\_\_\_
14. If you checked (k) in #4, does your program include (a) instruction for expectant mothers? \_\_\_\_\_ (b) child growth? \_\_\_\_\_ (c) others? \_\_\_\_\_
15. Is the Adult part of your extended session carried on by (a) teachers only? \_\_\_\_\_ (b) mostly teachers with some lay help? \_\_\_\_\_ (c) teachers and lay persons? \_\_\_\_\_ (d) mostly lay help supervised by teachers? \_\_\_\_\_ (e) lay help only? \_\_\_\_\_

GENERAL COMMENTS:

SIGNED \_\_\_\_\_ SCHOOL SYSTEM \_\_\_\_\_ CITY, STATE \_\_\_\_\_

Please return in enclosed self-addressed envelope.



LIST OF PARTICIPATING SCHOOLS

LIST OF PARTICIPATING SCHOOLS

ALABAMA

Auburn	Fairfield	Mobile
Ashland	Fayette	Montgomery
Attalla	Fairhope	Phoenix City
Anniston	Gadsden	Quinton
Birmingham (2)	Huntsville	Sylacauga
Double Springs	Montevalle	Selma
	Monroeville	Tuscaloosa

CALIFORNIA

Berkeley		Stockton
Fresno		Torrance

CONNECTICUT

Hartford		Torrington
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DELAWARE

Dogsboro	Laurel	St. Georges
Dover	Newport	

GEORGIA

Atlanta	Boise	Savannah
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ILLINOIS

Chicago	Highland Park	Waukegan
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INDIANA

Bloomington	Indianapolis	South Bend
Gary	Madison	Wabash

IOWA

Keokuk	Sioux City	Waterloo
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KENTUCKY

Ft. Thomas

MARYLAND

Baltimore

Prince Georges County

Rockville

MICHIGAN

Ann Arbor

Ecorse

Lansing

Battle Creek

Ferndale

Livonia

Birmingham

Flint

Midland

Dearborn

Jackson

Saginaw

East Lansing

Kalamazoo

MINNESOTA

Duluth

Minneapolis

St. Paul

Hibbing

Rochester

NEW JERSEY

Collingewood

Millburn

Tenafly

Dover

Riverside

Wayne Township

Fort Lee

Roselle

NEW MEXICO

Albuquerque

Santa Fe

NEW YORK

Auburn

Endicott

Hudson Falls

Baldwin

Freeport

Ithaca

Bingham

Geneva

Jamestown

Buffalo

Glen Cove

Kenmore

Canton

Gloversville

Kingston

Chautauqua

Hicksville

Long Beach

NEW YORK (cont.)

Mahopac	North Syracuse	Rochester
Monticello	Nyack	Rome
Mount Vernon	Olean	Saranac Lake
New Hartford	Ossining	Sayville
New Rochelle	Oswego	Schenectady
Newburgh	Peeksgill	Syracuse
New York City (7)	Port Jefferson	Troy
Niagara Falls	Poughkeepsie	Waverly
		White Plains

NORTH DAKOTA

Grand Forks

OHIO

Akron	Fostoria	Piqua
Athens	Hamilton	Warren
Canton	Lakewood	Troy
Cleveland	Lima	Youngstown
Columbus	Norwood	Zanesville
Dayton	Oakwood (Dayton)	

OKLAHOMA

Ada	McAlester	Seminole
Central Tulsa	Norman	Shawnee
Douglass	Oklahoma City	Tulsa
Durant		

PENNSYLVANIA

Blossburg	Mt. Lebanon	Pittsburgh
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SOUTH DAKOTA

Sioux Falls

VERMONT

Burlington

VIRGINIA

Martinsville

Richmond

Norfolk City

Roanoke City

WASHINGTON

Seattle

Snohomish

Tacoma

WEST VIRGINIA

Kanawha County

Randolph County

Marion County

Wheeling

WISCONSIN

Milwaukee

The following states did not report:

Arizona

Kansas

South Carolina

Arkansas

Louisiana

Texas

Colorado

Massachusetts

Utah

Florida

North Carolina

Wyoming

The following states reported negatively:

Maine

Nebraska

Oregon

Mississippi

Nevada

Rhode Island

Montana

New Hampshire

Tennessee

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## BIBLIOGRAPHY

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Approved by:

Albert W. Purves

Robert H. Wyllie

Date April 7, 1958



