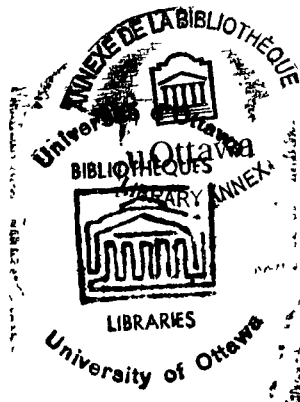


**DESCRIPTION AND EVALUATION OF THE ADMINISTRATION AND
ORGANIZATION OF SUMMER ELEMENTARY SCHOOLS
IN NEW YORK STATE - 1963**

by Mark B. Scurrah

**Thesis presented to the School of
Psychology and Education of the
University of Ottawa as partial
fulfillment of the requirements
for the degree of Doctor of
Philosophy**



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CURRICULUM STUDIORUM

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TABLE OF CONTENTS

Chapter	page
INTRODUCTION	viii
I.- SURVEY OF THE LITERATURE	1
1. Introduction	1
2. The Literature on Vacation Schools from 1866 to 1900	3
3. The Literature on Summer Schools from 1900 to 1940	5
4. The Literature on Summer Schools from 1940 to 1963	9
5. Summary	30
II.- NEW YORK STATE SUMMER ELEMENTARY SCHOOLS	33
1. The Need for New York State Summer Elementary Schools, 1958-63	33
2. New York State Directives for Summer Elementary Schools	35
3. Financing New York State Summer Elementary Schools	37
4. The Growth of Summer Elementary Schools in New York State	40
5. State Supervisory Reports on Summer Elementary Schools, 1958-1962	42
6. A Description of Five Summer Elementary School Programs	46
7. Summary	67
III.- DESIGN OF THE STUDY.	70
1. The Problem	70
2. The Evaluative Criteria	71
3. The Tool	80
4. The Nature of the Population	81
5. Summary	87
IV.- PLANNING AND ORGANIZING THE SUMMER ELEMENTARY SCHOOL	89
1. Planning the Summer Elementary School Program	89
2. Organizing the Summer Elementary School	99
3. Summary	113

TABLE OF CONTENTS

v

Chapter	page
V.- ADMINISTERING AND EVALUATING THE SUMMER ELEMENTARY SCHOOL	116
1. Supervision	118
2. Budget	122
3. Instructional Program	126
4. Pupil Progress	131
5. School Plant	136
6. School-Community Relations	140
7. Evaluation	143
8. Summary	156
SUMMARY AND CONCLUSIONS	161
BIBLIOGRAPHY.	169

Appendix

1. DEFINITION OF KINDS OF DISTRICTS IN NEW YORK STATE.	171
2. NEW YORK STATE DIRECTIVE FOR SUMMER ELEMENTARY SCHOOLS - 1956.	172
3. NEW YORK STATE DIRECTIVE FOR SUMMER ELEMENTARY SCHOOLS - 1961.	175
4. NEW YORK STATE DIRECTIVE FOR SUMMER ELEMENTARY SCHOOLS - 1962.	177
5. NEW YORK STATE DIRECTIVE FOR SUMMER ELEMENTARY SCHOOLS - 1963.	179
6. APPLICATION FOR APPROVAL OF SUMMER ELEMENTARY SCHOOL.	181
7. COVERING LETTER TO SUMMER ELEMENTARY SCHOOL PRINCIPAL	183
8. SURVEY - SUMMER ELEMENTARY SCHOOLS IN NEW YORK STATE PUBLIC SCHOOLS - 1963	184
9. FOLLOW-UP LETTER TO SUMMER ELEMENTARY SCHOOL PRINCIPALS.	188
10. A GUIDE FOR THE REVIEW OF PROGRAMS IN ELEMENTARY EDUCATION	189
11. <u>ABSTRACT OF Description and Evaluation of the Administration and Organization of Summer Elementary Schools in New York State - 1963</u>	190

LIST OF TABLES

Table	page
I.- Growth of Summer Elementary Schools in New York State, 1958-1963.	41
II.- Number and Type of New York School Districts Conducting Summer Elementary Programs in 1963 . . .	82
III.- Number and Per Cent of New York School Districts and Number of Continuous Years Summer Elementary Schools Have been in Operation Prior to 1963	84
IV.- Number of New York School Districts and Number of Pupils Enrolled in Summer Elementary Programs in 1963	86
V.- Number and Per Cent of New York School Districts Indicating Kind of Participants Involved in Planning the Summer Elementary Program in 1963 .	90
VI.- Number and Per Cent of New York School Districts Indicating the Purposes of Summer Elementary Schools in 1963.	95
VII.- Number and Per Cent of New York School Districts Offering Non-Academic Summer Elementary Programs in 1963.	98
VIII.- Number and Per Cent of New York School Districts Indicating Number of Days in Summer Session in 1963.	101
IX.- Number and Per Cent of New York School Districts Indicating Length of Daily Summer Sessions in 1963.	103
X.- Number and Per Cent of New York School Districts Indicating Method of Selecting and Assigning Children to Summer School Classes in 1963. . . .	106
XI.- Number and Per Cent of New York School Districts Indicating Elementary Grade Levels Represented in Summer School in 1963	108

LIST OF TABLES

vii

Table	page
XII.- Number and Per Cent of New York School Districts Indicating Method(s) and Procedure(s) in Supervision of Summer Elementary School Staff in 1963	117
XIII.- Number and Per Cent of New York School Districts Indicating the General Nature of Summer Elementary School Faculty Meetings in 1963.	120
XIV.- Per Cent of New York School Districts Indicating Instructional Procedures Used by Teachers in Summer Elementary School Programs for Under- achievers and More Able Students in 1963.	128
XV.- Number and Per Cent of New York School Districts Using Community Resources in 1963	130
XVI.- Number and Per Cent of New York School Districts Indicating Pupil Information Available to Summer School Teachers in 1963	132
XVII.- Number and Per Cent of New York School Districts Indicating Method of Reporting Pupil Progress to Parents in 1963	134
XVIII.- Number and Per Cent of New York School Districts Indicating School Facilities Available and Used in 1963.	138
XIX.- Number and Per Cent of New York School Districts Indicating Methods of Interpreting the Summer School Program to the Community in 1963	142
XX.- Number and Per Cent of New York School Districts Reporting Methods of Summer Elementary School Evaluation in 1963.	144
XXI.- Number and Per Cent of New York School Districts Indicating Fall Follow-Up Plans for Children Who Attended Summer Elementary School in 1963	147
XXII.- Number and Per Cent of New York School Districts Indicating Major Strengths of Summer Elementary School in 1963	149
XXIII.- Number and Per Cent of New York School Districts Indicating Major Problems of Summer School Programs in 1963	151

INTRODUCTION

Summer elementary schools in New York State are agencies which are concerned with the continued education of school-age children during the vacation months when the regular school is not in session. These schools represent an extension of the regular elementary school program.

There has been a continual growth in the number of public summer elementary schools in New York State. During the summer of 1963, twenty per cent of all operating school districts in the state provided an elementary summer school program as compared with two per cent in 1958. This increase reflects, in part, the growing interest in summer elementary programs by school people and parents. This growing interest is not without the concomitant problems and questions raised by school administrators and others who seek guidance in the administration and organization of summer elementary school programs.

It is for this reason that the writer has chosen as the purpose of his investigation and the problem therein to describe and evaluate the present state of practices in the administration and organization of public summer elementary schools in New York State.

The writer is aware that the existence of summer elementary schools in the State of New York raises many

issues relative to their aims, curriculum, methods, and agencies. Moreover he is aware that the value and worth of summer schools stand in judgment of an acceptable philosophy of education imbedded in these four-fold factors. The importance of such philosophical concepts will not go unnoticed in this study because it is realized that administrative practices can not be isolated from their importance. However, it should be understood that this study is not a philosophical treatise of summer elementary school administration per se. Rather, this study is concerned with the practices of summer principals in the administration and organization of summer elementary schools.

The criteria for evaluation of the administrative practices have been selected from the New York State Education Department's recommended standards and practices for elementary education which have their roots in a basic philosophy of education. This will be treated further in chapter three.

Since summer elementary schools in New York State are an extension of the regular elementary school program, it is assumed that the evaluative criteria for general elementary education with implications to administration and organization applies to summer elementary schools as well, except where such adjustments were made necessary in the state criteria for administering summer schools.

The study has two contributions to offer. Firstly, its theoretical contribution will be to extend the field of knowledge of summer elementary schools and their administration. Secondly, as its practical contribution, the findings should be useful to school administrators and departments of education in terms of policy, programs, and procedures relative to summer elementary schools.

The study includes 163 school districts, or 96.4 per cent of the 169 public elementary schools in New York State which conducted a state-approved summer elementary school program during the summer of 1963.

The study does not include:

- (a) All-year schools on the quarter plan;
- (b) Play schools or all-day care schools;
- (c) Private summer schools;
- (d) Related summer activities such as Scouts, camping, clubs and recreational activities sponsored by local agencies outside the school; or
- (e) Religious vacation schools.

At this point a definition of certain terms used frequently in this study is needed.

A public elementary school in New York State is one organized to give instruction in grades kindergarten through six and is supported in whole or in part by tax revenues and administered by public officials.

A summer elementary school is a public school offering a period of instruction for children of elementary

school age during the summer months when the regular school is not in session. It is an extension of the regular elementary school program, however, attendance is non-compulsory.

An approved summer elementary school is one that has satisfied state minimum requirements for operation.

The term administration refers to all techniques and procedures employed by school administrators in operating a school system or school.

The term organization refers to the operational plan upon which the program of the summer school functions.

The term underachiever refers to those children who, in the judgment of the school authorities, may profit from additional instruction in the basic subjects of the elementary school.

The term more able refers to those children who, in the judgment of the school authorities, may profit from instruction in advance programs.

Advance programs refers to those subject offerings which supplement, extend, or enrich the regular school program.

Concentrated work in common branch subjects refers to the development of pupil competency through additional instruction in the elementary school subjects of reading, writing, spelling, English, social studies, mathematics,

science, and health. Art, music, and physical education may also be included in the summer school curriculum.

The procedure of the study included the following steps:

- (a) A review and summary of the literature and related research;
- (b) An investigation of files on summer elementary school which are located in the Bureau of Elementary School Supervision, New York State Education Department, Albany, New York;
- (c) Meetings with officials of the New York State Education Department;
- (d) A planned visit to five summer elementary schools to observe the program in operation and to interview the person in direct charge of the program.
- (e) The preparation and use of a survey questionnaire for collecting data on the current practices in the administration and organization of summer elementary schools;
- (f) An evaluation of the practices obtained from the questionnaire returns against criteria obtained from the New York State Education Department relative to recommended standards for summer school and elementary education in general.

The data gathered from the procedures indicated above will be organized under five chapters.

Chapter one will present a survey of the literature as it is related in general to the problem. Chapter two will describe summer elementary schools in New York State. A more detailed description of the problem, the evaluative criteria, the questionnaire, and the population will be presented in chapter three. Chapter four will describe and evaluate the administrative practices performed in planning and organizing the summer elementary school program. The

same procedure will be followed in chapter five on administering and evaluating the summer elementary school program.

The last section will present a summary and the conclusions.

CHAPTER I

SURVEY OF THE LITERATURE

The limited literature pertaining to summer elementary schools will be presented sequentially, showing the interrelated facets of summer school purposes, program, administration, organization and evaluation as they relate to the problem of this study.

This presentation will also include certain philosophical views on how the needs of children should be served during the summer vacation period.

1. Introduction.

The basic assumption which supports the need for summer elementary schools is the concern felt by educators and parents alike over the direction of children's vacation activities towards constructive ends.

Byrns¹ reports in her study on the history of school vacations that the great Roman teacher, Quintilian, was concerned that too many school holidays would cause his pupils to think of work as an interruption of play. Similarly, in

¹ Ruth Byrns, "About School Vacations", School and Society, Vol. 57, No. 1467, February 6, 1943, p. 175.

1263, Pope Gregory IX stated his belief in no more than a one month summer vacation.²

This was seemingly of concern to Frederick the Great of Prussia who, in his general regulations for elementary schools issued in 1763, stated that no vacations were to be given even during harvest time.³

From 1865 on, according to Byrns, vacations periods were lengthened considerably in the city and rural areas.⁴ Thus the conditions were set for those who wished to direct the leisure time of children.

Fitzpatrick, in his detailed study of the history of summer schools, concluded that the early needs for such programs in the United States emerged from the social complexities of the industrial revolution, urbanization, juvenile delinquency, increased enrolments and immigration.⁵

Alexander⁶ claimed that summer schools grew from the playground and playroom movement which had their origins in Europe.

2 Byrns, Op. Cit., p. 177.

3 Ibid., p. 177.

4 Ibid., p. 178.

5 William J. Fitzpatrick, A History of Summer Public Schools in the United States from 1900 to 1953, unpublished Doctor's dissertation, School of Education, New York University, New York, 1956, p. 202.

6 Thorton S. Alexander, Vacation Schools, Social Work, Twelve Monographs, No. 4, August 15, 1901, p. 3.

All these factors appear to have relevancy to the cause and early development of summer programs.

2. The Literature on Vacation Schools from 1866 to 1900.

The period from 1866 to 1900 was selected for two reasons: firstly, this was an era when summer schools, called vacation schools by the writers of this period, were basically initiated and supported by social organizations and private agencies outside the public school system; secondly, the vacation school programs were largely informal and non-academic in type.

The first vacation school was established in 1866 by the First Church of Boston, Massachusetts.⁷

Other vacation schools followed which were established principally in the cities. They were attended by children from nine to fifteen years of age. The daily session averaged two and a half hours with classes of twenty-five minute periods.⁸

The earliest account found of a vacation school in New York State was in New York City in 1897. About this time, vacation schools were started in Rochester by the

⁷ Charles W. Odell, Summer Work in Public Schools, College of Education, University of Illinois, Bureau of Educational Research, Bulletin No. 49, 1930, p. 10.

⁸ Alexander, Op. Cit., p. 2.

Women's Educational and Industrial Union and the Playground Leagues. Buffalo's teachers furnished funds and services for the establishment of vacation schools in that city in 1898.⁹

These schools ran informal, recreational type programs and were aimed at keeping the children occupied in leisure time pursuits.

The general purposes of these schools were two-fold: firstly, to take idle children away from the hot street and its evils; and secondly, to direct their activities toward more constructive ends. Children were given experience in manual training, nature study, art work, and physical exercise. The summer school served:

(...) to supplement conventional public education by securing a much greater amount of muscular activity; by encouraging a much greater degree of self-expression, self-reliance and initiative; by presenting the more refining possibilities of environment so attractively as to mold taste in choosing recreations and occupations (...) no books are used, and ideas of play and enjoyment are associated with the school events whenever practicable.¹⁰

Alexander¹¹ summarized the purposes of vacation school as a place to utilize the recreative time of a child

⁹ W.C. Reaves, "Evaluation of the Various Units of the Public School Systems", Review of Educational Research, Vol. 1, No. 3, June 1931, p. 36-39.

¹⁰ "Public Playgrounds and Vacation Schools", Report of the Commissioner of Education for the Years 1899-1900, Vol. 1, Chapter 15, Government Printing Office, Washington, 1901, p. 898.

¹¹ Alexander, Op. Cit., p. 4.

through a program of subjects taught differently from the regular school year that offer something more than abstract principles or pure book knowledge. "No vacation school ought to leave athletics off the program", commented Alexander.¹²

By 1900, many of the vacation schools came under the control and direction of public school officials and boards of education who saw their value and academic potential. In some cases school officials were influenced by the growing pressures placed upon them by parents and the sponsoring organizations of vacation schools. It was about this time, at the turn of the 19th century, when the term summer school came into vogue. Actually, the term "summer school" was introduced in 1885. Newark, New Jersey, is credited with being the first public school system to operate under that title.¹³

3. The Literature on Summer Schools from 1900 to 1940.

This period could well be called the rise and decline of the summer school movement in the United States and for this reason the forty year period was selected.

¹² Alexander, Op. Cit., p. 6.

¹³ Odell, Op. Cit., p. 10.

Summer schools, as they now came to be called in general, continued to increase in number in the cities for the first thirty years of this period.¹⁴

The complexity of programs and the diversity of administrative and organizational practices increased also according to the literature. The summer programs, now largely under the control of public school officials, became more academic and formal in nature, particularly for the student in the upper grades. In fact, some schools held summer sessions for make-up and promotion purposes only.¹⁵ Many schools were offering a remedial program, a form of instruction given today in many summer schools. Another characteristic of the summer school was that of accelerated progress which eventually led to the all-year school on the quarter plan in a number of city school systems.¹⁶

This type of school organization was pioneered in the Newark, New Jersey, school system and was popularized in the educational literature of the early twenties. The Newark plan was ended by the superintendent who found that the

14 C.H. Judd, "Education", in Recent Social Trends in the United States, Report of the President's Research Council on Social Trends, McGraw-Hill, New York, 1934, p. 346.

15 Fitzpatrick, Op. Cit., p. 202-206.

16 Ibid., p. 22.

all-year school did not meet the purposes for which it was intended according to his judgment.¹⁷

Despite the trend toward academic type summer programs, New York State was also operating play and recreational programs on public school property in the cities.¹⁸

Summer schools in the cities of the United States began to show a decline in number after 1930.¹⁹ This decline was largely attributed to the depression period during the 1930's when boards of education were forced to cut expenses to a near austerity level.²⁰

Kilpatrick felt otherwise in his criticism of the formal programs of these schools. He claimed that summer programs failed because they were programs which did not provide wholesome, enriched, and integrated experiences.²¹

17 Superintendent of Schools, Combined Sixty-Seventh, Sixty-Eighth, and Sixty-Ninth Annual Report for the School Years 1922-1923, 1923-1924, 1924-1925, Newark, New Jersey, p. 79-109.

18 Thomas E. Finegan, Elementary Education: Report for the School Year Ending July 31, 1916, The University of the State of New York, Albany, 1917, p. 206.

19 Lester B. Harlin, et al., "Statistics of City School Systems, 1937-38", United States Office of Education Bulletin No. 2, 1941, p. 33.

20 Fitzpatrick, Op. Cit., p. 120.

21 White House Conference of Child Health and Protection, William H. Kilpatrick (Chairman), "Summer Vacation Activities of the School Child", Report of the Sub-committee on Summer Activities of the School Child, Section III, Committee C, Century, New York, 1933, p. 26.

His judgment was based more on intuition than facts. This did not necessarily mean that he spoke against directing the summer activities of children. It was the nature of the learning experiences which children were having that he criticized. Thus, the report of his committee inferred that planned activities should be concerned with directing the child's leisure through educative recreation and play which is fitted to the needs of the whole child.

Miles, in his bulletin for the New York State Education Department, expressed a similar view in recognizing play as an important part of the educational curriculum.²² He added that:

(...) one function of education is the development of personality, and the problem of the school is to organize the materials, subject matter, activities, methods and administration to serve the end of personality development.²³

In describing the philosophy of play and recreation, Miles pointed out that the summer recreation programs were developing across New York State during the 1930's,²⁴ while the number of summer elementary schools in the cities was declining.²⁵

²² Caswell M. Miles, "Play and Recreation for Children and Adults; An Educational Program for More Satisfactory Living", Physical Education and Recreation, Book VI, The University of the State of New York, Albany, 1937, p. 9.

²³ Ibid., p. 9-10.

²⁴ Ibid., p. 48.

²⁵ Herlihy, Op. Cit., p. 33.

4. The Literature on Summer Schools from 1940 to 1963.

The amount and kind of literature related to summer elementary schools increased considerably after World War II. Because of this increase and diversity, the literature for this period has been organized under the headings of:

- a) The Reasons for Summer Elementary Schools;
- b) The Growth of Summer Elementary Schools;
- c) The Purposes of Summer Elementary School Programs;
- d) Administering and Organizing Summer Elementary Schools;
- e) State and Local Summer Elementary School Programs; and
- f) Research Studies on Summer Elementary Schools.

a) The Reasons for Summer Elementary Schools.- There are numerous reasons which have been given for the increased interest in summer elementary schools since the end of World War II. Those reasons which pertain to children are essentially to extend their learning opportunities.

Elementary Education Specialists with the U.S. Office of Education describe other reasons as: urban crowding, working parents, and year-round school plant utilization.²⁶ Committee 2 of the National Council of State Consultants in Elementary Education identified the same reasons, commenting further on the lack of organized service in rural areas

²⁶ U.S. Office of Education, "Planning Better Extended School Programs", School Life, Vol. 35, No. 6, March 1953, p. 89.

and the need by parents for help in guiding their children's out-of-school play and work towards constructive ends.²⁷

These factors and their effects upon the problems of rising enrolments, double sessions, large class size, an expanding curriculum, and similar pressures, are forcing to-day's school administrator to look for alternatives such as the summer school. This is evidenced by the increasing number of them since 1945.

b) The Growth of Summer Elementary Schools.- There was no survey data available, as known to the writer, which could show any growth or decline in the number of summer elementary schools during the World War period between 1940 and 1944. From 1945 until 1956, however, the number of summer elementary schools in city school systems increased by 186 per cent while student enrolment gained by 178 per cent.²⁸

Summer elementary schools continued to expand in the cities, according to survey data in 1959,²⁹ and in a number

²⁷ Planning for America's Children, Helen Heffernan, (Chairman), (A report by Committee 2 on Year-Round Programs for Children), National Council of State Consultants in Elementary Education, Washington, D.C., 1952, p. 1.

²⁸ Lester B. Herlihy, et al., Biennial Survey of Education in the United States, 1954-56; Statistics of Local School Systems, 1935-56, Cities, U.S. Office of Education, Washington, D.C., 1959, p. 16.

²⁹ "Summer Schools Equals Opportunity", NEA Research Bulletin, Vol. 38, No. 1, February 1960, p. 23-24.

of states, according to surveys conducted in 1954-56,³⁰ 1957-58,³¹ and 1959-60³² by the U.S. Office of Education. This expansion heightened the issues regarding the purposes of summer elementary schools.

e) The Purposes of Summer Elementary Schools.- There have been instances in the literature where the reasons for summer elementary schools were confused with the purposes of summer elementary schools.

The purposes of summer elementary schools will be considered here as those which deal directly with the needs of children.

Which of the needs of children should the summer elementary school serve? The administrator's decision regarding this question will not only determine the purposes and nature of the summer program, but will also affect his administrative techniques in planning, organizing, operating, and evaluating the summer elementary school.

³⁰ Samuel Schloss, et al., Biennial Survey of Education in the United States 1954-56; Statistics of the State School Systems, 1955-56; Organization, Staff, Pupils, and Finances, Chapter 2, U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1959, p. 68, 69.

³¹ Samuel Schloss and Carol J. Hobson, Survey of Education in the United States 1956-58; Statistics of State School Systems 1957-58, U.S. Office of Education, Washington, D.C., 1961, p. 46.

³² Carol J. Hobson, et al., Statistics of State School Systems, 1959-60, U.S. Office of Education, Washington, D.C., 1963, p. 51.

Earlier accounts of the purposes of vacation schools and summer schools have shown a swing of the pendulum from non-academic, recreational type programs to the academic, remedial or acceleration type programs. This divergence will be examined further from several viewpoints.

One is that of providing an educational program which directs the leisure time of children through play and recreational activity.

Justification for such a program is found in these words by Brightbill:

Recreation contributes just as handsomely to other aims of education - to comprehending the world and life about us, to attaining health and emotional stability, to understanding and enjoying the arts, to appreciating and expressing beauty, and to stimulating us in our intellectual, social, and personal growth. (...) Recreation can be, and frequently is, a revitalizing element in the process of education itself.³³

Carrying this point further, Nash adds that:

It (recreation) becomes an outlet for inner urges and drives. How men and women will use it becomes the important question. More and more in the future, civilizations will be known by the quality of recreation they choose for their leisure-time activities.³⁴

³³ Charles K. Brightbill, Man and Leisure: a Philosophy of Recreation, Prentice-Hall Inc., New Jersey, 1961, p. 203.

³⁴ Jay B. Nash, Philosophy of Recreation and Leisure, C.V. Mosby Co., St. Louis, 1953, p. 125. (Word in brackets is writer's.)

The need for such programs in our schools has been indicated in a UNESCO publication which stresses the importance of mental health and the schools' responsibility for its development, particularly with reference to recreation and leisure.³⁵

The case for education through recreation as proposed by Jacks,³⁶ Nash, and Brightbill has far to go before it receives full recognition in education. As some of these authors have confessed, the conceptual understandings of education, recreation, and leisure held by most persons are limited. It is this general lack of understanding of the place of recreation in our total culture which inhibits its growth within the school. As Brightbill commented, "We need educators who see leisure as one of our greatest challenges, and who are not afraid to break with tradition as the situation demands."³⁷

³⁵ W.D. Wall, Problems in Education XI. Education and Mental Health, UNESCO, Holland, 1955, (A report based upon the work of a European conference called by UNESCO at the Musée Pédagogique in Paris, November-December 1952), p. 297

³⁶ Lawrence Jacks, Education Through Recreation, Harper and Brothers, New York, 1932, p. 149.

³⁷ Brightbill, Op. Cit., p. 203.

This might be said of Stoddard³⁸ who encourages the combining of summer school programs with outdoor education and recreation activities.

The conviction that summer elementary schools should contain elements of play and recreation has not been overlooked in much of the literature.

Lonsdale felt that the summer program activities should be broad in scope, providing experiences which help boys and girls in all aspects of their physical, social, emotional, and intellectual growth.³⁹ According to Fitzpatrick, these activities would be in advanced study, remedial instruction, enrichment courses, recreational activities, or summer school camping.⁴⁰ Members of Committee 2 warn that:

The summer program should not be a time when children are unduly burdened with a highly academic or bookish program to make up deficiencies or accelerate progress through the school. Children have other developmental needs. A wide range of experiences should go into the educational program to acquaint children with the world in which they live.⁴¹

³⁸ George D. Stoddard, "The Merging Pattern of Outdoor Recreation and Education -- Problems, Trends and Implications", Trends in American Living and Outdoor Recreation, OHRRC Study Report 22, U.S. Government Printing Office, Washington, D.C., 1962, p. 132.

³⁹ Bernard J. Lonsdale, "Summer School Programs in Elementary School Districts in California", California Schools, Vol. 26, No. 6, June 1955, p. 315.

⁴⁰ William J. Fitzpatrick, "Basic Questions on Summer Schools", American School Board Journal, Vol. 136, April 1958, p. 33.

⁴¹ Planning for America's Children, Op. Cit., p. 2.

Another viewpoint is given by Heffernan⁴² who comments that any program under public elementary school authority should contribute to the basic purposes of elementary education. Her article lists these basic purposes and relates it to similar purposes for the summer program. The summer school purposes in her article are devoid, however, of direct suggestions for recreation, physical education, and worthy use of leisure time. Mention is made later though, that the summer program should be planned with reference especially to summer recreational programs.

As substantiated by Heffernan and Lonsdale, the trend in the purposes of summer elementary schools appears to be an extension of the purposes for elementary education. This is elaborated further by the authors of an ASCD bulletin who state that the summer program should be "an extension of the philosophy and of the activities of the regular school year".⁴³ They acknowledge this theory as acceptable but admit that, in practice, much has yet to be done to achieve this goal. They suggest, therefore, that "local school

42 Helen Heffernan, "The Summer School Programs in California Elementary School Districts", California Journal of Education, Vol. 31, No. 3, February 1935, p. 137-143.

43 Gloria Cammarota, et al., Extending the School Year, Association for Supervision and Curriculum Development, NEA, Washington, D.C., 1961, p. 10.

districts should develop summer programs as possible while keeping in mind the need for year-round consistency of rationale and practice in all that is done".⁴⁴ Lane and Rodriguez report on a committee in their school district which planned a summer elementary school program. The committee's analysis of the past history of summer school programs as compared with the philosophy of the school district led them to the conclusion that certain summer school practices were questionable. Their philosophy essentially was a concept of equal educational opportunity for all children with the major purpose of developing each child to his fullest potential.⁴⁵

If the purposes of the summer school are to contribute to the purposes of elementary education, then it would appear that no less expectation for summer school should be held than that for the regular school year. This would include all aspects of educational purposes, programs, procedures and policies as they are a part of school administration and supervision practices.

As already indicated, the school administrator should give thoughtful consideration to the purposes of the summer

44 Camareta, et al., Op. Cit., p. 11.

45 K. Boyd Lane and Calvin H. Rodriguez, "Planning for Summer School", in California Journal of Elementary Education, Vol. 31, No. 3, February 1963, p. 145.

school he intends to organize. In doing so, he should assess the needs of the children and community within the context of the objectives for elementary education. A great deal of careful planning and preparation will be necessary in this first step as Fitzpatrick,⁴⁶ Lane,⁴⁷ Cammarota⁴⁸ and the Committee 2 report⁴⁹ have indicated.

d) Administering and Organizing Summer Elementary Schools.- The summer school administrator should consider carefully those administrative practices which provide for: cooperative planning, planned programs based on student and teacher needs, effective utilization of staff, efficient pre-registration procedures, appropriate program scheduling, sufficient pupil records, and organized evaluation.⁵⁰

Cammarota recommends further that appropriate school policies of the regular term should apply with equal effect during the summer program and that modification of policy should be made only after program comparison.⁵¹

46 Fitzpatrick, "Basic Questions on Summer Schools", Op. Cit., p. 33.

47 Lane and Rodriguez, Op. Cit., p. 144-150.

48 Cammarota, et al., Op. Cit., p. 10-11.

49 Planning for America's Children, Op. Cit., p. 21.

50 Cammarota, et al., Op. Cit., p. 10-18.

51 Ibid., p. 24.

Other guidelines for summer school administrators are given by Lonsdale and the U.S. Office of Education. Lonsdale mentions the importance of selecting an adequately trained staff, utilizing satisfactory facilities, and making use of community resources.⁵² Specialists⁵³ in the U.S. Office of Education also point out that the quality of the program is dependent on the staff, budget, and program offerings. They consider that the program should run between four to six weeks with from twenty to twenty-five pupils per class so that the teachers may have greater opportunity to individualize their instruction.

The specialists also described the weaknesses of summer programs which should serve as warning signals to the summer principal. These weaknesses include: 1) an insufficient understanding of the purpose of summer schools by those who are in some way affected; 2) a lack of money or insufficient financing; 3) too large groups; 4) untrained staff; 5) inadequate facilities; 6) lack of flexibility; and 7) too limited planning.⁵⁴

e) State and Local Summer Elementary School Programs.- There are states besides New York which have summer

52 Lonsdale, Op. Cit., p. 316.

53 U.S. Office of Education, Op. Cit., p. 90-91.

54 Ibid., p. 91.

elementary schools operating in local communities. Among them are California, Washington, and Florida which will be described briefly from the point of view of their purposes, program, administration, and organization.

State aid in California is given through local district application if the purpose of giving instruction is met in any of the branches of study prescribed and authorized for elementary schools.⁵⁵ The 147 district applications in 1956 revealed that 92.5 per cent of the schools offered reading, 83 per cent offered arithmetic, and 77.6 per cent offered language study. A little more than half the districts offered enrichment programs.⁵⁶

The California study indicated summer sessions ranging from four to eight weeks with programs ranging from two hours to as long as six hours and fifty minutes.⁵⁷ The mean class size for academic classes was twenty-four and for the enrichment classes, twenty-eight.⁵⁸ The salary paid teachers ranged from \$2.50 to \$6.00 an hour. Ten per cent

⁵⁵ "Emerging Summer School Practices in the Elementary Schools of California", California Elementary School Administrators' Journal, Monograph 12, The National Press, California, 1960, p. 60.

⁵⁶ Ibid., p. 8-8.

⁵⁷ Ibid., p. 7-8.

⁵⁸ Ibid., p. 11.

of the administrators were paid from \$3.50 to \$7.00 per hour while others were paid on a daily or monthly basis. No additional salary was indicated for forty-eight per cent of the districts who employ their principals on an eleven or twelve month basis.⁵⁹

The State of Florida pays the full cost of the local public elementary school summer program. The legislation prohibits remedial or make-up work, yet some schools do have such programs.⁶⁰ Smith⁶¹ and Maynard⁶² stated that juvenile delinquency decreased. The unique feature of the Florida program is the involvement of parents as partners in the library and recreational programs.⁶³

Population figures on summer school enrolment in the State of Washington show that sixty-seven per cent of the elementary children attended academic classes. Reading, mathematics, and music classes maintained heaviest enrolments.⁶⁴

59 "Emerging Summer School Practices", Op. Cit., p. 14.

60 Zellie Maynard and Thomas D. Bailey, "Summer School with a Difference", in NEA Journal, Vol. 46, No. 5, May 1957, p. 297-299.

61 Thomas E. Smith, "Summer Enrichment is Necessary", The School Board Journal, Vol. 132, No. 5, May 1956, p. 72.

62 Maynard, Op. Cit., p. 297-299.

63 Ibid., p. 297-299.

64 State Office of Public Instruction, Summer School Survey, Research Project No. 08-01, Washington, November 1962, p. 51.

The length of the summer sessions lasted from twenty-six to as long as sixty days.⁶⁵

The survey did not make clear the qualifications of the professional staff. Salaries for teachers ranged from two to seven dollars per hour. The source of funds came largely from tuition charges followed by regular budget apportionments.⁶⁶

It is interesting to note that California apportioned funds to local districts provided that instruction was in authorized branches of study which were largely remedial in nature, while in Florida, legislation prohibited such programs for State reimbursement. Washington's summer elementary schools, on the other hand, were mostly academic and supported in whole or part by local funds and tuition fees. To some degree, state leadership and money have considerable bearing upon the direction taken by administrators as they establish their summer programs.

There are various individual summer programs throughout the United States which have been described in the literature. The programs usually provided broad curricular offerings. Frequently, the worth of these programs was overstated which might be expected when one is motivated to extol

⁶⁵ State Office of Public Instruction, Op. Cit., p. 3.

⁶⁶ Ibid., p. 6.

the virtues of a particular program. Nevertheless, certain elements of good administrative practices were gleaned from the program descriptions rendered by the authors. Among the administrative practices mentioned most frequently were those of careful planning and cooperative participation among individuals involved with the summer program. This was pointed out by Wenger,⁶⁷ Swan,⁶⁸ Misner,⁶⁹ Nelson,⁷⁰ Lambert,⁷¹ and Miles.⁷²

Each program was too complex and diverse to describe here other than to say that its purposes and curricular offerings appeared to have the greatest bearing upon the conditions for program organization and administration.

67 Marjorie A. Wenger, "Glencoe's Summer Program Has Two Aims: Competence and Enrichment", The Nation's Schools, Vol. 64, No. 4, October 1959, p. 52-63.

68 Alta Swan, et al., "Experiment in Team Teaching", Ohio Schools, Vol. 39, No. 3, March 1961, p. 34-35.

69 Paul J. Misner, "Teachers' Role in an All-Year Program", NKA Journal, Vol. 37, No. 8, November 1948, p. 500-501.

70 Woodroe Nelson, et al., "Summer Classes in Elementary School Science", The National Elementary Principal, Thirty-Second Yearbook Number, Vol. 33, No. 1, September 1953, p. 164.

71 Philip Lambert, "Reactions to a Summer Program", The Nation's Schools, Vol. 61, No. 4, April 1958, p. 46-48.

72 Dorothy Miles, "Lexington's Year-Round School", The American School Board Journal, Vol. 124, No. 3, March 1952, p. 27-28.

Numerous communities in New York State were operating recreation and craft programs supported by public funds and operated by school personnel as recalled by long experienced educators of the state.⁷³ Buffalo was carrying on such a program in the forties. Ithaca and Schenectady were other examples operating during the early forties. Later, Boards of Cooperative Educational Services in the counties of Wyoming, Suffolk, and Westchester sponsored remedial type programs during the 1950's under the sanction of the State Education Department. They were abandoned in 1958, the year when direct state aid for public summer elementary school programs was first authorized.

f) Research Studies on Summer Elementary Schools.-- The limited amount of research available reveals the need for scientific study on all aspects of summer elementary programs. The only known study on the history of summer schools is that done by Fitzpatrick.⁷⁴ Some of his conclusions and recommendations have already been described in

73 Informal interviews were conducted with J. Cayce Morrison, formerly Assistant Commissioner of Research (retired); Helen Hay Heyl, former Chief of the Bureau of Elementary Curriculum Development (retired); Warren W. Knox, Assistant Commissioner of Instructional Services; William E. Young, Director of Elementary Education; Walter A. LeBaron, Chief of the Bureau of Elementary School Supervision; and Francis Griffin, Chief of the Bureau of Rural Administrative Services.

74 Fitzpatrick, A History of Summer Public Schools in the United States from 1900 to 1953, Op. Cit., iv-249 p.

this chapter. His study gives the summer school administrator an idea of suitable purposes and programs for summer schools but lacks sufficient information on effective administrative practices. He also failed to identify clearly elementary programs from secondary programs.

Lewis⁷⁵ studied summer education and recreation programs in metropolitan public schools in the United States. He described these schools from data obtained from a questionnaire and used this information to make recommendations for summer educational practices.

His findings revealed that most metropolitan summer schools were basically remedial in nature though a majority of the city school districts permitted all children to attend. Usually classes were held during the mornings for a period of six weeks. The summer program, he found, did not necessarily parallel the regular school year program. Lewis recommended that summer schools should be an extension of the traditional school year. He also recommended that adequate financial provision should be made and that high quality staff should be employed at an appropriate salary. He felt that summer education should include opportunities in music, camping,

⁷⁵ Russel L. Lewis, The Organization and Administration of Summer Public School Educational and Recreational Programs in Districts Within Metropolitan Areas of the United States, unpublished Doctor's dissertation, School of Education, University of Southern California, May 1950, xviii-369 p.

playground activities, crafts and recreation, but warned that metropolitan public school districts should not compete with city or country recreational programs. Lewis also recommended close school-community cooperation for the purposes of planning, coordinating, and interpreting the summer school programs.

This study may be criticized from several aspects. Lewis attempted to describe summer programs on elementary and secondary levels in seventy per cent of 540 metropolitan school districts and also attempted to describe play and recreational programs as well. Consequently, his study lacked depth because of its broadness. Moreover, Lewis lacked criteria upon which to form his judgments, and his most serious error was to assume that the practices by the majority of schools constituted an appropriate basis for projecting broad recommendations.

Goldman⁷⁶ studied the vacation school movement in fifty-one large city systems to ascertain certain practices and trends. He also described an experiment in vacation school education in a large city school system. Only twenty-nine cities maintained a summer elementary program for the

⁷⁶ Edward D. Goldman, The Vacation School Movement in American Education With Particular Reference to a Large City System, unpublished Doctor's dissertation, Stanford University, California, April 1952, viii-382 p.

elementary and junior high grades. Goldman concluded that the vacation schools in his study were principally academic centered. Among the weaknesses of the school programs he studied were: lack of money; covering too much in a short period of time; too narrow a program; little evidence of academic growth; and inadequate organization. Goldman felt that more time might be spent in graduate courses on administration of summer schools. He also felt that resistance to non-academic type programs was due more to their costs since boards of education do not think that recreation programs are a defensible expenditure of the taxpayer's money.

Goldman presented a quantity of factual data which was not assessed on any practical or theoretical basis. His questionnaire was extensive. Some of his conclusions were based on little evidence from his data.

Johnson's⁷⁷ study attempted to analyze certain administrative problems peculiar to the summer elementary school in California. He concluded that summer schools were necessitated by the demands of society; the training of school staff was important; reduced class ratios in the remedial classes were desirable; and strong public relations

⁷⁷ Gunnard E. Johnson, The Functions and Administrative Problems of California Elementary Summer Schools in Districts Outside Metropolitan Areas, unpublished Master of Arts thesis, San Jose State College, July 1956, vi-68 p.

were needed. The analysis of the administrative practices was not evaluated against any criteria nor did Johnson's conclusions appear to be based on his data.

Reynick⁷⁸ presented in detail the story of the Redwood City summer elementary program from its planning stages to its final operation. The program, which was an extension of the regular school, aided in the maintenance of skills, opened new fields of experience, and promoted worthwhile hobbies. Reynick warned, however, that careful planning is necessary and that problems of attendance and discipline must be dealt with effectively. Though her summer program is an administrative model, the reader gathers the impression that the program was highly formal.

Netley⁷⁹ studied the summer elementary schools in California in order to determine the status of the program.

He concluded that summer programs were increasing yearly and so were enrolments within most school districts. Classes were largely for the child who was behind in his academic achievement. Few classes were provided for

78 Martha T. Reynick, The Redwood City Elementary Summer School, unpublished Master of Arts thesis, San Jose State College, June 1954, viii-142.p.

79 Ronald E. Netley, Status of the Summer School Program for Elementary School Children in California, unpublished Doctor's dissertation, University of California, 1959, vii-195 p.

exceptional children. Most of the schools had one or two objectives for summer school which were essentially directed toward an academic or enrichment program. Notley added that there was a trend toward expansion of the enrichment programs; pupil-teacher ratios were becoming smaller; attendance was better in sessions of shorter length; record keeping was minimal; salaries varied widely among districts; limited pupil personnel services were offered, program costs were less than regular year costs; and program evaluation procedures were limited. Notley points out some needs for further study and makes recommendations for those areas he considers to be unsatisfactory.

There are three basic weaknesses in Notley's study. Firstly, no attempt was made to evaluate the status of the program against any pre-determined criteria. Secondly, the questionnaire was received by school superintendents who may or may not have had it filled out by the person nearest in charge of the program. The questionnaire was received by the superintendents in February, approximately six months removed from the summer program. Thirdly, Notley gave no evidence that he actually saw a program in action other than his own. He visited ten schools between May and June and reported the summer program of each in his study.

Walsh⁸⁰ made an analysis of local school situations to determine the needs and interests of young children for the purpose of developing curriculum units for use in the summer school. She claimed that test results showed summer school as a worthwhile means for children to progress in fundamental subjects according to their needs and interests. The units of instruction developed and included in this study were carefully prepared. The weakness of this study was in the treatment of the test data. Statements on the individual progress of children were often subjective and unsubstantiated by fact.

Another area of limited research on summer school programs is that directed toward the measurement of pupil growth during the summer school period. Rosasco,⁸¹ in a study of sixty fourth, fifth, and sixth grade children receiving remedial and enrichment instruction, concluded that the summer group did no better than the non-summer group in the program.

⁸⁰ Elizabeth C. Walsh, A Study of a Summer School With Young Children, unpublished Master of Arts Thesis, School of Education, Leland Stanford Junior University, April 1936, 1-135 p.

⁸¹ Louis A. Rosasco, Academic Effectiveness of the Summer Elementary School Program of the Glen Cove Public Schools, unpublished Doctor's dissertation, New York University, 1961, p. 102-106.

A research study by Winston⁸² sought to determine ways in which gifted children could profit from a six-week summer program. The findings of this study revealed that gifted children did not profit from the kinds of experience provided for in this program.

It is in the area of summer school evaluation of pupil progress that considerable need for further research has been suggested most often in the literature.

5. Summary.

This chapter presented a survey of the literature on summer elementary schools. Summer schools were discussed in terms of their purposes, program, administration, organization and evaluation as these facets relate to the problem of administrative practices.

A changing American society, longer vacation periods and the desire to direct children's vacation activities toward more constructive ends led to the establishment of vacation schools in the cities, during the post-Civil War period, by church, social and civic groups. The programs were informal and non-academic with emphasis on activities of play and recreation.

⁸² Carl M. Winston, Meeting Needs of Gifted: A Non-Structured Summer Program, Central School District No. 4, Plainview, New York, June 1963, 1-41 p.

At the turn of the century, the responsibility and direction of vacation school were assumed by public education with support from public funds. The programs were largely academic and remedial in nature, providing for make-up and acceleration opportunities.

The number of summer schools increased for three decades after the turn of the century until the depression years of the thirties when budgets had to be trimmed. In New York State, recreational programs continued to develop. After World War II summer schools increased again in number. Though the programs were and still are largely remedial, there is a trend among schools to offer a broader program with something of value for all children.

The literature suggests broad program offerings in the summer program which provide a balance of opportunities designed to meet the physical and mental needs of the whole child. These offerings should support and contribute to the basic purposes and objectives for elementary education. Hence, the administrative practices in operating a summer program should reflect those objectives for elementary education considered appropriate during the regular school year.

Among these practices are provisions for individual and group planning, establishing policy on the purposes, program, procedures, and evaluation of summer elementary school programs.

The literature and research on summer elementary schools have been largely that of describing summer programs. Clues in the literature reveal the need for a description and evaluation of the administrative practices in summer school administration in light of evaluative criteria which reflect standards for elementary education in general.

This study is rooted in that fundamental need. A description of the procedure which will be undertaken to meet this problem will be developed in chapter three after a more intensive investigation is made of the summer elementary school situation in New York State which is presented in the following chapter.

CHAPTER II

NEW YORK STATE SUMMER ELEMENTARY SCHOOLS

This chapter will describe in detail the nature of New York State's summer elementary schools since 1958, the first year of state authorization. Since the literature describing such schools was inadequate, the writer turned to other sources and the data obtained from these have been organized for presentation under the headings of:

1. The Need for New York State Summer Elementary Schools, 1958-63;
 2. New York State Directives for Summer Elementary Schools;
 3. Financing New York State Summer Elementary Schools;
 4. The Growth of Summer Elementary Schools in New York State;
 5. State Supervisory Reports on Summer Elementary Schools, 1958-62; and,
 6. A Description of Five Representative Summer Elementary Schools.
-
1. The Need for New York State Summer Elementary Schools, 1958-63.

The single factor which spurred the promotion of summer elementary schools in New York State was the rise of Russia's Sputaik I in 1957.¹ It was in that year, following

¹ Stated in interviews with Dr. Warren W. Knox, Assistant Commissioner for Instructional Services, Dr. William E. Young, Director of Elementary Education, and Mr. Walter A. LeBaron, Chief of the Bureau of Elementary School Supervision, all of the New York State Education Department, Albany, N.Y.

Sputnik I, that the Board of Regents of the University of the State of New York proposed summer elementary schools.²

The following constituted their official proposal:

State aid statutes and Commissioner's Regulations already provide for approval and support of summer programs in secondary school instruction. (...) Many areas throughout the State do not provide summer programs. In the areas of science and mathematics more pupils should be encouraged to take advanced instruction during the summer.

Advanced instruction is necessary not only for secondary school students, but it is equally important for elementary school pupils.³

The Regents stated the following as their recommended action:

Department Communication and Changes in Commissioner's Regulations -- For the purpose of stimulating local school systems to seek special approval for State Aid in establishing limited summer school programs, particularly for advanced instruction in the sciences and mathematics; encouraging local school systems already approved for summer school State Aid, to improve their programs for advanced instructional purposes, and of stimulating the development of summer elementary school programs, particularly for the purpose of accelerating able pupils.⁴

² As early as 1938, summer elementary schools were proposed in the annual reports of the Division of Elementary Education, prepared by the Director, Dr. William E. Young.

³ The University of the State of New York, Regents Minutes, Vol. 30, Jan. 26-27 through Dec. 19-20, 1957, p. 632.

⁴ Ibid., p. 633.

2. New York State Directives for Summer Elementary Schools.

Following this action by the Board of Regents, state directives on summer elementary programs were issued to the schools. State approval would be given for limited summer school programs of remedial and advanced instruction.⁵ Though the Regents stressed advanced programs, in reality the school districts overwhelmingly favored remedial type programs.⁶

The 1958 state directive pointed out the need for careful planning in organizing the summer program. The criteria for approval included factors related to purposes, program, administration, organization, staffing, and school plant and facilities.⁷ The directives were not altered in any major way between 1958 and 1961, except that in the 1961 directive, teachers were expected to provide alternating periods of work and relaxation activities.⁸

5 See Appendix 2 for state directive for summer schools dated June 2, 1958.

6 Between 1958 and 1961, 379 school districts offered remedial type programs while 160 offered classes for advanced work, according to data taken from the files in the Bureau of Elementary School Supervision, the State Education Department, Albany, N.Y.

7 Refer to Appendix 2 for more detailed information on the 1958 state directive.

8 Refer to Appendix 3 for more detailed information on the 1961 state directive.

It was in 1962 that the state directive was broadened to permit schools to offer any of the common branch subjects including instruction in the non-academic areas of art, music or physical education.⁹

The criteria for approval remained the same in 1963, except for the introduction of a very important concept. It was generally expected that "the summer program (would) be an extension of the regular elementary school program".¹⁰

This introduces far greater implications for the summer school than a cursory glance would first reveal. The concept of extending the regular elementary school program brings with it all the considerations for elementary education in general. Among them are the objectives and standards for elementary education and the administrative practices which are subsequently affected by them. The reader is reminded that this concept was brought forth in the survey of the literature. Its importance has much to do with the design and procedures of this study as described in chapter three.

⁹ Refer to Appendix 4 for more detailed information on the 1962 state directive.

¹⁰ Quoted from the 1963 state directive in Appendix 5. (Word in brackets is writer's.)

3. Financing New York State Summer Elementary Schools.

As defined in the law, state aid of \$13 per pupil in average daily attendance was given for the 1958, 1959, and 1960 summer sessions. The amount of state aid invested in the summer elementary programs was not attainable from the records of the Department's Division of School Finance. Nearest estimates for the years 1958 to 1960 would be \$358,000.¹¹

In 1961, direct state aid for summer school was discontinued by the legislators upon recommended action of the Diefendorf Committee.¹²

Efforts were made later to have the direct state aid provision reinstated. A compensatory decision was made which allowed school districts with approved summer programs to include the costs with current operating expenses.¹³ This could be done for the purpose of determining state aid until these costs reached \$500 per pupil.¹⁴ Costs over

¹¹ Determined by multiplying total enrolment for the years 1958 to 1960 by \$13.

¹² State of New York, Final Report of the Joint Legislative Committee on School Financing, Legislative Department, No. 11, 1963, p. 9.

¹³ Information obtained from interview in 1963 with Dr. Warren W. Knox, Assistant Commissioner for Instructional Services, The State Education Department, Albany, N.Y.

¹⁴ The University of the State of New York, The Commissioner's Advisory Council of Superintendents, Albany, N.Y., March 15, 1963, p. 4.

\$500 per pupil would require complete support for the summer program from local funds.

Despite the change in state aid, the Commissioner of Education continued to approve summer programs regardless of whether or not schools could benefit under the adjusted state aid formula. School districts are expected to continue meeting certain conditions for approval as follows:

Approvable programs are those which must represent a reinforcement, or an extension, or an enrichment of those phases of the instructional program that are normally offered during the school year. (...) Any programs offered by a school district in the summer which do not represent a reinforcement or an extension of regular school year offerings must receive special approval in advance by the Commissioner of Education. This applies to programs at both the elementary and secondary school level (...).¹⁵

Administrators have sought to finance their summer programs through other means such as tuition charges and/or registration fee increase over the state allowed \$3 maximum. This has been a practice in most of the states.¹⁶ However, New York State does not permit schools to charge tuition to resident pupils because:

¹⁵ The University of the State of New York, State Aid Bulletin, No. 6, Albany, N.Y., August 1962, p. 6.

¹⁶ Educational Research Service of the American Association of School Administrators and Research Division, Circular No. 7, NEA, October 1959, p. 4.

The public schools of the State of New York are free, and must remain so under the mandate of the Constitution. The mere fact that a program is voluntary would not change this provision of the Constitution. A registration fee for materials may be charged up to \$3, however, no money must be charged to pay for teachers' salaries, use of buildings and the like.¹⁷

Several bills were introduced in 1963 to amend the education law so that schools operating a summer program could compute summer school attendance with the average daily attendance for the school year. These bills did not get out of committee.

With regard to teachers' salaries, boards of education are required by law to adopt a salary schedule for the summer months of July and August if teachers are employed full time, i.e., four hours or more per day. Teachers having an assignment of less than four hours would be considered part-time teachers and, in such instances, the board would not be required to adhere to any schedule.¹⁸

¹⁷ Quote from a letter to the Supervising Principal of Goshen Central School, Goshen, New York, dated April 16, 1958, from the New York State Education Department's Law Division.

¹⁸ The University of the State of New York, Tenure and Salaries of Teachers, Law Pamphlet No. 11, Division of Law, The State Education Department, Albany, N.Y., Paragraph 9, Chapter 2, 1958, p. 23-24.

4. The Growth of Summer Elementary Schools in New York State.

Despite the lack of state incentive through direct aid as provided before 1961, elementary summer schools have shown a steady increase in number each year. Those which discontinued their programs did not do so principally because of the state aid factor.¹⁹

Table I shows this growth for the 1958 to 1963 period.

The number of school districts conducting a summer elementary school program in 1963 shows a seventy per cent increase over the 1958 figures, while the per cent of pupil enrolment increased by 1400 per cent. The increase in the average number of pupils enrolled per school district shows that, in general, individual school districts are providing for more children in their summer programs.

Though state aid was not given for 1961, there was an increase of forty summer elementary schools over 1960 figures. In 1962, the number of school districts increased by four over 1961 figures but the enrolment gain was 10,508. This represents a forty-five per cent gain over 1961 enrolment figures.

¹⁹ Mark B. Scurrah, Summer Elementary Schools, unpublished Interim Report, School of Psychology and Education, University of Ottawa, May 1963, p. 40.

Table I.--

Growth of Summer Elementary Schools in New York State,
1958-1963.

Year	No. of School Districts	No. of Pupils	Average No. Pupils Per District
1958	24	2,270	94.5
1959	76	10,346	132.6
1960	122	14,958	122.6
1961	162	22,973	141.6
1962	166	33,481	201.7
1963	169	32,777	193.9

Data compiled from the 1958 to 1963 school applications and attendance reports on file in the Bureau of Elementary School Supervision, The State Education Department, Albany.

The number of new programs applying each year for approval is declining. This may be attributed to saturation or to lack of direct state aid incentive.

5. State Supervisory Reports on Summer Elementary Schools, 1958-1962.

All new summer elementary programs were visited by state supervisors of elementary education. A review was made of their reports which are on file in the Bureau of Elementary School Supervision, The State Education Department, Albany. They are briefly summarized here for purposes of their significance to an understanding of the problems of summer school administration.

The supervisory reports for 1958 reflected a general feeling that the summer program offerings should be broadened. A few of the programs were considered rather poor and the teaching dull. Some infractions of the directives were found such as over-sized classes. Administrators had problems in organizing and scheduling classes. In some cases, children were subjected to long periods of sedentary work. There were some misinterpretations of the state directives, particularly with regard to the hours of instruction in the subject areas.

Some of the situations found in 1958 continued to be observed in 1959. However, numerous good programs were

observed. Among the favorable comments made by the supervisors were the following: good teachers, balanced program, sufficient funds, new experimentation, a variety of teaching procedures, provision for recreation periods, use of new curriculum and instructional materials, and good administrative leadership.

Good programs were most often accompanied with comments on good leadership, planning, staff, pupil selection, community support, and pupil benefits in the 1960 reports. The effects of a poorly organized and supervised program were found to permeate the entire atmosphere of several summer programs.

The supervisory reports for 1961 were made in greater detail at the request of the Chief of the Bureau of Elementary School Supervision. The staff was asked to find out if the state directives needed changes. Most of the summer school principals felt that the directives were reasonable while a few braved the opinion that they wanted no directives. Perhaps the greatest need was for a clarification of the instructional hours for each subject. Many schools were subjecting their children to long periods of instruction. Department directives thereafter emphasized the importance of providing appropriate play and work periods during the session. Some schools wanted a program less than the required

two and one half hours while others wanted the program to run into the afternoon.

The supervisors reported that many schools were doing a careful job in providing for good school-community relationships. Care was taken to follow up in the fall the accomplishments pupils made during the summer. In many cases the school facilities were used adequately, while in others the programs operated solely within self-contained classrooms.

There was more evidence that schools were providing greater offerings to children in their instructional program. In the majority of cases, however, programs were fundamentally subject centered with emphasis on the development of skills in reading and arithmetic. The types and kinds of administration and supervision were of many varieties. The administrative practices reported were similar to those mentioned for 1960. Some of the strengths reported were: good planning, well organized program, strong community support, careful selection of pupils, appropriate facilities and equipment, full-time qualified elementary principals, and good teachers. Among the weaknesses reported were: pupils too young, program too long, lack of play period, little planning, inadequate supervision and administration.

The reports for 1962 were similar to those of 1961. In some cases it was reported that teachers were trying new

methods and meeting later to discuss them with other teachers. A general complaint by the teachers was the lack of pupil information which caused considerable difficulty to teachers in the short period of time available for learning their children's needs.

In some cases, principals made rigid interpretations of the state directives. Some appeared to forget the principles of school administration and of child growth and development.

The state supervisors continued to reflect in their reports an association of summer elementary education and administration practices with those of the regular school year. In other words, the fundamental principles of good administrative practices and procedures advocated during the regular school year should also be considered for the summer program. The quality of the summer school program, according to the supervisors' reports, appeared to suffer where this did not occur.

In general, the reports by the supervisors show that the quality of the summer elementary programs over the years was improving. A growing need was felt by the summer principals for direction either through leadership on the state level or from a state publication devoted to purposes, programs, and procedures for summer elementary schools according to the supervisors.

6. A Description of Five Summer Elementary School Programs.

Five of the 163 summer elementary schools included in this study were visited by the writer during the summer of 1963. These programs will be described so that a clearer understanding may be had of the nature and characteristics of typical summer programs.

The schools were selected for visiting on the basis of their size, district type, geographical location, number of continuous years in operation, and the nature of their program. They represent, in a limited way, a cross-section of summer elementary schools in the state. The writer spent a day in each school district interviewing the summer elementary principal, conferring with the staff, and visiting the classrooms. The proper names of the communities have been intentionally omitted so that the programs could be described with greater objectivity.

The Summer Elementary School in Community A.- Community A is a small industrial city located in the central region of New York State between the cities of Syracuse and Utica. The population is approximately 11,677. The city school district has an elementary enrolment of 1,789 children.

The community is interested in its schools according to the principal. Existing school buildings and facilities have been modernized and equipped. Lack of sufficient funds

to improve the overall educational program beyond the minimum essentials is a basic problem facing the taxpayers of community A.

The school district's application for summer elementary school approval indicated that a broad program was to be offered in the summer school. The number of program offerings was lessened considerably due to a lack of funds. It was parents, however, who prevented the program from being discontinued.

The summer program offered reading skill development for children who were not achieving at a rate commensurate with their mental ability.

Careful planning by the summer school administrator was a strong aspect of the program. Plans for the 1963 program were initiated as early as January 1963. The original plans for a broad program were founded on the demands of the community and the needs of the children.

Many of the details for planning policy, rules, and procedures grew out of the summer school principal's careful study of the literature. He also investigated summer programs in nearby communities. Teachers were involved in the preliminary stages of planning.

Summer school teachers were carefully screened on the basis of their general teaching ability. Children were selected on the basis of teacher judgment and test data.

One hundred and twenty-five children representing grades three through six attended the summer school for twenty-four school days. This enrolment represents approximately six per cent of the regular elementary school enrolment.

The length of the school day was four hours beginning at 8.30 a.m. and ending at 12.45 p.m. Two sessions of two hours each were held with a fifteen minute recess period between sessions. Children attended for no longer than two hours. Class sizes were approximately sixteen pupils or less per class.

The total budgeted expenditures amounted to \$3,900 which represented a per pupil cost of \$31.20. No transportation was provided.

The total professional staff included a full-time qualified elementary school administrator and four experienced elementary teachers. A secretary served full time.

Supervision of teachers was carried on through teacher-principal conferences and classroom supervision. The staff met informally to discuss general routine administrative problems.

Small class sizes enabled teachers to render individual and small group instruction. Reading workbooks and basal texts provided the core of instructional materials. Supplementary readers and audio-visual aids were utilized.

The teaching methodology followed that of the regular school year as judged by the principal.

One of the strong features of the summer program was the care taken by the staff in the diagnosis of individual reading difficulties and in the employment of appropriate measures to correct the reading deficiencies. The teachers expressed serious concern in achieving this goal. One of the frustrations, according to the teachers, was the limited time which they had fully to know the specific reading needs of their students.

The summer program was housed in a centrally located elementary school building. Classrooms were located in a cool section of the building. They were well equipped with instructional materials and equipment. The library, playground, and playroom facilities were used extensively.

The summer school program was interpreted to the community by means of the local newspaper. Visiting days were held. An active parent-teacher association supported the program and was instrumental in promoting the program.

Definite arrangements were made carefully to evaluate the effectiveness of the program. Standardized tests were given at the end of summer school and the results were placed in each child's cumulative record.

One of the concerns expressed by the principal was that of pupil selection. Extreme care was necessary in

selecting those children who might benefit from the program.

This summer program typifies the usual summer elementary school which the writer has observed throughout the state for the past four years. The strong features of this program were the teachers and the administrator. The students appeared to be enjoying their reading activities. It is unfortunate that lack of funds limited the scope of the program. Community A has the potential leadership, staff, school and community interest to provide for a broader summer elementary school program.

The Summer Elementary School in Community B.- Community B is a rapidly growing Long Island community, approximately thirty-five miles from New York City. It is an upper middle income community with many of its wage earners commuting to work in New York City.

The citizens of community B are actively interested in providing the best educational program economically possible. This is reflected in the modern one storey school buildings which are of sufficient size to house an adequate program. The schools of the independent union free district are well equipped with modern equipment and materials of instruction. A staff of professional personnel provide a variety of services for nearly every important aspect of elementary education.

The purpose of the summer program was originally to provide a broad program of academic and non-academic offerings including art, music, and physical education.

The recreation program was voted out of the annual school budget. According to the principal, efforts will be made to reinstate recreation once more in next year's budget if there is community support for it.

The summer school program was planned carefully by the administrative and instructional staff. A printed brochure was mailed to all of the district taxpayers. It contained information on the major aspects of the summer program for secondary as well as elementary education.

Children were selected in the spring through an initial screening process by the teachers and principals. Reading consultants selected the children whom they considered would best profit from the reading program.

The summer school teachers were recruited and assigned by the central office administrative staff and the summer school principal. The director of staff development appointed program coordinators. Pre-summer school faculty meetings were held for the purposes of orientation.

Three hundred and eighty-nine pupils representing grades three through six attended the summer elementary program. This represents approximately six per cent of the regular elementary school enrolment. The length of the

school day was four hours and fifteen minutes. The summer session began on July 8, 1963, and ended August 16, 1963, six weeks later.

The total budgeted expenditures of \$21,185 amounted to a per pupil cost of \$54.46. The teachers were paid on a flat rate basis for the six week period. Coordinators received additional compensation for their extra duties. The principal was paid half again as much as the teachers.

The teaching staff totalled twenty-two teachers. This included three teachers as coordinators of reading, arithmetic, and general enrichment classes. A librarian was employed. The summer principal served as an assistant elementary principal during the regular school year. A secretary was also assigned to the summer program.

The summer school principal held individual conferences with his teachers. The program coordinators held group or grade level meetings as needed. Staff meetings were concerned with policy, program, and procedures.

Individual counseling services for children were performed by teachers, program coordinators, and the administrative staff.

Six additional teachers were hired who served full time in developing curriculum in the areas of language arts, science, mathematics, and social studies under the direction of the supervisor of curriculum.

The subject offerings for under-achieving students were developmental reading and arithmetic. The program offerings for more able students included arithmetic, science, typing, written expression, and general enrichment.

Instructional procedures varied widely. The children in classes for the more able student had considerable freedom in pursuing their interests. The children in the reading and arithmetic classes were receiving concentrated instruction in skill development. Instructional material of many kinds were utilized in most classes.

The summer teachers had access to the pupil's cumulative record and testing data. They also prepared individual summer guidance folders which were sent to the home school in the fall. These folders indicated the progress children had made according to summer testing data and teacher judgment. The progress of children was also reported to the parents by means of a report card, attendance notice, and informal letter.

The summer school program was housed in modern elementary school facilities. In some instances classes were taken to the nearby secondary school facilities for science laboratory experience. The classrooms were well lighted, ventilated and attractively decorated. An abundant supply of appropriate equipment and materials of instruction were available.

Considerable effort was made by the school administration to interpret the summer program clearly to the public. The methods used in this procedure were group meetings, regular bulletins, the school newspaper, and special publications.

Parents had an opportunity to discuss their child's progress with the staff.

A detailed evaluation of the summer program was undertaken by the entire summer staff. Parent opinion was also included in the summer school report which was presented to the board of education for their review and analysis.

The strength of the program in community B was founded in the capable leadership given and in the high quality of the teaching staff. Considerable care was taken in program organization and administration as reflected by the minimal number of difficulties encountered during the operation of the program. The program offered many excellent educational opportunities for the students.

The Summer Elementary School in Community C.- Community C is a rapidly growing suburban area located in the lower regions of the Hudson River Valley and within commuting distance to New York City. There is an active interest in the school by the parents. Citizen committees have engaged in studying the many problems which the school

district faces. The independent central school district is not without the pressures exerted by certain groups who reject proposals which attempt to meet the growing educational problems in the area.

The central office administrative staff devotes the major portion of its time to providing staff and school facilities for the rapidly expanding school enrolment which is presently 5,193 in the elementary grades. However, considerable attention is still given to curriculum and staff development through provisions for inservice programs, workshops, committee meetings, and the like.

The purpose of the program was to offer skills and content subjects based on the needs of underachieving students. Remedial reading, mathematics, language arts, science, and speech correction were the areas of instruction offered.

Plans were initiated by the central administrative staff during May 1963, following budgetary approval by the board of education. Limited funds necessitated the operation of a program with narrow subject offerings.

Parents were informed of the summer program from the school office and by notice in the local newspaper.

Children were selected by teachers and principals. They were assigned to class on the basis of their regular school grades and the teacher's judgment of their academic abilities.

The principal selected summer teachers from the regular school staff on the basis of their general teaching ability.

A faculty orientation meeting was held prior to summer school.

Two hundred and ninety-five children representing grades one through six attended summer elementary school. This represented about six per cent of the regular elementary school enrolment. The twenty-four day program began July 1, 1963, and ended August 2, 1963. Children attended for two hours in either of two sessions. The sessions ran daily from 8.00 a.m. to 10.00 a.m. and from 10.30 a.m. to 12.30 p.m. The two hour sessions allowed children to participate in two subject areas of approximately one hour each.

The total budgeted expenditures of \$7,511.14 amounted to a per pupil cost of \$25.46.

The staff included a principal, library aide, secretary, and twenty teachers. Teachers were paid a lump sum salary. The principal received a special salary of about one-third more than the teacher salary.

The principal serves as a helping teacher during the regular school year. Her skill in working with teachers was performed as well during the summer session. Teachers were involved in principal-teacher conferences and group and grade level meetings. Five general faculty meetings

were held to discuss various routine administrative procedures related to the program.

The teaching procedures observed were not unlike those usually seen in the regular classroom. Textbooks and workbooks provided the basic content for most of the courses. However, a previously planned general curriculum outline for summer school was followed.

Summer school teachers had access to the pupil records which were prepared by the regular school teacher. Pupil progress was reported to parents by informal letter and during parent-teacher conferences. A pupil progress report was sent to the principal of the child's home school where, in the fall, a re-evaluation of the pupil's progress will be discussed with the classroom teacher.

The summer school program was housed in a centrally located elementary school building. The playground was used between classes. The library was regularly used on a pre-scheduled basis.

The classrooms, though well lighted and ventilated, were not as well equipped as during the regular year according to the principal. Teachers did not feel that it was necessary to decorate the classrooms for such a short period.

The program was interpreted to the public through such means as the local newspaper, regular bulletins, special publications issued by the school, and through individual teacher-parent conferences.

Teachers and principal evaluated the summer program in terms of pupils' progress. Standardized tests and teacher-made tests were administered. The data from these tests are expected to be available to the classroom teacher of the regular session.

Community C offers a program similar to that found in the majority of summer elementary schools in New York State. Summer school teachers apply the usual teaching procedures as performed by classroom teachers during the regular school year. There was more opportunity for small group and individual instruction since class sizes were less than fifteen per class.

Determining class assignment of pupils and anticipating the size of enrolment were two major problems in administering the program.

The Summer Elementary School in Community D.- Community D is a rural community of 1,304 residents located in the central region of New York State. Farming is the principal occupation. The central school district is representative of similar central districts throughout the rural areas of the state. The elementary school enrolment is 640. The board of education and the community are in support of the summer program. In a number of cases, parents transport their children to the summer classes from outlying farms.

The purpose of the program was basically to offer skills or content subjects based on needs of underachieving and more able students. Reading and mathematics were subjects offered to the underachieving children. Language arts, social studies, science, mathematics, and Spanish were offered to the more able students.

Plans were initiated as early as February 1963. The board of education, administration, and selected members of the teaching staff were involved in the initial planning.

Parents were informed of the summer program by letters from the school office and by newspaper coverage.

Children were selected and assigned by the teachers and principal. Standardized tests, school grades, and teacher judgment of children's abilities were the basic factors of pupil selection. The summer school teachers were selected from the regular staff and from outside the district.

The summer school faculty met before the summer session for orientation purposes.

Sixty-six children representing grades three through six attended summer school for a period of five weeks. This number represents about seven per cent of the regular elementary school enrolment. Classes began on July 8, 1963, and ended August 9, 1963. The daily sessions began at 8.30 a.m. and ended at 11.40 a.m. Children were given a thirty minute recess.

Class sizes averaged thirteen pupils per class in the program for underachieving children and twelve pupils per class in the program for the more able children.

Total budgeted expenditures were \$4,727. Of this, about \$2,975 was actually used. Tuition fees from non-resident students amounted to \$529. The cost of the program on a per pupil basis was \$45.08.

The summer school staff consisted of a teaching principal, five teachers, and a secretary. The summer principal is certified as an elementary school administrator.

Classroom supervision was limited because of the partial teaching responsibility of the summer school principal. To some extent, principal-teacher conferences were held and there were approximately five faculty meetings. The meetings included discussions on curriculum and teaching procedures and changes necessary in program operation. Those faculty members who taught advanced curricular areas were doing additional work in developing a summer curriculum program. The teachers were most enthused with the advanced areas of instruction in the program.

Teachers were considerably free to select the content to be covered and the instructional materials to be used. The extent to which a wide variety of materials was used appeared to be limited. The programs for the advanced classes was traditionally taught in a whole-class situation.

In some cases, lessons were not too challenging to these children. Reading and recitation were often the examples of teaching observed.

Summer teachers had ready access to the school records of children who were in regular attendance during the school year. The summer school progress of children who received reading instruction will be evaluated during the regular school year. Teachers of the regular school session will be expected to make use of skills and knowledges gained by summer school pupils.

The child's progress was reported to parents by methods of report card and attendance notice. A progress report was given weekly to the parents. An open house was also arranged for the parents.

The summer program was held in the elementary wing of the central school building. Playground, library, gymnasium, and auditorium facilities were regularly used. Local community resources such as the weather station and various museums within the vicinity were visited.

The program will be evaluated informally in writing by the teachers, parents, and summer school principal. The results of the program evaluation will be given to the board of education. Evaluation of pupil progress will be carried on during the regular year as already indicated.

The community attitude towards the summer program was one of interest and support. The community favored an academic-type program according to the staff. The summer school principal expressed the desire to broaden the scope of the program and to include more recreational experiences.

The program typifies many similar programs in small, rural communities throughout the state. The administrator had difficulty in convincing the board of education of the importance and desirability of a broader program. Another problem was the selection of good teachers who were willing to continue teaching during the summer.

The Summer Elementary School in Community E.- Community E is unique since it is one of those communities on Long Island essentially developed since the end of World War II. In 1947, there was a small three room school housing forty-seven pupils and two teachers. By 1962, over 14,000 homes had been built. The population exceeded 70,000. New school buildings were built to house over 18,000 pupils and 800 teachers.

The 1962-63 school budget for the independent union free school district was \$12,908,465. Such rapid growth created curtailed or double session schedules. As community E grew, controversy developed and factional disputes occurred in community organizations, the board of education and teacher groups. The turnover of teacher and administrative positions was high.

The deficiencies in the educational program of the regular school year provided fertile ground for the development of a summer elementary program which has operated for nine continuous summers.

Community K provided a summer program for skill development in reading and arithmetic for underachieving pupils. An enrichment program in science, modern mathematics, language arts, social studies, and art was offered to any child interested. The library was available to all groups.

The plans for summer school were initiated in October 1962. Those involved in planning were administrators, teachers, students, and the parent-teacher association. Parents in the community were informed of the program by teachers, the local newspaper, and a letter from the school's central office.

Children were selected and assigned by teachers and principals of the individual elementary schools. Selection and assignment were made on the basis of children's interest, needs, abilities, and test scores.

The summer teachers were selected from the regular staff by the summer school principal. The criteria for selection were by the teacher's ability in the subject to be taught. After the summer staff was selected, a pre-summer school orientation meeting was held to discuss program, policy and procedures.

The summer program was held in two elementary school buildings located in the northern and southern sections of the school district. The summer session lasted for five weeks, beginning July 8, 1963, and ending August 9, 1963. Classes began at 8.45 a.m. and ended at 12.30 p.m. Children attended two hour sessions.

Approximately 1,102 children representing grades two through six were in attendance. This number represents, roughly, ten per cent of the regular grade school enrolment. Class sizes were slightly below the state recommended maximum levels.

The total budgeted expenditures were \$29,000 which amounted to a per pupil cost of \$26.32. Teacher salaries were prorated on the basis of a \$7,000 annual salary. Those under the \$7,000 salary figure were paid on a prorated adjustment of their 1963-64 salary. The summer principal was paid approximately twice that of the maximum teacher's salary.

The summer school staff included forty teachers, two librarians, a psychologist, secretaries, bus drivers, and custodians. Several teachers served part-time as subject supervisors.

The summer school principal supervised the programs of both schools. Teachers were supervised in the classroom by the summer principal and by subject supervisors.

Principal-teacher conferences, faculty and grade level meetings were held frequently. The faculty meetings were generally concerned with curriculum development, pupil evaluation, and administrative routines. Pupils received individual counseling services from the teachers, supervisors, and psychologist.

Teachers were also working on curriculum development in reading and enrichment courses.

Teachers arranged their instruction according to the subject taught and by the particular needs of the children. Children in the remedial-type programs received group and individual instruction in reading and arithmetic. Children in the enrichment program spent considerable time on research projects of their interests.

Summer teachers received data sheets on each pupil in attendance. Further information was available to the teachers in the form of cumulative records, report card marks, and testing data.

Summer teachers reported pupil progress to parents during parent conferences and by informal letter. Each teacher was responsible for maintaining progress reports on each child and for conferring in the fall with the regular teacher who had the summer school pupil in her class.

The summer program was housed in two elementary school buildings. The playground, auditorium, and library

facilities were used extensively in both buildings. In general, the facilities were adequate, however, the amount of instructional materials and equipment was limited.

The only community resource utilized was the public library.

The summer program will be formally evaluated in a staff seminar during October 1963. The administrative council will also hold a session on evaluation. At that time, plans will be undertaken for the 1964 summer session. A comprehensive report on the summer program will be submitted to the board of education.

Parents in the community were invited to the summer school on special visiting days. The projects completed by the students were placed on display.

Parents were also informed of the program by special publications and local newspaper articles. In general, the community was favorably in support of the summer program, according to the principal.

The summer program in community E was well administered by a summer administrator who has had nine years of experience in the program. The program was developed around the needs of the children and the demands of the community. An excellent teaching staff and effective leadership were the major strengths of the program.

7. Summary.

The rise of Russia's Sputnik I in 1957 was the principal factor which led to the promotion of summer elementary schools at the state level with state aid incentive. The first state directives permitted limited program offerings in reading and arithmetic for children who might profit. Advanced subjects such as mathematics and science were allowed for the more able student.

Field experience with summer elementary programs pointed the way to new adjustments in the original state directives.

The state directives were broadened in 1962 to include all common branch subjects including art, music, and physical education.

The 1963 state directive introduced the concept that the summer elementary school was an extension of the regular elementary school.

Direct state aid of \$13 per pupil in average daily attendance was discontinued after the 1960 summer sessions, but was partially adjusted later to benefit those schools which were operating on less than \$500 per pupil per year in weighted average daily attendance. The state continued to approve all summer programs under public school sponsorship.

Despite the change in state aid policy, summer elementary schools continued to advance steadily in number but not with the rapid rise of the first three years after 1956.

Summer elementary schools were not without the usual difficulties which school administrations experience when organizing and developing new programs.

The state supervisory reports gave evidence that summer elementary schools were improving over the years in the quality of their programs and administration. Among the strengths of summer schools identified by the supervisors were good planning, community support, careful selection of pupils, well balanced and organized program, appropriate facilities and equipment, effective teaching, and good administrative leadership. Among the weaknesses were little planning, class sessions too long, poor instructional procedures, and inadequate administrative leadership.

The reports gave evidence to show that the fundamental principles of summer elementary education and administration should be an extension of those for the regular school program. The summer program appeared to suffer in school districts where this was not the rule.

The evidence gained from the visits to five summer programs revealed the importance of administrative planning and leadership in establishing purposes, program, and

procedures aimed at improving the quality of the instructional program. Each program, though unique, reflected many of the common practices in administration revealed in the survey of the literature.

Thus far, a description of the problems of directing the vacation activities of children toward more constructive ends has been given in chapters one and two. It has been shown that the means to achieve these ends varies considerably according to the philosophical concepts one holds relative to educational goals and outcomes.

The role of the summer elementary school administrator is of significant consequence in this entire issue of directing a child's summer education. The quality of his leadership has considerable bearing upon the quality of the summer program in terms of purposes, program, policy and procedure.

The present philosophy in New York State is that the summer elementary school should be an extension of the regular elementary school program. Therefore, the objectives and standards for elementary education and administration should apply with equal rigor to the summer school.

It is in that context that the problem of this thesis is framed. Chapter three will present the design of the study as it developed from the first two chapters.

CHAPTER III

DESIGN OF THE STUDY

This chapter will discuss the problem, the evaluative criteria, the tool, and the nature of the population to be studied.

1. The Problem.

The problem of this study is to describe and evaluate the present state of practices in the administration and organization of 163 public summer elementary schools in New York State in light of New York State standards and practices for elementary education.

As defined in the introduction, the administration of summer elementary schools in the general sense is concerned with all techniques and procedures employed by school administrators in operating a school system or school. For the purpose of this study, these aspects of administration have been identified under the general headings of:

1. Purposes of Summer Elementary Schools;
2. Planning;
3. Organization, Budget and Staff;
4. Instructional Program;
5. Pupil Progress;
6. School Plant and Facilities;
7. School Community Relations;
8. Evaluation;
9. Major Strengths of the Summer Program;
10. Major Weaknesses of the Summer Program; and,
11. Unique Features of the Summer Program.

These headings were derived from four principal sources: 1) the literature and sources on summer elementary schools presented in chapters one and two; 2) the New York State Education Department's Guide for the Review of Programs in Elementary Education;¹ 3) State Directives for Summer Elementary Schools;² and 4) New York State, Objectives for Elementary Education.³ From the last three sources came the evaluative criteria which are verified and described next.

2. The Evaluative Criteria.

The selection of valid criteria from the sources indicated above was made with consideration of the basic principles of educational aims, curriculum, methods, and agents.

The educational aims of education are deficient if they are not directed towards the development of the whole child in the whole environment. Thus, educational aims embody a self-actualization process wherein the physical, intellectual, moral, and spiritual needs of human life are

¹ See Appendix 10.

² See Appendices 2,3,4, and 5.

³ The New York State Education Department, Objectives for Elementary Education, Albany, N.Y., 1961, 20 p.

nourished and developed in the realm of a natural, cultural, social, and religious environment.

The totality of these educational aims is also expressed in the following aims of education for every child in New York State:

A love of America, a deep appreciation of its heritage, a growing sense of responsibility for insuring the values of democratic society.

Wholesome relationships in school, at home and throughout all society.

Physical, mental and emotional health.

Clear thinking--careful, constructive and critical.

A growing command of common knowledges and skills.

Development of individual aptitudes, abilities and interests.

Moral and spiritual values as the basis of human conduct.⁴

The aims of education provide the foundation upon which the curriculum is constructed. The curriculum should be an integration of all the experiences a child has while in school. Thus curriculum will provide in a complete and integrated way content subjects, concepts, activity, and the core of life convictions.

The concept of the curriculum in New York State is similar to this. The teaching of skills, knowledges, and understandings is a most important responsibility delegated

⁴ The New York State Education Department, Op. Cit., p. 7.

to the schools. The responsibility of a child's character and health are even more important.⁵

The curriculum of public education is often accused of ignoring spiritual values. The following quote is used to show proof that spiritual values are not neglected in the state's objectives for elementary education:

The elementary schools of New York State should share with all other schools, and with the home, the church and the community, the great responsibility of fostering in all children the highest moral and spiritual values. Our country was founded on a fundamental belief in a Supreme Being (...) Our democratic society affirms the supremacy of the moral law, the dignity of the individual, the Fatherhood of God and the Brotherhood of Man. The schools should emphasize moral and spiritual values as an essential part of the total elementary school program.⁶

A major task of New York's schools is that of giving "each child the basic tools and understandings for good citizenship and enriched living".⁷ Thus the curriculum, related as closely as possible to the affairs of life, is organized in the major fields of human knowledge and the culture: citizenship education, language arts, natural and material science, mathematics, health and physical education,

5 The New York State Education Department, Op. Cit., p. 7.

6 Ibid., p. 10.

7 Ibid., p. 7.

music and the arts.⁸ Emphasis is placed on learning through use rather than routine memorization.⁹ Thus, knowledge, concepts, activity, the core of life's convictions are provided for and permitted expression in the curriculum of New York's elementary schools.

The methods of education vary according to the broad areas of the curriculum and include the essential phases of the learning act: feeling, thinking, and doing in that sequence. Feeling begins with sense impressions followed by conceptualization or an understanding of what is received. From there follows the application of our understandings as they also become absorbed into our innermost being. Such a procedure has been already implied in the discussion of New York's curriculum and objectives for elementary education. The mathematics program furnishes one of many concrete examples which could be given. In this program, children are encouraged to discover the meanings of arithmetic, its use, its structure and its social application. Concepts are developed according to the child's developmental level and made meaningful in terms of social use.¹⁰

⁸ The New York State Education Department, Op. Cit., p. 9.

⁹ Ibid., p. 9-10.

¹⁰ -----, A Guide for the Review of Programs in Elementary Education, Albany, September 1962, p. 21.

The four chief educational agents, i.e., the church, state, school, and family are the means by which the aims of education are met. No single agent can serve exclusively the rightful function of the other.

The state's responsibility for elementary education in New York respects the importance, place, and role of all educational agencies. A cooperative working relationship is encouraged among parents, teachers, school administrators, state authorities and the community as a whole.¹¹

These agencies all share in meeting the physical, mental, moral, and spiritual needs of the primary agent, the child.¹² The state, acting on behalf of the parents, works in a leadership and cooperative role with the local school districts in achieving desirable educational opportunities for all the children.¹³

The teacher is an instrumental agent of education. It is her duty to know and understand children, how they learn, grow, and develop, and their individual characteristics at various ages.¹⁴

11 The New York State Education Department, Objectives for Elementary Education, Op. Cit., p. 7-12.

12 Ibid., p. 10-11.

13 Ibid., p. 6.

14 Ibid., p. 8.

The elementary principal is responsible for the school and the educational program. He is the chief executive, supervisor, coordinator, counselor and appraiser. He is responsible for coordinating all phases of the educational program so that the aims of education can be achieved. In doing so, he should have the knowledge, experience, skills, and qualifications to meet this complex task. He must know the educational aims, the curriculum and the best ways to teach. Many of his duties will be concerned with the organization and management of the school. Policy will be made and enforced; daily schedules, staff assignments, class organization, grade placement, promotion, and reporting to parents will be carefully administered.¹⁵

His supervisory role will be even more important. He will be counseling children, parents, and teachers. He will employ processes of good human relationships that are coordinated and aimed at the development of an educational program based on a sound philosophy of education, on sound principles of teaching, and on an understanding of the learning process. His general aim should be to help teachers gain higher levels of competency by encouraging them to be more self-directive and to evaluate their own

¹⁵ Ronald P. Daly, "Organizing for Effective Supervision", Letters to Supervisors, The New York State Education Department, Series S, No. 7, March 1955, p. 3-4.

abilities just as they in turn encourage children to use their own initiative.¹⁶ The ultimate end of administration would be that of improving the teaching-learning situation provided for children.¹⁷

Within this frame of reference, i.e., the aims, curriculum, methods, and agents of education, were the criteria derived from the objectives, standards, and practices for elementary education in New York State.

Summer schools are an extension of the regular school year. Since this is a study of the administrative practices of New York summer elementary schools, it seemed logical to apply evaluative criteria from standards which have been developed for elementary education in the state. These standards and practices have been "firmly based on long term considerations of the Division of Elementary Education".¹⁸

The writer made value judgments in the selection of the criteria since the extent of the selection was controlled by the limitations of the questionnaire. They are presented as follows:

Purpose: Is the summer elementary program an extension of the regular school program?

¹⁶ The New York State Education Department, Objectives for Elementary Education, Op. Cit., p. 13.

¹⁷ Daly, Op. Cit., p. 4.

¹⁸ See Appendix 10. Quoted from p. 2 of the Guide.

Planning: 1) Were teachers, pupils, parents, and community groups involved in the development of plans for the summer elementary school? 2) Were there provisions for a pre-summer school faculty orientation meeting? 3) Was the summer elementary principal involved in the development of the summer school budget?

Budget: 1) Were summer salaries proportional to the regular school year? 2) Were budgets for the summer programs proportional to the regular school year? 3) Was transportation provided by the school district?

Organization: 1) Was the length of the summer program at least twenty-four days? 2) Was the length of the school day not more than two and a half hours for each child and was the program held in the morning? 3) Were suitable procedures followed in the selection and assignment of children to summer school classes?

Staff: 1) Were professional staff services utilized other than classroom teachers? 2) Were services of non-instructional staff employed for summer school? 3) Were teachers properly qualified and certified? 4) Was the summer school principal an elementary principal during the regular school year? 5) Were supervisory techniques performed by the summer school principal? 6) Was the agenda of faculty meetings concerned with problems beyond those of routine administrative procedures?

Instructional Program and Procedures: 1) Does the teaching staff utilize a variety of instructional procedures? 2) Were community resources utilized in the summer program? 3) Was the summer school staff involved in curriculum development?

Pupil Progress: 1) Were individual counseling services available to children? 2) Did teachers have access to pupil information sources? 3) Were parents informed of their child's summer school progress?

School Plant and Facilities: 1) Were other school facilities utilized besides the classroom? 2) Were classrooms well equipped, ventilated, lighted, and attractively decorated? 3) Were instructional materials and supplies sufficient?

School-Community Relations: 1) Were parents informed in advance of the summer school program? 2) Was the summer program interpreted to the public?

Evaluation: 1) Was there procedure for the evaluation of the summer elementary program? 2) Were there follow-up plans in the fall for children who attend summer school?

The above criteria will be applied in the evaluation of the practices in administration and organization of summer elementary schools presented in chapters four and five.

3. The Tool.

The questionnaire method appeared to be the most convenient and logical means to gather data relative to the problem. One of the major weaknesses of questionnaires is the limited time which busy administrators have to fill them out. It was reasoned that summer school principals might have more time to give to this task. Most questions required a simple check while only a few were of the open-ended type.

In preparing the questionnaire, it was necessary to select the most pertinent items relative to the general aspects of administration. This meant that value judgments had to be made to include questions which would render factual evidence and permit as much objectivity as possible in the process of evaluation. The questions also had to take into consideration the nature of the evaluative criteria.

The questionnaire underwent four revisions. In this process the number of items was reduced from one hundred to thirty-five. The questionnaire was also reviewed during this process by members of the Divisions of Research and Elementary Education in the State Education Department.¹⁹

¹⁹ Dr. Lorne Woollatt, Assistant Commissioner for Research; Dr. Clayton Stunkard, Chief, Bureau of Statistical Services; Dr. Joseph Lev, Research Assistant; Dr. William E. Young, Director of Elementary Education; Mr. Walter A. LeBaron, Chief, Bureau of Elementary School Supervision, and State Supervisors of Elementary Education.

The last revision of the questionnaire was critically evaluated by three superintendents and seven elementary school principals before it was made ready for printing.

In July, 1963, the questionnaire and a covering letter²⁰ were mailed to all the summer elementary school principals in the state. Four days later, a letter was sent to the summer principals by the Chief of the Bureau of Elementary School Supervision, which indicated that the questionnaire would be in lieu of the official summer school report to the department.²¹ This study includes replies from 163 summer elementary schools which represents 96.4 per cent of the total 169 programs operating during 1963.

4. The Nature of the Population.

Certain background information on the school districts which operated summer programs is necessary in order to obtain a clearer picture of the population to be studied.

What kinds of school districts do these summer programs represent?

Table II shows the number and kind of school districts operating summer elementary programs in New York State.

20 See Appendices 7 and 8.

21 See Appendix 9.

Table II.-

Number and Type of New York School Districts Conducting
Summer Elementary Programs in 1963.

District Type ^a	No. of Districts
City	23
Union Free	23
Independent Union Free (Village superintendency)	29
Central	65
City Central	3
Independent Central	19
Common	1
Total	163

Data obtained from the summer school application for 1963 on file in the Bureau of Elementary School Supervision, the New York State Education Department, Albany.

^a See Appendix 1 for definition of district type.

Central school districts, according to Table II, represented the greater proportion of school districts which operated summer elementary school programs. This might be expected since there are more of these districts throughout the state than any other kind.

According to the numbers of different types of districts in the state, it is evidence that there were proportionately more urban and suburban districts operating summer schools than schools in rural areas.²²

How many continuous years have summer elementary programs been operating in the 163 schools?

Table III shows that eighty-three per cent of the programs have been operating under seven continuous years since 1958, the year that state approval for state aid was initiated.

Twenty-seven districts, or approximately seventeen per cent, have been operating for more than seven years.

²² Central and operating common schools represent approximately sixty-five per cent of the total school districts in New York State which provide elementary education. In terms of summer elementary schools, they represent only forty per cent. City and village schools represent thirty-five per cent of the total school districts in New York State which provide elementary education. In terms of summer elementary schools, they represent sixty per cent.

Table III.-

Number and Per Cent of New York School Districts and Number of Continuous Years Summer Elementary Schools Have Been in Operation Prior to 1965.

No. of Continuous Years	No. of School Districts	Per Cent
1	22	13
2	16	10
3	34	21
4	24	15
5	21	12.5
6	17	10
7	6	4
8	5	3
9	4	3
10	3	2
11-15	4	3
16-20	2	1
21-25	1	.5
26-30	1	.5
31-35	1	.5
Unknown	2	1
Total	163	100

Data from Questionnaire.

What were the enrolments in summer elementary schools?

There were 31,113 children enrolled in the 163 schools. This represents a mean average of 190.25 pupils per school. The lowest single school enrolment was eight while the highest was 1,425.

Table IV shows the breakdown in terms of number of pupils and number of districts.

Seventy per cent of the school districts maintained programs with under two hundred pupils in enrolment according to the table. This represents a range of one to ten classrooms in operation per district and from one to ten teachers. Sixty-eight per cent of the districts operating with less than one hundred pupils were central school districts while eighty per cent of the other districts (excluding central districts) had programs with over one hundred pupils enrolled.²³

What per cent of pupils in the regular school year program attended summer school in 1963?

The range was from as low as two per cent to as high as forty-one per cent. The percentage increased where

²³ The New York State Education Department, School Districts, Enrolments, Staff, and School Housing, Bureau of Statistical Services, Albany, March 1963, p. 20.

Table IV.-

Number of New York School Districts and Number of Pupils
Enrolled in Summer Elementary School Programs
in 1933.

No. of Pupils	No. of School Districts	Per Cent
1 - 99	71	44
100 - 199	42	26
200 - 299	22	13
300 - 399	7	4.25
400 - 499	7	4.25
500 - 599	5	3
600 - 699	4	3
700 - 799	1	.5
900 - 999	1	.5
1100 - 1199	1	.5
1200 - 1299	1	.5
1400 - 1499	1	.5
Total	163	100

Data obtained from results of the questionnaire in
Appendix 8.

enrolments in the regular school year were under three thousand and decreased when enrolments were over that figure. About fifty per cent of the schools ranged between six and twelve per cent with a median of 7.9 per cent.²⁴

Where were these schools located in New York State?

Summer elementary schools were found in fifty of the state's sixty-two counties. The greatest number of them were near the metropolitan areas along the Hudson-Mohawk river valleys and in the western regions of the state. Twenty per cent of the programs were in Nassau and Suffolk counties on Long Island. Thirteen per cent of the total summer elementary schools were located in Erie and Monroe counties where the cities of Buffalo and Rochester are located.

5. Summary.

This chapter has described the problem, the evaluative criteria, the tool, and the population to be studied.

The problem of this study is to describe and evaluate the administrative practices in the administration and organization of public summer elementary schools in New York State for 1963.

²⁴ The New York State Education Department, School Districts, Enrolments, Staff, and School Housing, Op. Cit., including data from the Questionnaire.

The evaluative criteria were selected from sources obtained from the New York State Education Department. The criteria will be used to evaluate the administrative practices indicated in the questionnaire completed by the summer school principals.

The questionnaire method was used to collect the data called for by the problem. The questionnaire was sent to summer elementary principals of all the school districts which applied and were given approval by the New York State Education Department. One hundred and sixty-three schools responded representing 96.4 per cent of the total 169 operating summer programs.

Summer elementary schools were in operation in the city, village, and rural areas of New York State. The large majority of summer elementary schools had enrolments under two hundred. Approximately eight per cent of the regular school year enrolment attended summer elementary school.

Chapters four and five will present a description and evaluation of the data as gathered and summarized from the questionnaire replies.

CHAPTER IV

PLANNING AND ORGANIZING THE SUMMER ELEMENTARY SCHOOL

This chapter will be devoted to a description and evaluation of the administrative practices in planning and organizing summer elementary school programs in New York State for 1963.

1. Planning the Summer Elementary School Program.

Were teachers, pupils, parents, and members of civic groups involved in the development of plans for the summer elementary school?

The evidence reveals that over fifty per cent of the schools involved only administrators and teachers in planning the summer elementary school program. Fifteen per cent of the administrators reported that parents were included with teachers in the planning. An additional sixteen per cent extended this to include students. Only two per cent of the schools reported that all categories presented in Table V on the following page were involved in the development of plans for the summer elementary school.

The nature of the planning and the contributions which participants made were not revealed by the data. It is possible that parents were only consulted on matters concerning the needs of their children. Others may have

Table V.-

Number and Per Cent of New York School Districts Indicating
Kind of Participants Involved in Planning the Summer
Elementary Program in 1963.

Kind of Participant	No. of School Districts	Per Cent
Administrator	163	100
Teachers	150	92
Parents	55	34
Pupils	36	22
Parent-Teacher Association	7	4
Civic groups	3	2

Total number of school districts: 163.

been asked to suggest program offerings but these factors were not revealed in the data. Perhaps the most important outcome of community cooperation was support for the program.

On the basis of the data presented here, it is evident that planning does take place though it was limited largely to members of the school staff in most of the school districts.

Seventy per cent of the school districts initiated plans some time between January and April 1963, according to their indications on the questionnaire. The median month was March 1963. Approximately nine per cent of the administrators initiated plans before 1963, while fifteen per cent initiated plans after April 1963. Eight administrators did not reply to the question.

Were there provisions for a pre-summer school faculty orientation meeting?

The data revealed that eighty-nine per cent of the school districts provided a pre-summer school orientation meeting for the faculty while nine per cent did not. Three summer school administrators indicated that they met with individual teachers prior to the summer session. One indicated that an entire week was spent in an inservice program devoted to planning the summer program. Another summer principal indicated that no orientation meeting was necessary because the staff had previous experience in the summer

elementary school program. In summary, the data reveal that the large majority of schools do provide for a pre-summer school orientation meeting.

Was the summer elementary school principal involved in the development of the summer school budget?

Seventy-seven per cent of the summer administrators indicated that they were involved while twenty-one per cent were not included. Two principals indicated that the budget presented no problem while one gave no reply to this question.

It would appear that a pre-set budget formed without the summer principals' advice and counsel, as in the case of the twenty per cent minority, would be an unwise practice and possibly lead to a situation wherein the budget dictates the terms of the program.

The fact that thirty-four of the principals were not involved in budget planning could be related to their role during the regular school year.

Was the summer school principal an elementary principal during the regular school year?

The data from the questionnaire revealed that the summer elementary principals in sixty-six per cent of the school districts performed the duties of an elementary school administrator or supervisor during the regular school year. The principals of smaller summer programs in

twenty-five school districts were from the instructional staff of the regular elementary school.

Twenty-nine summer elementary school programs were administered by principals who were secondary school administrators or instructors during the regular school year. All totalled, approximately thirty-four per cent of the summer elementary schools were directed by summer principals who were not elementary administrators or supervisors during the regular school year. This is not to say that these people were not certified as elementary administrators. It does suggest the possibility as to why a sizeable percentage of summer principals was not involved in the development of the summer school budget. The data also raise, but does not answer, issues on the quality of the summer school leadership and on the value which school districts place on these programs.

Affecting the plans made for the summer elementary school are the purposes of the program. Whether or not a school district formulated summer elementary school purposes as a matter of written policy was not ascertained from the data. Nevertheless, the principal was asked to indicate the purpose and program offerings of the summer school which will be evaluated by the following criteria:

Is the summer elementary program an extension of the regular school program?

In one sense, the answer to this question is an affirmative one. However, the degree of the extension is quite another point. The data show that approximately forty-one per cent of the schools indicated only one purpose for summer elementary school and that was to offer skills and content subjects for underachieving children. Four schools offered skills and content subjects for more able children as a single purpose. Twenty per cent offered these two purposes in a combined program while nine per cent included all of the first four categories described under purpose in Table VI.

Though the questionnaire permitted the principals to indicate other purposes, only six directly explained program purposes in terms of those concerned with the social and emotional needs of children, i.e., their interests, successes, participation, and self-confidence.

The major purposes of the summer elementary schools were to offer skills or content subjects with emphasis on meeting the intellectual needs of children. The degree to which the needs of all the children were met is an issue which is only exposed on the surface of the data on purposes.

An examination of the subject offerings provides further clues on this point. Most of the summer elementary schools in New York State were fundamentally academic centered. School districts offered skill and content

Table VI.-

Number and Per Cent of New York School Districts Indicating
the Purposes of Summer Elementary Schools
in 1963.

Purpose	No. of School Districts	Per Cent
To offer skills or content subjects for underachieving children	156	96
To offer skills or content subjects for more able children	77	47
To offer enrichment programs for children	43	26
To offer art, music, or physical education programs for children	33	20
Other	6	4
To offer classes for:		
Speech handicapped	3	
Trainables	1	
Preparation for seventh grade	1	
Recreation	1	

Total number of school districts: 163.

subjects largely for the underachieving and more able students. The common branch subjects of reading, arithmetic, language arts, science, and social studies in that order, were the principal subjects offered in 153 school districts with summer programs for underachieving students. The most popular skill subject was reading, one hundred per cent, followed by arithmetic, sixty-two per cent, language arts, twenty-four per cent, science, four per cent, and social studies, four per cent, of the total number of school districts.

The summer program for the students is fundamentally aimed at improving reading and arithmetic ability.

These programs are often referred to as remedial programs. They are not correctly identified by this reference. Remedial programs are clinical in nature, wherein the disabilities of children are diagnosed carefully by specially trained clinicians. Remedial instruction is usually rendered by one trained and qualified to administer appropriate techniques directed towards the correction of the specific reading disabilities. Regular elementary teachers in New York State are not usually trained, experienced, or qualified to render remedial instruction of this type unless they had extended their professional training in this direction.

The common branch subjects offered to the more able student are the same as those offered to the underachieving student. The order of preference is different with arithmetic offered in sixty-nine per cent of the programs for the more able, followed by science, fifty-nine per cent, and reading instruction, fifty-four per cent. More schools offered language arts under this program than did schools with programs for underachievers. Social studies were offered in six per cent of the school programs for more able children.

The exact nature of these programs as compared with those for the underachieving student is not known from the data. It is presumed that they were different in nature and content. The general interest in providing mathematics and science programs for the more able children may be influenced considerably by the state directives for summer elementary schools which single out, by example, these two subject areas.

A diversity of non-academic programs was offered by a minority of schools as shown in Table VII. The creative arts were most frequently offered among the enrichment programs. Music programs were offered in nineteen summer programs. Instrumental music was provided more often than vocal music. Six schools ventured forth in language study with half of this number offering French.

Table VII.-

Number and Per Cent of New York School Districts Offering
Non-Academic Summer Elementary Programs
in 1963.

Program Type		No. of School Districts	Per Cent
Music		19	12
Creative Arts		18	11
Writing	12		
Literature	3		
Dramatics	3		
Art		12	7
Typing		7	4
Speech		6	4
Foreign Language		6	4
French	3		
Italian	1		
Spanish	1		
German	1		
Physical Education		4	3
General Enrichment		4	3
Exceptional Children (Trainables)		1	.5
Recreation		1	.5
Library Instruction		2	1

Total number of school districts: 163.

The number of programs for exceptional children, i.e., speech and trainables, is worth noting. These and other programs not only reflect a spirit of experimentation, but show that some schools are aware of the needs of children for other educational experiences. As the data show, very few schools offered physical education and recreation programs as compared with art and music offerings.

It is evident, as the data show, that the purposes and programs of summer elementary schools are generally an extension of the regular school program. The degree of extension was generally a narrow one with emphasis on the intellectual development of children in skill and content subjects. This was not true of all schools for a number of them offered broader programs.

2. Organizing the Summer Elementary School.

This section of the chapter will describe and evaluate the practices in organizing the summer program in terms of the length of session, the length of the school day, class organization, and selection of students and school staff.

Was the length of the summer program at least twenty-four days?

Ninety-eight per cent of the schools ran sessions twenty-four days or more in length. The median length of

session was twenty-five days, or, one more day than the state recommended minimum. Nearly thirty-one per cent of the schools operated longer than twenty-five days as opposed to four per cent operating under twenty-four days.

Table VIII shows the number of schools and the length of session.

Approximately thirteen per cent of the school districts began their summer programs within the last two weeks of June 1963, after the closing of the regular school term.

Eighty-three per cent began within the first nine days of July 1963, two to three weeks after the closing of the regular school term.

Nearly ten per cent of the schools ended their programs during the last week of July. An additional twenty-five per cent ended during the first week in August. By August 16, 1963, approximately ninety-eight per cent of all the programs had ended.

Determining the appropriate length of a program is a debatable issue. In all probability the length is subject to the nature of the program and the goals to be achieved. Programs which stress content subjects and skills will, by necessity, need to allow for sufficient instruction to ensure pupil growth in these areas of the program.

In general, the large majority of administrators planned the summer elementary session for twenty-four or more days, allowing intervals of several weeks between summer and regular school sessions.

Table VIII.-

Number and Per Cent of New York School Districts Indicating
Number of Days in Summer Session in 1963.

No. of Days in Session	No. of School Districts	Per Cent
15	1	.5
19	2	1
20	1	.5
24	51	31.25
25	57	35
26	3	2
27	2	1
28	7	4.25
29	14	9
30	24	15
32	1	.5
Total	163	100

Was the length of the school day not more than two and a half hours for each child and was the program held in the morning?

The evidence, presented in Table IX, indicates that the length of the school day ranged from two to four hours and forty minutes.

The length of the school day for each child extended beyond the two and one half hour period in twenty per cent of the school districts. The remaining twenty-eight per cent with over two and a half hours operated dual sessions. Fifty-eight per cent of the schools operated a single session with the length of the school day two and a half hours or less.

All the schools indicated that their daily sessions began in the morning. Twenty-three per cent, or, 37 school districts, started classes before 8.30 a.m., 22 per cent opened at 8.30 a.m., while 46 per cent preferred 9.30 a.m., the mode hour for opening. No school opened later than 10.00 a.m.

Approximately fifty-nine per cent of the schools indicated closing hours before noon time. Twenty-four per cent closed at noon, while 17 per cent of the school districts closed between 12.15 p.m. and 2.30 p.m. The hours for closing most frequently indicated by the school administrators were 11.00 a.m., 14 per cent, 11.30 a.m., 22.5 per

Table IX.-

Number and Per Cent of New York School Districts Indicating
Length of Daily Summer Sessions in 1963.

<u>Length of Daily Session</u>		No. of School Districts	Per Cent
Hours	Minutes		
2	0	39	24
2	15	10	6
2	30	35	22
2	45	1	.5
2	50	1	.5
3	0	33	20
3	15	5	3
3	25	2	1
3	30	1	.5
4	0	24	15
4	15	6	4
4	30	5	3
4	40	1	.5
Total		163	100

cent, 12.00 p.m., 24 per cent, and 12.30 p.m., 11 per cent. The median hour for closing was 11.30 a.m.

The majority of the schools, approximately eighty per cent, provided a morning program of two and a half hours or less for each child. Though twenty per cent operated programs over that period of time for each child, it is possible that this was partly due to the inclusion of a play period. Some administrators misinterpreted the directive related to the two and a half hour period as meaning total instructional time which was not meant by the State Department of Education.

Were suitable procedures followed in the selection and assignment of children to summer school classes?

The data to answer this question will be presented in terms of methods of selection, class size, and grade levels represented in the summer elementary schools.

The principal and teachers were the most frequently mentioned people who selected and assigned children to summer school classes. Results of standardized tests were also a criterion for determining selection in sixty-six per cent of the schools.

Ninety-three per cent of the school districts used more than one method in selecting and assigning pupils to summer school classes. Twenty-four schools indicated that all of the first six categories in Table X were methods by which children were chosen to attend summer elementary school.

Five per cent of the parents made a direct request to the school. However, parental approval was obtained from all the parents whose children attended summer school on a voluntary basis.

Large school districts also utilized the services of central office personnel including co-ordinators, consultants, supervisors, specialists, and pupil personnel staff in the process of selecting children.

Though there is no proof of relationship, it should be pointed out that most of the seventy-eight schools which indicated children's interest as shown in Table X provided broader program offerings.

Table X.-

Number and Per Cent of New York School Districts Indicating
Method of Selecting and Assigning Children to Summer
School Classes in 1963.

Method	No. of School Districts	Per Cent
Teacher judgment of children's ability	145	89
By teacher	144	88
By principal	113	69
On basis of standardized tests	108	66
By children's interest	78	48
By regular school grades	66	40
By members of administrative staff	14	9
By parent request	8	5

Total number of school districts: 163.

With the exception of kindergarten, all elementary school grade levels were represented in summer school as a result of selection and assignment as shown in Table XI. This represents a chronological age span of children from seven to about thirteen years of age. The greater majority of levels represented included grades three through six. Approximately thirty-two per cent of the schools had program offerings for children in grades one through six, 20 per cent for grades two through six, 30 per cent for grades three through six, and 9 per cent for grades four through six.

It is generally assumed, under average conditions, that children should have acquired the basic skills necessary for independent reading by the end of third grade. Prior to this time, children are learning the basic reading skills and are, therefore, not usually considered candidates for remediation. Remedial type reading is most often considered for those pupils needing it who have advanced beyond third grade.

The data in Table XI give no conclusive proof that this is the case. However, it may be a possible reason for

Table XI.-

Number and Per Cent of New York School Districts Indicating
Elementary Grade Levels Represented in Summer School
in 1963.

Grades	No. of School Districts	Per Cent
6	136	83
5	146	90
4	150	92
3	140	86
2	40	25
1	56	34
K	0	0
Ungraded	5	3

Total number of school districts: 163.

the greater number of upper grades represented. The desirability of having children in grades one through three attend summer sessions for purposes of remedial-type activity is open to question.

The number of children who are assigned to class is, perhaps, of greater importance. Eighty per cent of the schools offering skills and content subjects for under-achieving children had class sizes of less than twenty pupils, as recommended by the State Education Department. Ten per cent of the schools had over twenty pupils per class but not over thirty. Fifteen schools did not indicate class size.

Seventy per cent of the schools offering skills and content subjects in advanced programs for more able children had class sizes of under twenty-five as recommended by the department, while five per cent exceeded the twenty-five per class maximum. Sixteen schools did not indicate class sizes.

Seventy-four per cent of the schools offering non-academic subjects had class sizes of less than thirty pupils while twenty-three per cent had over thirty per class. Most of the class sizes over thirty were in chorus and instrumental music. Only three of the schools offering enrichment programs had class sizes of over thirty pupils.

The importance of class size in the elementary school cannot be dismissed lightly. Desirable ratios for summer school should take into consideration the aims of

guiding the children's social and emotional development in a wholesome atmosphere as well as helping them gain competence in the skill and content subjects. Such class sizes enable teachers to provide for individual differences and to adjust instruction accordingly. The teacher is able to know and understand children better and to carry on closer home and school cooperation through visits and parent conferences.

In terms of methods of selection, class size, and grade assignment, it would appear that most summer elementary principals are following suitable procedures in the selection and assignment of children to summer school classes. The data reveal that approximately ten per cent of the schools are following what might be considered limited practices in this process.

Were teachers properly qualified and certified?

According to the applications, all teachers were properly qualified and certified as elementary school teachers. They were selected from the regular school staff on the basis of their teaching ability as reported by over eighty per cent of the school districts. The summer principal was involved in the selection of teachers in sixty-six per cent of the school districts.

Years of experience were of minor importance in the selection of teachers. Most teachers were judged on a subjective basis while only three districts conducted formal rating procedures.

In some cases teachers were obtained from outside the district to complete the number of staff needed. Unless the principal is thoroughly familiar with the teacher's ability, there is some question as to the advisability of this practice. This viewpoint is based on the teacher's strangeness to the situation and the probability that her absence in the fall would negate the possibility for follow-up conferences.

Though most schools indicated a variety of methods in recruiting and assigning teachers, procedures were largely undertaken on a basis reflecting the principal's subjective judgment. This may or may not be desirable depending upon the good judgment of the administrator.

The need to determine the grade level taught by these teachers during the regular school is an important factor to be considered. Are the teachers from the fourth, fifth and sixth grades? If they are, do they have the training and experience to teach children with reading deficiencies? Are primary grade teachers better prepared to teach reading to children needing skills similar to those taught in the developmental reading program of the earlier grade levels?

These and other questions are raised by the data and should be considered seriously by the summer school principal. The success of the program, it would seem, rests

partly on the quality of the instructional staff, particularly in the areas of the program concerned with skill development.

With these reservations, it would appear that, according to the data, most administrators followed suitable procedures in selecting qualified teachers.

Were professional staff services utilized other than classroom teachers?

The employment of additional professional services was not extensive among the summer elementary schools. Psychological services were available in thirteen per cent of the districts and librarian services were utilized by ten per cent. Three schools reported a nurse, two employed consultants, and one indicated that a physician was available.

Most of these schools employed a psychologist on a year-round basis. About three of the psychologists received extra compensation for their services.

The extensiveness of additional staff appeared to be related to the size and nature of the summer program. If these staff positions are found in the regular school program, then it is probably a matter of need only, which determines the selection of available staff. Probably the cost factor has more weight in decisions pertaining to the employment of additional staff.

Were services of non-professional staff employed for summer school?

The services of secretaries were mentioned by twenty-seven per cent of the districts, followed by custodians, 14 per cent, bus drivers, 10 per cent, teacher aides, 2 per cent, and clerks, 2 per cent, of the total school districts.

It is believed that many more schools had the services of custodians. Year-round employment might be the reason why they were not indicated in the questionnaire replies.

The data show once again that larger school districts provided non-professional staff to aid in the general operation of the summer school program. According to the data, the majority of school districts do not employ additional non-professional staff for the summer elementary school program.

3. Summary.

This chapter described and evaluated the summer elementary principals' administrative practices in planning and organizing summer elementary school programs in New York State for 1963.

In terms of the data and the evaluative criteria, the majority of summer principals usually followed suitable procedures in planning and organizing the summer elementary program.

Among the suitable practices which seemed to reflect a greater degree of proficiency were: 1) initiating plans early in the calendar year; 2) providing for a pre-summer school orientation meeting; 3) organizing a program of appropriate length and time; and 4) organizing grade levels and appropriate class sizes. In a sense, these may be considered as managerial practices which were followed reasonably well by the summer principals.

Among the suitable practices which were followed by the majority of principals, but to a lesser degree of proficiency were: 1) establishing the purposes and program of the summer elementary school; and 2) selecting staff and children.

The weaknesses of certain conditions were exposed by a minority of summer school principals. They were: 1) lack of participation in the development of the summer school budget; 2) limited participation in planning by pupils, parents and community leaders; and 3) position held other than elementary school principal or supervisor during the regular school year.

The data also raised issues relative to: 1) determining the need for summer school with reference to pupil, parent and community need; 2) the narrowness of program offerings and purposes; 3) the need for additional professional and non-professional staff; 4) the selection of staff

outside the school district; and 5) the selection and assignment of primary grade children to summer school.

This chapter has presented the practices which administrators follow in planning and organizing before the summer session begins. Chapter four will present further practices performed during and after the summer school session.

CHAPTER V

ADMINISTERING AND EVALUATING THE SUMMER ELEMENTARY SCHOOL

This chapter will be concerned with the administrative practices in operating and evaluating a summer elementary school program in terms of supervision, budget, instructional program, pupil progress, school plant, school-community relations, and evaluative procedures. The major strengths, problems, and unique features of summer schools will be described including the opinions of summer principals toward the state directives for summer elementary school.

1. Supervision.

One of the important functions of the school administrator is that of his day-to-day supervision of the program. This requires a special kind of leadership which should be directed towards the improvement of the instructional program. In achieving this objective, the thoughtful administrator must skillfully release the potential of his staff through various supervisory methods.

Were supervisory techniques performed by the summer school principal?

All the administrators indicated that supervisory practices were performed in one way or another as shown in Table XII. The most frequently indicated procedure in

Table XII.-

Number and Per Cent of New York School Districts Indicating Method(s) and Procedure(s) in Supervision of Summer Elementary School Staff in 1963.

Methods and Procedures	No. of School Districts	Per Cent
ONE METHOD	54	33
Principal/teacher conference or	46	
Classroom supervision or	5	
Group or grade level meetings	3	
TWO METHODS	74	45
Classroom supervision and principal/teacher conference or	60	
Principal/teacher conference and group or grade level meetings or	12	
Classroom supervision and group or grade level meetings	2	
THREE METHODS	35	22
Classroom supervision, principal/teacher conference, and group or grade level meetings		
Total number of school districts	163	100

ninety-four per cent of the school districts was the principal-teacher conference. In fact, this was the only method in twenty-eight per cent of the districts. Seventy-four principals used two supervisory methods: the principal-teacher conference and classroom supervision. Only twenty-two per cent used three methods.

Second to the principal-teacher conference was classroom supervision which was carried on in sixty-three per cent of the school districts.

The data show that a sizeable number of summer principals do not supervise classroom instruction. Such a practice is usually avoided during the regular school year according to the experience of New York State Supervisors of education. The competency of the principal is a contributing factor. If he lacks experience and competency, it may be to the betterment of the program if he performs routine administrative tasks instead.

Summer principals in the majority were carrying out their supervisory responsibilities. However, a significant number of them were avoiding the classroom.

Was the agenda of faculty meetings concerned with problems beyond those of routine administrative procedures?

Before the data is presented for evaluation, it should be recognized that the above criterion does not negate the importance of routine administrative procedures.

Before the data is presented for evaluation, it should be recognized that the above criterion does not negate the importance of routine administrative procedures. The necessity for a clear understanding of policy, procedures, staff function and relationships is basic to efficient program operation. However, faculty meetings should also provide opportunities for group participation in the identification and solution of educational problems related to educational aims, methods, and curriculum which rise above, yet are related to, routine administrative problems.

Table XIII on the following page shows that faculty meetings were largely concerned with the administrative routines and the evaluation of the summer program.

Administrative routines included many of the policy and procedural aspects of the program such as attendance, fire drill, class organization, assignment, classroom grouping and similar routine matters.

The administrators most often expressed evaluation in terms of pupil growth and progress, improving the effectiveness of the program, and making recommendations and plans for the 1964-65 summer school program. In one case, an administrator specifically pointed out that evaluation of the program was made in light of the objectives which were originally established by the school.

Table XIII.-

Number and Per Cent of New York School Districts Indicating
the General Nature of Summer Elementary
School Faculty Meetings in 1963.

Nature of Meetings	No. of School Districts	Per Cent
Administrative routines	114	71
Evaluation of program	107	66
Instructional procedure	37	23
Instructional program	32	20
Orientation	17	10
Testing	16	10
Other (general problems)	55	34
No reply	19	12

Total number of school districts: 163.

The extent and scope of the agenda for the faculty meetings varied considerably among the schools. A number of principals stressed the importance of instructional procedure which was a central topic at their faculty meetings. Others expressed concern about the individual progress of each child. Curriculum matters were of importance to others as seen in the number of schools concerned with the instructional program as shown in Table XIII.

Fifty-five schools indicated that the meetings were concerned with general problems which, as indicated by many, were brought up as the occasion demanded.

With the exception of program evaluation, faculty meetings were less apt to be concerned with matters other than those of administrative routines.

Was the summer school staff involved in curriculum development?

Eighteen per cent of the school districts reported that summer school teachers were involved in curriculum development during the summer session while eighty-two per cent of the school districts answered negatively.

Teachers were generally involved in the curricular areas of mathematics, science, reading, social studies, language arts, and creative arts. Some of the curriculum committees were developing programs for summer school as well as for the regular school year. Other committees

were developing new courses for program learning and for adaptation to such administrative innovations as team teaching and the ungraded plan of school organization. Two school districts described kindergarten through grade twelve articulation committees for curriculum development. The number of school districts providing for curriculum development during the summer may be a significant trend. However, curriculum development, in the main, does not take place during the summer sessions.

2. Budget.

Numerous factors have controlling effects upon the amount which schools budget for the summer elementary school program. In describing and evaluating budgets, it is necessary to consider the extent and nature of program offerings, the length and hours of the summer session, the size of the staff in terms of number and function, the amount and use of expendable items, the provisions for transportation, the wealth and location of the community, fluctuating cost factors, and the like.

These variables reduce a description and evaluation of summer school budgets to that of central tendencies with relation to the regular elementary school budget, and on a basis of a per pupil expenditure.

Were the budgets for the summer programs proportional to the regular school term?

One hundred and sixty-one school districts indicated costs of summer program operation. The total budgeted expenditures for all 161 school districts was \$916,908. When this is divided by the combined enrolments of these districts, the mean cost results in \$29.92 per pupil. The median budgeted expenditures per pupil enrolled for all districts was \$28.00 for a summer session of twenty-five half days, the median length of session. The range among districts was from \$8.25 to \$74.65 per pupil. The median expenditure per pupil per two and a half hour day was \$1.18.

For a similar period of time, the average cost per pupil during the regular school session would amount to \$34.75 based on the present state operating rate of \$500 per pupil for the mandated 180-day school term. The \$34.75 is also based on twenty-five half-day sessions.

A comparison of the per pupil costs as derived from the summer and regular school sources shows a lower per pupil rate during the summer. It would appear that the limited program offerings and number of staff during the summer have an effect upon this difference.

Were summer salaries proportional to the regular school year?

The amount and rate of salary varied considerably among the school districts. In general, salaries to teachers were paid on a lump-sum basis for the entire length of session. Other schools paid on an hourly, daily, weekly, or monthly basis. Because of this, and the differences in program length in days and hours among the school districts, the rate of salaries for the professional summer school staff was computed on an hourly basis for descriptive purposes.

Seventy-eight per cent of the schools paid their classroom teachers on a flat rate basis regardless of experience. The median hourly rate for all schools was \$6.00. The range was from \$2.00 to \$11.00 an hour. Seventy-five per cent of these schools paid between \$5.00 and \$8.50 per hour.

Twenty-two per cent of the schools adjusted the rate of payment to teachers on the basis of experience, regular salary, and the like. In these cases, the median low rate per hour was \$6.05 and the median high rate was \$7.76 per hour.

The salaries for classroom teachers during the regular school year varies according to salary schedules and length of service. On the basis of the mandated minimum salary schedule, beginning teachers start at a \$4500 salary for a ten month term. On the basis of a five hour

school day for 180 days of instruction, the average hourly rate would be \$5.00. Compared on this basis, summer school teachers received a higher rate of compensation per hour.

Salary schedules for administrators vary as much, if not more, than teachers' salaries.

Twenty-eight per cent of the summer school administrators gave no indication of being salaried. An additional twenty per cent stated no additional salary since they were on an eleven or twelve month assignment. The remaining fifty-two per cent were paid a summer school salary which amounted to a median rate of \$9.25 per hour. The lowest rate per hour was \$3.20 and the highest, \$23.42. Those who administered a program of four hours or more averaged less salary per hour than the administrators whose programs ran under three and a half hours. Without considering the additional hours administrators work beyond a five hour school day, the average hourly wage is \$11.60 during the regular school term.

On the basis of this comparison, administrators do not appear to fare as well in salary during the summer. However, the fact that thirty-four per cent of the summer school principals were not elementary administrators during the regular year may have considerable bearing upon the apparent discrepancy in hourly salary rates.

Another item related to the budget and contingent upon the summer program is that of transportation which is usually provided for in the regular term by most school districts.

Was transportation provided by the school district?

No transportation was provided in eighty-four per cent of the school districts. Three per cent did not respond to this question and the remaining thirteen per cent indicated that the school district provided transportation.

Most schools find the cost too great to provide transportation for approximately eight per cent of the regular school population which, in rural areas, may be scattered over a wide area. Central school districts should give serious thought to the problem of transportation. No child should be deprived or suffer undue hardship because of his remoteness from the summer school.

3. Instructional Program.

Since program offerings have already been given in chapter four, this part will subsequently be limited to a description and evaluation of instructional procedures and the utilization of community resources.

Did the teaching staff utilize a variety of instructional procedures?

Instructional procedures utilized by classroom teachers in programs for the underachieving or more able student are presented in Table XIV for comparative purposes. According to the principals, a wide variety of instructional procedures was used.

Pupils participating in programs for the more able were involved in pupil-planning and participation to a greater extent than pupils in classes for the underachieving. They received more whole-class teaching than their counterparts. Field trips were also taken to a greater extent in the more able programs.

Pupils in classes for underachievers received more instruction individually and in small groups than those in the more able program. Their program was also more textbook and workbook centered. Homework assignments were given in forty-two per cent of the school districts maintaining programs for the more able and also in forty per cent of the programs offered for the underachieving student.

The effectiveness and quality of the instructional program cannot be determined with precision from the data. However, the data does suggest that sedentary activities are more likely to be found in the summer program for the underachieving student. Whether or not homework assignments are a matter of summer school policy or teacher preference is not known. Many issues are raised on the nature and amount of

Table XIV.--

Per Cent of New York School Districts Indicating Instructional Procedures Used by Teachers in Summer Elementary School Programs for Underachievers and More Able Students in 1963.

Instructional Procedure	Per Cent of School Districts Offering Programs for:	
	Underachiever	More Able
Varied use of instructional materials	100	100
Small group teaching	99	74
Individual instruction	95	76
Provision for work and study skills	93	80
Informal seating arrangements	84	96
Teacher-made units are followed	68	83
Some whole-class teaching	65	62
Audio-visual aids are used extensively	64	77
Workbook assignments are given	58	25
Textbook provides course content	54	24
Pupil planning and participation	40	82
Homework is assigned	40	42
Field trips are taken	15	66
Mostly whole-class teaching	8	25
Other	4	20

homework given to children and on the feasibility of assigning homework to elementary school children during the summer.

Under 'other' in Table XIV, such methods as drill, use of teaching machines, and commercial materials of instruction were procedures in four schools maintaining programs for underachieving students. Procedures in the other twenty schools maintaining programs for more able children included cooperative team teaching, laboratory experimentation, research reports and use of teaching machines.

In summary, it would appear that teachers, according to the summer principals, utilized a variety of instructional procedures.

Were community resources utilized in the program?

The extent to which schools utilized community resources was determined in large measure by the nature of the program offerings. Programs providing skill and content subjects utilized community resources less than programs of advanced work or enrichment. Table XV shows that over fifty percent of the schools used no community resources outside the school. In forty-six school districts, the public library was most frequently used.

The limited use of community resources is an apparent deficiency in the summer school program according to the data in Table XV.

Table XV.-

Number and Per Cent of New York School Districts Using
Community Resources in 1963.

Kinds of Resources		No. of School Districts	Per Cent
Cultural centers		56	36
Public library	46		
Museum	8		
Art museum	4		
Local residents		11	7
Commercial establishments		10	6
Local departments of government		9	6
Recreational centers		9	6
Industrial centers		7	4
Communication centers		4	
Historical points of interest		3	3
Natural resources		3	3
Transportation facilities		1	.5
Farms		1	.5
Public utilities		1	.5
General field trips		25	15
No community resources used		83	51

Total number of school districts: 163.

4. Pupil Progress.

The provisions for continuous pupil progress is perhaps the most important function of the summer school principal and staff. Administrators were asked to indicate the extent to which they made these provisions in the summer program. They will be described and evaluated in this section in terms of individual counseling services, sources of pupil information, and methods of reporting pupil progress. Evaluating pupil progress will be treated later under Evaluation on page 143 of this chapter.

Did teachers have access to pupil information sources?

The nature of the summer elementary programs in New York State as already revealed would appear to strengthen the need for teachers to have access to pupil records. Most schools have available records on children during the regular school year in the form of cumulative folders, test data, health records, permanent records containing school marks, and the like. The necessary for referral to these records during the summer session is of primary importance if teachers subscribe to the belief of understanding the needs of children and differentiating instruction accordingly.

Table XVI indicates the types of pupil information available to the staff. A majority of the schools, i.e.,

Table XVI.-

Number and Per Cent of New York School Districts Indicating
Pupil Information Available to Summer School Teachers
in 1963.

Pupil Information	No. of School Districts	Per Cent
Testing data	146	90
Cumulative records	137	84
School health records	124	76
Report card marks	122	75
Other:	39	24
Recommendations of former teacher	33	
Parent conference	1	
Reports of psychologist	2	
Reports of school nurse	1	
Reading records	2	
No reply	2	1

Total number of school districts: 163.

sixty-three per cent, reported that testing data, cumulative records, school health records, and report card marks were the basic sources for pupil information. Twenty per cent of the school districts indicated that information was furnished to the summer teacher by the pupils' former teachers. Very few schools indicated that records were obtained from other sources. This may be due to the fact that many records from clinics, hospitals, and other sources are already in the child's cumulative record. What is of significance from the data is the relatively small percentage of schools which have no descriptive data from the former teacher of the child in summer school.

On the basis of the data and criteria, the majority of schools report that teachers have access to pupil information. The extent to which teachers make use of the information is not readily known from the data.

Were parents informed of their child's summer school progress?

Table XVII shows the number and per cent of school districts indicating the method of reporting pupil progress to parents in each of five categories.

Fifty per cent of the schools indicated one method for reporting pupil progress. Of these, forty schools preferred the informal letter, twenty-six held parent-teacher conferences, twelve chose the report card procedure, and

Table XVII.-

Number and Per Cent of New York School Districts Indicating
Method of Reporting Pupil Progress to Parents
in 1963.

Method	No. of School Districts	Per Cent
Informal letter	91	56
Parent-teacher conference	80	49
Report card	52	32
Attendance notice	28	17
Other:	14	9
Progress report	9	
Telephone	2	
Promotion certificate	2	
Open house	1	
None	8	5
No response	2	1

Total number of school districts: 163.

three schools sent attendance notices to the parents. Forty-one per cent of the schools used two or more methods. Combinations of informal letter, report card, and parent-teacher conference were most frequently utilized.

The methods of reporting to parents suggests an informal procedure. It is interesting to note that nearly fifty per cent of the schools held parent-teacher conferences. This is an encouraging practice.

Thirty-two per cent of the schools issued report cards. Though it is not known whether letter or numerical grades were given, it would seem to be a questionable practice. This judgment is based on the fact that summer elementary schools are not for purposes of acceleration or promotion.

On the basis of the data and criteria, the majority of the summer schools inform parents of their child's progress. The practices which appear to hold most promise are informal letters and parent-teacher conferences.

Were individual counseling services available to children?

Classroom teachers and the summer school principal were the most frequently mentioned persons who rendered individual counseling services to children. Over sixty per cent of the schools provided this service. Approximately eighteen per cent of the principals gave no reply to this

question. Apparently there was a lack of understanding regarding the role of teachers and principals in counseling children, or, perhaps counseling was interpreted by the principals in terms of guidance and pupil personnel services.

Not all of the summer schools had pupil personnel services. Twenty school districts indicated that the school psychologist was assigned to the summer elementary school staff. Other pupil personnel services provided in eighteen per cent of the schools included school nurse, physician, guidance counselor, and home and school counselor.

Other than the teachers and principal, counseling services were available to children on a limited basis in a small percentage of schools according to the evidence.

5. School Plant.

The New York State directives call for the use of regular elementary facilities in the summer school program. All school districts applying for authorization indicated that elementary facilities would be used during the summer program. The extent to which these facilities were available and used was asked of the summer elementary school administrators. It was assumed that classrooms were most frequently used.

Were other school facilities utilized besides the classroom?

The most frequently utilized facilities, other than the classrooms, were the library, eighty-eight per cent, and the playground, sixty-one per cent. Table XVIII gives an account of the facilities used by per cent and number of school districts.

Despite the fact that the majority of schools utilize the playground, a sizeable number of the minority apparently do not and this appears to be a questionable practice even if the daily sessions are of shorter length in the summer school.

Children should be given alternating periods of play and work activity as suggested in the state directives for summer school. Schools should encourage outdoor play in the summer as well as during the regular school year.

The extent to which other school facilities were utilized was minimal. Undoubtedly this was due to the nature of the summer program and the availability of these facilities during the summer when maintenance work was probably in process.

According to the data, the library and playground were the principal facilities utilized by the majority of schools. The extensiveness to which additional facilities were used was minimal.

Table XVIII.-

Number and Per Cent of New York School Districts Indicating
School Facilities Available and Used in 1963.

School Facilities	No. of School Districts	Per Cent
Library	144	88
Playground	100	61
Auditorium	41	25
Playroom	14	9
Cafeteria	10	6
Other:	21	13
Art room	1	
Audio-visual room	6	
Classroom libraries	1	
Full building	1	
Kindergarten rooms	1	
Music room	1	
Reading room	1	
Science room	6	
Shop	1	
Special training room	1	
Swimming pool	1	

Total number of school districts: 163.

Were classrooms well equipped, ventilated, and attractively decorated?

Ninety-seven per cent of the principals indicated that the classrooms were well equipped while three per cent indicated this situation as fair.

Ninety-eight per cent indicated that the classrooms were well ventilated and lighted while two per cent indicated this condition as fair.

Eighty per cent responded affirmatively when asked if the classrooms were attractively decorated. Fifteen per cent indicated, fair, while three principals felt they were not. The question was unanswered by four principals.

The appraisals on the classroom facilities were relative to the standards individual principals hold for such facilities. There is question about the validity of many of their responses on classroom facilities. However, on the basis of the data, nearly all summer schools had classrooms which were well equipped, ventilated and attractively decorated.

Were instructional supplies and materials sufficient?

All the principals indicated that supplies and materials were sufficient yet three principals reported this as a problem when asked to identify major problems in another section of the questionnaire.

Visiting State Supervisors to summer elementary schools have frequently found classrooms poorly equipped

with appropriate materials of instruction. Again, the validity of responses is subject to question.

6. School-Community Relations.

Were parents informed in advance of the summer school program?

All the summer schools reported that parents were informed about the summer program in advance of the session. A letter from the school office represented the approach by ninety-six per cent of the total school districts; an article published in the local newspaper, sixty-six per cent; information given by teachers, fifty-eight per cent; and by children, forty-one per cent.

Thirty-three per cent of the schools chose two methods, that is, a letter from the school office and a notice in the local newspaper. Other means such as brochures, newsletters, booklets, and releases from the board of education were disseminated by twenty per cent of the schools. A number of schools indicated social gatherings, conferences with parents, parent-teacher association meetings, and telephone, radio and television media as oral means taken to inform the parents and community.

According to the data, all principals took measures of one kind or another to inform parents in advance of the summer school program. It would seem that the more sources used, the more preferable the methods.

Was the summer program interpreted to the public?

Some of the procedures given above would partially answer this question. However, the word 'interpreted' places a different connotation upon this aspect of school-community relations.

According to the data given in Table XIX, school districts used a variety of techniques to inform the community about the summer elementary school. Methods used which were available to the public in general were the local newspaper, display of school exhibits, radio and television.

Methods which interpreted the program to a select number of the public were conferences with individuals, school communication media, special group meetings, and visiting days.

Nineteen per cent of the schools used one method. This was principally the local newspaper or individual conference. Twenty-seven per cent used two methods; thirty-two per cent used three methods; twelve per cent used four methods; and, ten per cent used five or more methods in interpreting the summer program to the public.

On the basis of the data, it would appear that a large majority of summer schools used suitable methods in interpreting the program to the public.

Table XIX.-

Number and Per Cent of New York School Districts Indicating
Methods of Interpreting the Summer School Program
to the Community in 1963.

Method	No. of School Districts	Per Cent
Local newspaper	132	81
Conference with individuals	100	61
Special publication	41	25
Visiting days	39	24
Group meetings	34	21
School newspaper	31	19
Regular bulletins	26	16
Display of school exhibits	21	13
Other:	28	17
Special letter from school	17	
Special meetings (PTA, Concert, Assembly)	9	
Radio, television	2	
No response	2	1

Total number of school districts: 163:

7. Evaluation.

Was there procedure for the evaluation of the summer elementary program?

The methods for summer evaluation are summarized in Table XI on the following page. Evaluation involved tests, teachers, administrators, parents, and pupils in many instances. The common form of evaluation in eighty-two schools was by means of tests. Thirty-seven of the eighty-two schools specified standardized tests and twenty-two schools specified teacher-made tests. The remaining twenty-three schools did not indicate the kinds of tests administered. Seventeen schools also indicated pre and post testing plans to measure progress made during the session.

Teacher evaluation was the next means of evaluation most widely used. Thirty-three schools did not indicate how this was done. However, nineteen schools were planning to have their teachers write a report for each child. Twelve schools were planning to have a general evaluation report of the program written by the teachers. One school had its teachers respond to a questionnaire.

Conferences and staff meetings on program evaluation were conducted during and after the summer sessions in forty-two per cent of the school districts.

Table XX.-

Number and Per Cent of New York School Districts Reporting
Methods of Summer Elementary School Evaluation
in 1963.

Method	No. of School Districts	Per Cent
Test evaluation	82	50
Teacher evaluation	79	48
Conferences and staff meetings	68	42
Administrator evaluation	23	14
Parent evaluation	22	13
Official reports	19	12
Pupil evaluation	14	9
None	7	4
No response	8	5

Number of school districts: 163.

Fourteen per cent of the schools reported that evaluation was done by the principal of the summer school in the manner of written reports.

Parents evaluated the program in thirteen per cent of the schools. Nine schools planned a written evaluation from the parents while three schools had parents complete a questionnaire. Twelve per cent of the school districts expected to prepare reports for the chief school administrator, or the board of education, or the regular faculty. Some pupils were asked to write an evaluation of the program from their viewpoint. One school had children respond to a questionnaire.

The means of evaluating the summer programs vary considerably among school districts. Many of the districts indicated more than one approach to summer school evaluation.

In general, most programs appear to be evaluated subjectively. Those who used tests reflected a desire to obtain objective evidence. The means by which test scores and pupil growth were to be analyzed was not known from the data. There is little evidence to indicate any scientific experimentation or other means of controlled research to determine the value of summer school experience for children in New York State. With the exception of nine schools, procedures for the evaluation of the summer program were undertaken.

Are there follow-up plans in the fall for children who attend summer school?

Table XXI gives the kind of follow-up plans to be used according to the number and per cent of school districts. Fifty-eight per cent of the schools indicated that summer school pupil progress records would be available to the regular school staff.

Twenty-three per cent reported that steps would be taken by the staff to keep track of individual progress continuously through the 1963-64 school year.

Seventeen per cent indicated that conference procedures would be utilized after summer school session.

Fifteen per cent of the schools indicated none or gave no response to this question.

The data in Table XXI gives no indication as to the effectiveness of any single plan. The fact that pupil progress reports are available to the regular school staff gives little assurance that the staff will make reference to them. The extent to which the regular school teacher will adjust her program and differentiate her instruction according to the progress made by summer pupils is an issue raised but not answered by these data.

Though many schools indicated follow-up plans in the fall, the evidence appears to indicate that such plans are either vague, as in the case of continuous evaluation; left

Table XXI.--

Number and Per Cent of New York School Districts Indicating
Fall Follow-Up Plans for Children Who Attended
Summer Elementary School in 1963.

Kind of Plan	No. of School Districts	Per Cent
Pupil progress reports (available to regular school staff)	95	58
Continuous evaluation of pupil progress	37	23
By administration	22	
By regular year teachers	8	
By consultants	7	
Conferences	28	17
Between summer and fall teachers	12	
Between administrators and fall teachers	12	
Between summer teachers and parents	2	
Between summer teachers and principal	1	
All of above	1	
No follow-up	10	6
No response	14	9

Total number of school districts: 163.

to chance, as in the case of the availability of pupil progress reports; or not intended at all, as implied by twenty-four schools which indicated either no plans or who gave no response to this question.

Three open-ended questions were asked of the summer elementary principals concerning what they considered to be the major strengths, problems and unique features of their summer elementary school. It was felt that such information would render useful information which could give further insights into the characteristics of administrative practices. In a sense, these questions asked the principals to evaluate their summer programs. The summer school administrators usually listed more than one major strength. The strengths most frequently mentioned were small group and individual instruction, benefits needs of children, the quality of the professional staff, and the quality of the program.

Nearly all aspects of the summer school program were identified as a strength by the summer school principals. Table XXII identifies the number and per cent of schools indicating strengths in the categories listed.

Those who felt that summer school benefitted children's needs expressed social and emotional adjustment three times more frequently than academic achievement.

Table XXII.-

Number and Per Cent of New York School Districts Indicating
Major Strengths of Summer Elementary School
in 1963.

Major Strengths	No. of School Districts	Per Cent
Small group and individual instruction	71	43
Beneficial to needs of children	37	35
Professional staff	48	29
Program	45	27
Environment for learning	18	11
Well-organized program	15	9
Instructional equipment and materials	15	9
School-community relationships	11	7
Staff cooperation	9	6
Evaluation procedures	5	3
School building and facilities	3	2
No reply	9	6

Total number of school districts: 163.

Those who expressed a good program as a major strength mentioned enrichment and reinforcement of subject areas. Other comments included flexibility of program, experimentation, broad program, and no interruptions. A well-organized program was indicated by those who felt that children were appropriately selected and assigned to class.

The learning environment was expressed by eleven per cent of the summer schools in terms of relaxed atmosphere, free from pressures to cover a certain amount of content in the subjects.

School-community relations were expressed with reference to community support of the program.

In general, the major strengths of the summer program were those which provide for a competent staff, an adequate program, and small group and individual instruction aimed at meeting the specific needs of the children.

In general, summer administrators indicated fewer summer school problems than strengths. Table XXIII shows the number and per cent of school districts indicating various kinds of problems identified with their programs.

Organizing the program seemed to be the most frequently mentioned problem of summer school. Late registration of pupils created problems in eighteen school districts. Arranging grade groups was a problem in ten school districts.

Table XXIII.-

Number and Per Cent of New York School Districts Indicating
Major Problems of Summer School Programs
in 1963.

Major Problem	No. of School Districts	Per Cent
Organizing the program	33	20
Pupil selection	21	13
Attendance	20	12
Transportation	18	11
Financing the program	15	9
Staffing	14	9
Planning the program	11	7
School-community relations	11	7
Pupil progress	4	3
Instructional supplies	3	2
Instructional program	1	.5
Other:	16	10
Vacations	8	
Conflicting programs	4	
State requirements	2	
Lack of interest	1	
Lack of time	1	
None	34	21
No reply	13	8

Total number of school districts: 163.

Arranging grade groups was a problem in ten school districts. Five school districts reported problems with registration of private and parochial school pupils.

The selection of pupils was a major problem for twenty-one school districts. Several administrators expressed that some children were in summer school who were not profiting from special help in reading. Others had difficulty in speculating about which pupils were most likely to benefit from a remedial-type program.

Attendance was a problem in twenty school districts yet none indicated attendance as poor in reply to a specific question on attendance in another part of the questionnaire.

Transportation was the third major problem in terms of number of school districts. Eighteen schools identified this as a major problem. None of the eighteen furnished transportation. It is assumed that transportation is no major problem with the remaining 122 school districts which did not provide transportation.

Fifteen schools indicated finance as a major problem. Eleven schools mentioned that funds were difficult to obtain. Three mentioned low salaries paid to the summer staff and one mentioned that no overtime pay was given.

Staffing ranked sixth in order of problem frequency. Teacher selection was a problem in nine school districts.

Three principals lacked clerical help. Two school districts were not employing appropriate administrative help.

Those who indicated planning as a major problem included such factors as need for early planning, obtaining support for a broader program, limited faculty communication, anticipating staff needs, and providing for non-public school children.

Interpreting the summer program to parents, reporting to parents, and parent apathy were the chief problems in school-community relations in eleven school districts.

Three school principals described the limited information available on pupils as a major problem concerned with pupil progress. One principal expressed a problem of meeting the needs of all children. One school mentioned the problem of providing a curriculum for the advanced subject areas offered in the summer program. Ordering and receiving supplies was a major problem in three school districts.

All the problems presented in Table XXIII and described in the text of this chapter reflect the administrators' responsibility towards their solution. The extent to which these remain unresolved may eventually determine the success or failure of these particular summer elementary schools.

A diversity of unique features was described by the summer elementary principals. The features ranged from banal descriptions to the unusual. Seventeen schools indicated individualized instruction as the unique feature. Nine schools indicated that the enrichment program was their unique feature. Other unique features were not common among the remaining number of responses and are therefore listed as follows:

1. Classes on developing study habits for junior high school
2. Clinical approach to serious reading problems
3. Cooperation with a university
4. Classes in creative expression
5. Departmentalized program
6. Individualized reading program
7. Use of reading machines
8. Typing classes
9. Ungraded program
10. Use of new materials of instruction
11. Use of teacher aids.

Four principals indicated no unique features and twenty did not reply to this question.

Principals were also asked if they felt that state requirements for approval should be changed. Seventy-three per cent indicated no, twenty-two per cent indicated yes, and five per cent gave no answer.

Eleven principals' comments were related to finance. Seven desired state aid, two wanted registration fees disallowed, one asked for tuition provisions and another wanted the three dollar registration fee increased.

Changes in program organization requirements were suggested by sixteen principals. Four wanted the length of day decreased. Two wanted the day increased and one wanted the length of the day requirement deleted. Two principals wanted the length of the summer session increased beyond twenty-four days. Five principals wanted class sizes reduced from 30 to 10-12 pupils per class. Three principals desired allowance for broader program offerings and the right to teach any subject not in the curriculum.

It would appear that the principals did not read closely the 1963 state directives for approval or, perhaps, did not see them at all as has sometimes been the case. The length of session may be in operation for more than twenty-four teaching days; class size could be reduced to one pupil; and the length of the school day could be one minute.

One principal suggested that the summer school be mandatory for all schools and supported in the same manner as the regular school. Another principal wanted state attendance requirements.

One principal suggested that use of secondary school facilities be allowed provided that elementary equipment and furniture be used. Another asked that secondary school teachers be permitted to teach advanced classes.

Several principals wanted the physical examination requirements deleted. Though the state directives do not

specifically say so, schools may regard the annual physical examination as a convenient means of complying with the attendance requirements provided that no change in the child's health has occurred between the time of the physical examination and the beginning of the summer session.

Only one principal wanted state approval discontinued on the grounds that state aid is no longer given, which is not completely true.

Though the majority of principals did not see the necessity for altering state directives, a sizeable number offered constructive suggestions. Many of the suggestions could possibly be satisfied through a clearer description of the criteria for state approval.

8. Summary.

This chapter described and evaluated the practices of administering and evaluating the summer elementary program.

Administrative practices were presented in terms of supervision, budget, instructional program, pupil progress, school plant, and school-community relations. Evaluative procedures were presented in terms of procedure, follow-up plans and major strengths, weaknesses, and unique features of the program.

A diversity of administrative practices was described. Supervision of teachers was largely undertaken through individual conferences and group meetings. Direct classroom supervision was used to a lesser extent. In general, faculty meetings were largely concerned with administrative routines, program evaluation, and general problems. Few summer schools worked on the development of curriculum.

The per pupil cost of operating a summer program was generally less when compared with the per pupil cost of the regular year. This appears to be related to the limitations of the summer school in terms of program and staff.

Salaries were generally in keeping with the regular year although a number of principals and teachers were paid at what might be considered sub-standard rates.

Most schools did not provide transportation which may be due to the size of enrolments or lack of finances.

A wide variety of instructional techniques was used by classroom teachers. The teaching procedures were more individualized for the underachieving student and confined in large measure to sedentary work-type activity. The more able child had greater opportunity to take field trips and to plan and participate in class. Approximately forty per cent of both school groups were assigned homework which has been considered a questionable practice.

The extent to which community resources were utilized was limited.

Parents were generally informed of the progress their child was making in summer school by informal letter and through parent-teacher conferences.

Most schools provide summer school teachers with information on the students they are to teach. This information is located in various school records. Approximately twenty per cent of the schools furnished the summer school teacher with information provided by the regular year teacher who formerly taught the child.

Classroom teachers and principals of the summer schools provided individual counseling services for the students. Larger summer school programs provided more pupil-personnel services to children.

School psychologists, librarians, secretaries, custodians and bus drivers were employed in less than half of the summer elementary school programs.

Elementary school facilities were used by the school districts. More than half of the school districts utilized the library and playground. The program was confined, for the most part, to the classroom. The school environment was, in general, considered conducive for learning by nearly all the principals.

Most of the school districts reported one or more methods of evaluating the summer program. The principal methods were test and teacher evaluation. The methods of evaluation were largely subjective in nature.

The summer school program was interpreted to the general public by means of the local newspaper. The program was interpreted to parents by direct communication from the school, individual conferences, visiting days, and special group meetings. Eighty-one per cent of the school districts used more than one method to interpret the program to the community.

Eighty-five per cent of the schools indicated some kind of follow-up. Active follow-up was planned in forty per cent of the schools by means of conferences and continuous check-up of pupil progress by the regular staff. Inactive follow-up will be taken by fifty-eight per cent of the schools in the sense that school records on the progress of summer school children would be available to the regular classroom teacher.

The major strengths of the summer elementary schools were principally small group and individual instruction, meeting the needs of particular children, and the quality of the instructional staff and program.

The major problems of the summer elementary schools were program organization, pupil selection, attendance, transportation, finance, staffing, planning, and school-community relations.

The unique features of the summer elementary school were individualized instruction, enrichment, and organizational innovations.

Seventy-three per cent of the school districts indicated that the state requirements for approval did not need change. Those who indicated that change was desired generally made reference to program organization and matters of financing the program. Expression was approximately equal between those who wanted more restrictive requirements and those who wanted more freedom from controls.

A summary and conclusions of this study will now follow.

SUMMARY AND CONCLUSIONS

The problem as set forth in this study was to describe and evaluate the present state of practices in the administration and organization of public summer elementary schools in New York State for 1963 in light of criteria selected from the New York State Education Department's recommended standards and practices for elementary education.

A survey of the literature was undertaken to ascertain the scope and depth of the factors related to summer elementary school administration.

Chapter two presented a more detailed account of New York summer elementary schools since 1958, the year when state approval and support for such programs was in effect.

The sources of the evaluative criteria were established on basic principles of education as related to educational aims, curriculum, methods and agents which were treated in chapter three. The criteria were the base upon which the administrative practices were assessed.

The administrative practices were secured from a questionnaire which was sent to all the New York summer elementary principals. One hundred and sixty-three questionnaires were returned which represented 96.4 per cent of all the New York summer elementary schools in operation during 1963.

Chapters four and five presented a description and evaluation of the administrative practices under the general headings of planning, organizing, administering and evaluating the summer elementary school and the findings are summarized next.

In planning the program, over seventy-five per cent of the summer principals: 1) developed plans before April 1963; 2) included teachers in the early development of plans; 3) provided a pre-summer school faculty orientation meeting; 4) were included in the development of summer school budget; and 5) informed parents of the summer program in advance. Less than fifty per cent of the summer principals: 1) included parents, pupils, and community members in the development of plans; and 2) offered broad purposes and programs including art, music, physical education and enrichment courses as a more complete extension of the regular school offerings.

In organizing the program, over seventy-five per cent of the summer principals: 1) operated programs of twenty-four days or more; 2) operated programs in the morning with periods under two and a half hours per child; and 3) maintained class sizes within the state recommended maximums. Between fifty and seventy-five per cent of the summer principals: 1) selected and assigned children on the basis of teacher judgment and on test results; and 2) recruited and

assigned teachers on the basis of the summer principal's judgment of the teachers' ability. Less than fifty per cent of the summer principals: 1) utilized the services of other professional personnel such as psychologists, nurses, consultants, and others in selecting and assigning children to the summer school; 2) employed additional professional and non-professional staff during the summer session; and 3) were not involved in plans for the development of the summer school budget.

In administering the program, over seventy-five per cent of the summer principals: 1) provided faculty meetings on administrative routines and program evaluation; 2) provided summer teachers with pupil records; 3) reported pupil progress to parents by letter or conference; 4) provided adequate classrooms and materials of instruction; and 5) interpreted the summer program to the community. Between fifty and seventy-five per cent of the summer principals: 1) supervised teachers through conference, group meetings, and classroom supervision; 2) had teachers who utilized a variety of instructional procedures; 3) provided counseling services for children; and 4) utilized the library and playground facilities. Under fifty per cent of the summer principals: 1) conducted faculty meetings with attention to problems of curriculum and instruction; 2) did not carry on classroom supervision; 3) provided for curriculum development; 4) provided for what appeared to be an adequate budget

to support a broad program for all children; 5) provided for transportation of children; and 6) utilized community resources.

In evaluating the program, between fifty and seventy-five per cent of the summer principals; 1) evaluated pupil progress by means of tests and teacher judgment; 2) planned to provide or make available summer school records to teachers in the regular school session; and 3) provided for program evaluation either by teachers, principals, parents and/or pupils. Under fifty per cent of the summer principals expect to provide for continuous evaluation of progress made by the pupil who attended summer school.

Among the major strengths of the summer elementary schools indicated by the summer principals were small group and individual instruction, meeting the needs of particular children, and the quality of the instructional staff and program.

Among the major problems of the summer elementary schools were program organization, pupil selection, attendance, transportation, finance, staffing, planning, and school-community relations.

In general, the majority of the summer elementary school principals followed practices in summer school administration and organization which were, for the most part, in keeping with the New York State Education

Department's recommended standards and practices for elementary education. However, it should be added that a diversity of practices existed among the school districts and the extent to which these practices were in keeping with the evaluative criteria varied.

Practices in administration which appeared to be performed with a greater degree of proficiency by a large majority of summer elementary principals were: 1) including teachers in the early development of plans; 2) informing parents about the summer program in advance; 3) providing a pre-summer school faculty orientation meeting; 4) participation in the development of the summer school budget; 5) scheduling a summer session of appropriate length and time; 6) assigning children to classes of appropriate size; 7) having pupil records available to the summer teachers; 8) reporting pupil progress to parents; 9) providing adequate materials of instruction and classrooms; and 10) interpreting the summer program to the community.

These practices might be considered in the realm of the more tangible aspects of summer school administration.

Practices in administration which appeared to be performed by a majority of principals but in a more limited manner were: 1) utilizing general methods of selecting and assigning children, principally through teacher judgment and test criteria; 2) recruiting and assigning teachers;

3) supervising teachers through individual conference, group meetings, and classroom supervision; 4) providing faculty meetings on administrative routines and program evaluation; 5) the counseling of individual children by teachers and administrator; 6) utilizing library and playground facilities; 7) evaluating pupil progress by means of tests and teacher judgment; 8) providing for continuous pupil progress; and 9) evaluating the program either by teachers, parents, pupils, and administration. Most of these tasks are of a different nature and might be considered more complex to execute administratively.

Practices in administration which seemed to be in need of improvement were: 1) including parents, pupils, and community leaders in developing summer school programs based on the needs of children and the demands of society; 2) selecting a summer principal who is regularly employed as an elementary principal or supervisor; 3) utilizing other professional staff in the selection and assignment of children to summer school; 4) providing broader extensions of the regular school in terms of purposes and programs; 5) greater use during the summer session of professional and non-professional staff where available and needed; 6) conducting classroom supervision and faculty meetings with attention to curriculum and instructional procedures; 7) providing an adequate budget to support a broader program for all children and to allow sufficient salaries

for the summer school staff; 8) greater use of community resources; 9) providing for transportation, at least in larger programs; 10) providing for specific steps in the continuous evaluation of program and pupils; and 11) greater use of playground facilities.

The administrative practices reported in this study have reflected the importance of the summer elementary principal in planning, organizing, administering, and evaluating a summer elementary school. The degree to which he performs these tasks will no doubt be reflected in the quality of the summer program.

The need for planning of summer elementary schools in terms of purposes, programs, methods, procedures, and evaluation based on sound principles of education and administration should be undertaken with considerable care. A program which is hastily conceived without due consideration to the needs of children and the demands of society is founded on the quicksand of failure.

Indeed, it would be impossible to provide simple solutions to the complex problems of summer school administration which vary from community to community across New York State. However, the findings of this study should be helpful to those who are establishing summer elementary programs and wish to be alerted to appropriate practices and potential difficulties.

This study has pointed out further needs which are rendered here as recommendations: 1) there is a need for continued research and evaluation of summer elementary schools in terms of the needs of children and in reference to programs of recreation and study; 2) there is a need for intensive case-study investigations of summer elementary school programs; 3) there is a need for state sponsored regional conferences for administrators and teachers on all aspects of summer elementary schools; 3) there is a need for a brochure published by the state on summer elementary school administration and organization; and 4) there is a need for state promotion of combined recreation and summer school programs under one direction locally and under one department governmentally.

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Used to show source from which withdrawal of direct state aid for summer schools was recommended.

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-----, School Districts, Enrolment, Staff, and Schoolhousing, The State Education Department, Albany, March 1963, 20 p.

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Used as reference in determining type of school district and per cent of summer elementary school enrolment.

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Describes conditions for including summer school costs with current operating expenses.

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-----, Summer Elementary Schools, The State Education Department, Albany, February 1, 1962, 2 p.

A 1962 State Directive on summer elementary schools to chief school administrators, containing criteria on summer school operation for state approval.

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-----, Summer Elementary Schools, The State Education Department, Albany, February 1, 1963, 2 p.

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Used to show that the summer program should be an extension of the regular school program. Served as source for evaluative criteria based on this concept.

-----, Tenure and Salaries of Teachers, Law Pamphlet No. 11, Division of Law, The State Education Department, Albany, 1958, 47 p.

Describes tenure statutes and interprets salary law.

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Answers supervising principal's request to permit tuition charges to students attending elementary summer school in a public school district.

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Written reports of visits by state supervisors of elementary education to summer elementary schools in New York State, describing program operation and conditions for state approval.

Used to describe conditions developing in the evolution of summer elementary school administration and organization between 1958 and 1962; to identify problems in various aspects of summer school administration which served as clues to choice of critical and questionnaire items; and to show the need for a study of administrative practices which might contribute to the improvement of summer elementary schools.

University of the State of New York, Regents Minutes, Vol. 30, January 26-27 through December 19-20, 1957, 736 p.

A record of business proceedings by the State Board of Regents on all matters relative to education in New York State.

Used as evidence to establish the official proposals for state approval, support, and purposes of summer elementary schools in the State of New York.

APPENDIX 1

**DEFINITION OF KINDS OF DISTRICTS
IN NEW YORK STATE**

APPENDIX 1

DEFINITION OF KINDS OF DISTRICTS IN NEW YORK STATE

City School District: A school district encompassing all or the greatest part of a city's population area, authorized to operate both elementary and secondary schools and administered by a superintendent appointed by the board of education. In the six largest cities of the State the school district is a department of the municipal government and dependent upon the municipal authorities for fiscal support; in the 56 other cities the school district is a fiscally independent unit of government. A city school district may include suburban areas as in a city central school district or an enlarged city school district.

Union Free School District: A school district, often formed by combining two or more common school districts, authorized to offer instruction in grades K through 12. The governing board is composed of three to nine members elected by qualified voters of the district. Note: The board of education of a union free school district with a population of 4,500 or more may appoint a superintendent of schools; a union free district so administered is classified as a village superintendency.

Independent Union Free School District: A district established to provide elementary and secondary education which has a population of 4,500 or more and is administered by a superintendent appointed by a board of education elected by qualified voters of the district.

Central School District: A district, formed by the merger of two or more smaller districts, authorized to provide elementary or elementary and secondary education. A central school district is governed by a board of five, seven or nine members elected by qualified voters of the district. Note: In a central school district with a population of 4,500 or more, the board of education may appoint a superintendent of schools; a central district so administered is classified as a village superintendency. A central school district incorporating the school district of a city with no more than 10,000 population is classified as a city school district.

City Central School District: A district formed by the merger of the school district of a city with a population of no more than 10,000 and one or more other districts.

Independent Central School District: A district formed by the merger of two or more common and/or union free school districts, which has a population of 4,500 or more and is administered by a superintendent of schools appointed by a board of education elected by qualified voters of the district.

Common School District: A school district of minimum area authorized to offer instruction in the elementary grades only. A common school district is administered by a sole trustee or a board of three trustees elected by the qualified voters of the district.

APPENDIX 2

**NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS - 1958**

APPENDIX 2
NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS - 1958

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

WALTER CREWSON
ASSOCIATE COMMISSIONER

June 2, 1958

To: City, Village and District Superintendents
and Supervising Principals

Subject: Summer Schools

For many years the school districts of the State have been operating summer schools, some of which have been conducted at the elementary school level, but the large majority have been summer high schools. For many years the summer high schools of the State, both public and nonpublic, have been supervised by the Division of Secondary Education and, if the standards set by the State have been met, approved lists of such schools have been established.

Regents examinations in the major fields of instruction that are normally offered by summer high schools have been administered each year during the month of August.

The conditions for the approval of such schools are well known by the school administrators of the State. For complete information see the administrative handbook on summer high schools. Among the conditions for approval and registration of a full-fledged summer high school program are the following:

Approved Summer High School Program

1. The program must be conducted under the auspices of a fully registered and approved high school.
2. The program of studies must be broad in scope and cover the minimum offerings of a summer high school such as those in the major fields of English, citizenship, mathematics, science, modern languages etc.
3. The summer high school faculty must be fully certified and qualified in each subject taught.
4. Summer high school classes may not exceed 35 in number and a smaller number is recommended.
5. The minimum number of days a summer high school must be in session is 35.
6. The minimum length of a classroom period in each subject is 80 minutes with an equal amount of outside preparation understood.
7. Laboratory periods in advanced sciences must be required in addition to the minimum number of classroom periods.

APPENDIX 2

-2-

8. Advanced subjects covering one year or one unit of credit for the more able and ambitious students must be scheduled for a minimum of two 80-minute periods for each of the 35 days since a summer school session of 35 days with 80-minute periods is considered as the equivalent of one-half year or one semester of work carrying one-half unit of credit.

A Limited Summer High School Program

In the past only those summer schools offering a broad program of studies, as indicated above, were approved and extended the Regents examination and accrediting privileges. In order to encourage pupils with ability to study mathematics and science and in order to accommodate the more able and ambitious students, the Board of Regents on the recommendation of the Commissioner has urged the increased use of the school plant during the summer for advanced instruction. In accordance with this proposal, the Department will approve in areas of the State not already adequately served by the regular summer high school program the establishment of a limited but advanced summer high school program in such subjects as advanced mathematics and advanced science. Advanced instruction in driver education will also be approved. Whatever regulations apply to the regular summer high school program will apply with equal force with respect to the limited but advanced type of instruction.

In the case of the limited summer high school type of program the schools are urged to make such instruction available to pupils from nearby communities attending nearby schools, whether public or nonpublic.

Again your attention is called to the administrative handbook on summer high schools.

Summer Elementary Schools

Included among the proposals adopted by the Board of Regents is one for the establishment of summer schools for elementary school pupils. Although a number of school systems have maintained summer programs for elementary school children, such programs have not been approved by the State nor has State aid been available for them. In line with the Regents proposals the State Education Department will under certain conditions approve summer elementary school programs for which the school districts may receive State aid.

Because of the nature of the high school program it is relatively simple to organize a course of instruction and plan a schedule that will involve the completion of a semester or a year of work in one subject matter field. At the elementary school level the planning of a program to serve a specific purpose and the arrangement of a proper schedule is not a simple undertaking. There is need for careful planning and experimentation in the field of the summer elementary school. Although each proposal for an approved summer elementary school will be considered on its merits, the following criteria in general will be applied in determining such approval:

1. A summer elementary school must be conducted under the auspices of regular elementary school authorities and with the use of regular elementary school facilities.

2. The summer elementary school may offer the following types of program:

-2-

8. Advanced subjects covering one year or one unit of credit for the more able and ambitious students must be scheduled for a minimum of two 80-minute periods for each of the 35 days since a summer school session of 35 days with 80-minute periods is considered as the equivalent of one-half year or one semester of work carrying one-half unit of credit.

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1. A summer elementary school must be conducted under the auspices of regular elementary school authorities and with the use of regular elementary school facilities.

2. The summer elementary school may offer the following types of program:

-3-

A. Remedial work in the fields of reading and arithmetic to pupils requiring such instruction as demonstrated by standardized test results.

The summer elementary school is not intended to make up for generally incompetent teaching, short school days that are avoidable or other remedial deficiencies of the regular elementary school year. Under normal circumstances, however, it would be reasonable to expect that certain numbers of pupils could well profit from remedial instruction.

B. Advanced programs for the more able pupils such as in mathematics and science.

Proposals for such summer elementary school programs must indicate not only the purpose and plan of instruction for the summer, but the adaptations that are to be made the following school year in order that the pupils may profit from their summer school experience and continue to advance in their learning.

3. Classroom teachers must be properly certified and specially qualified to carry on the remedial or advanced instruction.

4. Remedial class size must not exceed 20 in number and advanced class size must not exceed 25 in number.

5. Attendance at summer elementary schools must of course be on a voluntary basis and not as a condition for promotion.

6. The attendance of pupils at a summer elementary school must be approved by (1) the parents, (2) the principal of the elementary school the pupil has attended, and (3) the school or family physician.

7. The summer school session must not be more than one-half day and for not longer than six weeks. A suggested schedule would be a two and one-half-hour morning session for six weeks or a three-hour morning session for five weeks. Such sessions will qualify the schools for the regular State aid which amounts to \$13 per pupil in average daily attendance.

Applications for the approval of summer elementary school programs should be made by June 20 to the Director of the Division of Elementary Education, State Education Department. Such applications should include statements of purpose of the school, the number of classes, the size of each class, and the qualifications of each classroom teacher. The responsibility for the direction or supervision of this summer elementary program must also be indicated.

Further inquiries in regard to the elementary and secondary summer school programs should be addressed respectively to the Bureau of Elementary School Supervision, and to the Bureau of Secondary School Supervision, State Education Department.

Sincerely yours,



Walter Crewson

APPENDIX 3

**NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS - 1961**

APPENDIX 3
NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS -1961
THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany 1

Warren W. Knox
Assistant Commissioner for
Instructional Services

February 1, 1961

To: City, Village and District Superintendents and Supervising Principals

Subject: Summer Elementary Schools

You will be interested to know that 122 school districts operated approved summer elementary schools during the summer of 1960. In these districts there were 14,953 pupils enrolled. Sixty-nine of these districts operated classes for concentrated work in reading and/or arithmetic only. Fifty-one districts operated classes both for concentrated work in reading and/or arithmetic and classes for advanced work in an academic area such as science and mathematics. Two districts operated classes for advanced work only.

In accordance with a proposal adopted by the Board of Regents in 1957 State aid will again be made available to school districts for the operation of approved summer elementary schools in the summer of 1961. Enclosed with this letter is a sample copy of the form Application for Approval of Summer Elementary School. Although each proposal for an approved summer elementary school will be considered on its merits, the following criteria in general will be applied in determining such approval:

1. A summer elementary school must be conducted under the auspices and supervision of regular elementary school authorities and with the use of regular elementary school facilities.

2. The summer elementary school may offer the following types of program:

A. Concentrated work in the fields of reading and arithmetic for pupils who, in the judgment of the school authorities, need such additional instruction. Classes for this purpose should not exceed 20 pupils.

The summer elementary school is not intended to make up for generally incompetent teaching, short school days that are avoidable, or other remedial deficiencies of the regular elementary school year. Under normal conditions, however, it would be reasonable to expect that certain numbers of pupils could well profit from additional instruction.

B. Advance programs for the more able pupils in the academic areas such as mathematics and science. Classes should not exceed 25 pupils in advance programs.

Proposals for summer school programs must indicate not only the purpose and plan of instruction for the summer, but the adaptations that are to be made the following school year in order that the pupils may profit from their summer school experience and continue to advance in their learning.

3. Classroom teachers must be properly qualified and certified.
 4. Attendance at summer elementary schools must be on a voluntary basis and not as a condition for promotion.
 5. The attendance of pupils at a summer elementary school must be approved by (1) the parents, (2) the principal of the elementary school the pupil has attended, and (3) the school or family physician.
 6. The summer school daily session must not be more than one-half day or less than two hours for each pupil. The summer program shall be in operation for at least 24 teaching days. School cannot be held on Saturdays or July 4. Such programs if approved, will qualify for the regular State aid which amounts to \$13 per pupil in average daily attendance.
 7. In planning the daily schedule teachers should take into account the fact that young children should not be held to long periods of concentrated and sedentary work. Summer school sessions should be held in the morning. Provision should be made for alternating periods of work and relaxation activities.
 8. No public summer elementary school should charge a registration fee in excess of \$3 per pupil.
 9. School authorities shall maintain records of attendance and shall submit to the Bureau of Elementary School Supervision a SUMMER ELEMENTARY SCHOOL ATTENDANCE REPORT at the close of the summer program. Forms for this purpose will be provided.
- Applications for approval of summer elementary school programs should be made before June 1 to the Bureau of Elementary School Supervision, State Education Department. Such applications should include statements of the purpose of the school, the number of classes, the estimated size of each class and the qualifications of each classroom teacher. The responsibility for the direction or supervision of this summer elementary program must be indicated. Forms for making such application will be provided to the schools requesting them.
- Further inquiries in regard to the summer elementary school program should be addressed to the Bureau of Elementary School Supervision, State Education Department.

Sincerely yours,



Warren W. Knox

APPENDIX 4

**NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS - 1962**

- C. Additional instruction in art or music or physical education for pupils who are registered in either of the programs described in A or in B above.

Such additional work must not exceed one-half of the time of the daily session for any pupil. Statements of the purposes and plans for this additional work must assure that actual instruction is given in these areas. Participation in summer recreation programs will not be approved for the payment of State aid.

3. Classroom teachers must be properly qualified and certified.
4. Attendance at summer elementary schools must be on a voluntary basis and not as a condition for promotion.
5. The attendance of pupils at a summer elementary school must be approved by (1) the parents, (2) the principal of the elementary school the pupil has attended, and (3) the school or family physician.
6. The summer school daily session must not be more than one-half day or less than two hours for each pupil. The summer program shall be in operation for at least 24 teaching days. School cannot be held on Saturdays or July 4. Such programs if approved will qualify for the regular State aid which amounts to \$13 per pupil in average daily attendance.
7. In planning the daily schedule teachers should take into account the fact that young children should not be held to long periods of concentrated and sedentary work. Summer school sessions should be held in the morning. Provision should be made for alternating periods of work and relaxation activities.
8. It is required that there be provided, pursuant to Chapter 10, Education Laws of 1961, at least two fire drills during the summer in buildings where summer school is conducted. One drill must be held during the first week of the summer session. It is recommended, however, that three drills be held, two in the first week.
9. No public summer elementary school should charge a registration fee in excess of \$3 per pupil.
10. School authorities shall maintain records of attendance and shall submit to the Bureau of Elementary School Supervision a SUMMER ELEMENTARY SCHOOL ATTENDANCE REPORT at the close of the summer program. Forms for this purpose will be provided.

Applications for approval of summer elementary school programs should be made before June 1 to the Bureau of Elementary School Supervision, State Education Department. Such applications should include statements of the purpose of the school, the number of classes, the estimated size of each class and the qualifications of each classroom teacher. The responsibility for the direction or supervision of this summer elementary program must be indicated. Forms for making such applications will be provided to the schools requesting them.

Further inquiries in regard to the summer elementary school program should be addressed to Walter A. LeBaron, Chief of the Bureau of Elementary School Supervision, State Education Department.

Sincerely yours,


Warren W. Knox

APPENDIX 3

**NEW YORK STATE DIRECTIVE FOR SUMMER
ELEMENTARY SCHOOLS - 1963**

APPENDIX B

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany

**NEW YORK STATE DIRECTIVE
FOR SUMMER ELEMENTARY
SCHOOLS - 1963**

Warren W. Knox
Assistant Commissioner for
Instructional Services

February 1, 1963

To: City, Village and District Superintendents and Supervising Principals

Subject: Summer Elementary Schools

During the summer of 1962 there were 166 school districts which operated summer elementary schools approved by the Department. There were 33,481 pupils enrolled in these programs. There were 163 districts which operated classes for special help in reading and/or arithmetic. Advanced work in academic areas such as social studies, language arts, science and mathematics was carried on in classes in 76 districts. In addition to these subject areas, classes were also conducted in other subject areas such as art, foreign language, literature, music, physical education, and speech therapy in some school districts.

Since the changes in the State Aid formula in 1962, the Department no longer reimburses school districts on an ADA basis for the operation of summer schools. It is, however, necessary for the school district to have Department approval for the operation of a summer school if this expense is to be included in the total operating expenses which is one of the factors in computing State Aid.

You will, therefore, find enclosed a form Application for Approval of Summer Elementary School which you should fill out and return if you plan to operate a summer elementary school. Each proposal for an approved summer elementary school will be considered on its merits but to be approved it will generally be expected that the summer program will be an extension of the regular elementary school program. The following criteria will be applied in determining approval:

1. A summer elementary school must be conducted under the auspices and supervision of regular elementary school authorities and with the use of regular elementary school facilities.

2. The summer elementary school may offer one or more of the following types of program:

- A. Concentrated work in common branch subjects for pupils who, in the judgment of the school authorities, can profit from such instruction. Classes for this purpose should not exceed 20 pupils.

The summer elementary school is not intended to make up for generally incompetent teaching, short school days that are avoidable, or other remedial deficiencies of the regular elementary school year. Under normal conditions, however, it would be reasonable to expect that certain numbers of pupils could well profit from additional instruction.

- B. Advance programs for the more able pupils in the academic areas such as mathematics and science. Classes should not exceed 25 pupils in advance programs.

Proposals for summer school programs must indicate not only the purpose and plan of instruction for the summer, but the adaptations that are to be made the following school year in order that the pupils may profit from their summer school experience and continue to advance in their learning.

C. Classes in art or music or physical education or other areas of the regular elementary school curriculum. Class sizes will vary depending upon the nature of the program. Statements of the purposes and plans for this additional work must assure that actual instruction is given in these areas. Participation in summer recreation programs will not be approved.

3. Classroom teachers must be properly qualified and certified.

4. Attendance at summer elementary schools must be on a voluntary basis and not as a condition for promotion.

5. The attendance of pupils at a summer elementary school must be approved by (1) the parents, (2) the principal of the elementary school the pupil has attended, and (3) the school or family physician.

6. The summer school daily session must not be more than one-half day (2½ hours) for each pupil. The summer program shall be in operation for at least 24 teaching days. School cannot be held on Saturdays or July 4.

7. In planning the daily schedule teachers should take into account the fact that young children should not be held to long periods of concentrated and sedentary work. Summer school sessions should be held in the morning. Provision should be made for alternating periods of work and relaxation activities.

8. It is required that there be provided, pursuant to Chapter 10, Education Laws of 1961, at least two fire drills during the summer in buildings where summer school is conducted. One drill must be held during the first week of the summer session. It is recommended, however, that three drills be held, two in the first week.

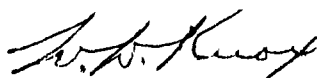
9. No public summer elementary school should charge a registration fee in excess of \$3 per pupil.

10. School authorities shall maintain records of attendance and shall submit to the Bureau of Elementary School Supervision a SUMMER ELEMENTARY SCHOOL ATTENDANCE REPORT at the close of the summer program. Forms for this purpose will be provided.

Applications for approval of summer elementary school programs should be made before June 1 to the Bureau of Elementary School Supervision, State Education Department. Such applications should include statements of the purpose of the school, the number of classes, the estimated size of each class and the qualifications of each classroom teacher. The responsibility for the direction or supervision of this summer elementary program must be indicated. Forms for making such applications will be provided to the schools requesting them.

Further inquiries in regard to the summer elementary school program should be addressed to Walter A. LeBaron, Chief of the Bureau of Elementary School Supervision, State Education Department.

Sincerely yours,



Warren W. Knox

APPENDIX 6

**APPLICATION FOR APPROVAL OF SUMMER
ELEMENTARY SCHOOL**

APPENDIX C

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Elementary Education
Albany 1

Approved by _____

Date _____

(Complete in triplicate and file two copies of this application with the Bureau of Elementary School Supervision by June 1 for each summer elementary school operated within the school district. Retain one copy of each for the school district file.)

APPLICATION FOR APPROVAL OF SUMMER ELEMENTARY SCHOOL

For 19____ Summer Session

1. Name of school district _____
2. Address _____
3. Superintendent or supervising principal _____
4. Name of elementary school where classes will be held _____
(Please attach directions to the school if it is hard to find.)
5. Summer elementary school principal (or teacher in charge) _____
Degree or License held _____
6. Date of application _____

Organization

7. Date classes begin _____ Date classes end _____

Opening and closing times of the daily sessions _____ to _____
Summer elementary school sessions should be held in the morning.

Number of school days in summer session _____
A minimum of 24 days is required. School cannot be held on Saturdays or July 4.

8. Estimated number of classes for concentrated work in common branch subjects _____
These classes should not exceed 20 pupils. Please list subjects _____

Estimated total number of pupils attending not less than 2 hours per day _____
Only those pupils who in the judgment of the school officials can profit from such instruction should be enrolled.

9. Estimated number of advanced classes for more able pupils in academic areas such as science or mathematics _____
These classes should not exceed 25 pupils. Please list subjects _____

Estimated total number of pupils attending not less than 2 hours per day _____
Only those pupils who can profit from such instruction should be enrolled in these classes.

10. Estimated number of pupils listed in #8 and/or #9 above who will receive additional instruction in art _____ Music _____ Phys.Ed. _____ Total _____
The time devoted to these subjects should not exceed one-half that of the daily program for each pupil.
11. Will summer session be conducted in regular elementary school facilities? _____
12. Will adequate classrooms, books and teaching materials be available for all summer classes? _____
13. Will the school library and/or adequate classroom libraries be available to the children? _____
14. Are the classroom teachers certified as elementary school teachers? _____
15. Will the program be under the direction of a certified principal or supervisor of elementary education? _____
16. Will at least 2 fire drills be held, at least 1 during the first week? _____

Conditions of Attendance

17. Is attendance at this summer school on a voluntary basis and not made a condition for promotion? _____
18. Is attendance of every pupil approved by:
- a) The parents? _____
 - b) The principal of the elementary school the pupil attended in regular session? _____
 - c) The school or family physician? _____
19. Give amount of registration fee if any is to be charged _____
Registration fee must not exceed \$3.00 per pupil. No tuition may be charged resident pupils.

Declaration

I hereby declare that the foregoing is a true and accurate statement of the summer elementary school program proposed in this application for approval.

Signed _____
Superintendent of Schools _____ Address _____
and/or

Signed _____
Supervising Principal _____ Address _____

Note: It will be necessary for every summer elementary school to keep a careful register of attendance. Forms will be provided at a later date to those school systems which operate approved summer elementary schools on which to report attendance ~~for State aid purposes~~ and the dates on which fire drills were held.

APPENDIX 7

**COVERING LETTER TO SUMMER ELEMENTARY
SCHOOL PRINCIPALS**

APPENDIX 7
COVERING LETTER TO SUMMER ELEMENTARY
SCHOOL PRINCIPALS

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

WARREN W. KNOX
ASSISTANT COMMISSIONER
FOR INSTRUCTIONAL SERVICES

July 8, 1963

Dear Summer Elementary School Principal:

What are the values of summer elementary schools? How are they best organized? How are administrative problems best handled?

The New York State Education Department is conducting a survey of current practices in the administration and organization of summer elementary schools in 1963.

Would you tell us about your summer elementary program by replying to the questions on the enclosed form? Most of the questions require checking a response or inserting a number or word. In some you may wish to add further comments or suggestions.

When completed, will you please return this form to Mark B. Scurrah, Supervisor of Elementary Education, Bureau of Elementary School Supervision, State Education Department, Albany 1. A stamped envelope is enclosed for your convenience. We would appreciate receiving it on or before July 26, 1963. We are grateful to you for your help.

Cordially yours,



Warren W. Knox
Assistant Commissioner

APPENDIX 8

SURVEY

**SUMMER ELEMENTARY SCHOOLS IN NEW YORK STATE
PUBLIC SCHOOLS - 1963**

APPENDIX 8
THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Elementary Education
Bureau of Elementary School Supervision
Albany 1

S U R V E Y

SUMMER ELEMENTARY SCHOOLS IN NEW YORK STATE PUBLIC SCHOOLS—1963

Purpose

1. What is the purpose of your summer elementary school? (Check one or more)

- ☐ To offer skills or content subjects based on needs of underachieving children
- ☐ To offer skills or content subjects based on needs of more able children
- ☐ To offer art, music, or physical education programs for children
- ☐ To offer enrichment programs in areas other than above for children

(Please specify) _____

☐ Other _____

Planning

2. During which month of the year were plans for the 1963 summer program initiated? _____ Month _____ Year

3. Check those involved in development of plans for the 1963 summer program.

- | | |
|---|-----------------------------------|
| ☐ Administrators | ☐ Parents |
| ☐ Civic group(s) | ☐ Students |
| ☐ Parent Teacher Association | ☐ Teachers |

☐ Other _____

4. How were parents informed about the summer program? (Check one or more)

- | | |
|--|--|
| ☐ Letter from school office | ☐ By the teachers |
| ☐ Notice in local newspaper | ☐ By the children |

☐ Other _____

5. How were children selected and assigned to summer elementary school classes? (Check all that apply)

- | | |
|---|---|
| ☐ By teacher | ☐ On the basis of teacher judgment of children's abilities |
| ☐ By principal | ☐ On basis of standardized tests |
| ☐ By children's interest | |
| ☐ By regular school grades | |

☐ Other _____

6. How were summer school teachers recruited and assigned? (Check all that apply)

- | | |
|--|--|
| ☐ By chief school administrator | ☐ By ability in subject to be taught |
| ☐ By summer school principal | ☐ By general teaching ability |
| ☐ By administrative staff | ☐ By formal rating of teacher |
| ☐ From regular school staff | ☐ By rotating opportunity |
| ☐ From outside the district | ☐ Those with most teaching experience |

☐ Other _____

7. Was there a pre-summer school faculty orientation meeting? Yes _____ No _____

Administration, Organization & Staffing

9. Indicate the number of children in summer school by grade level.

<u>Summer Grade Placement</u>	<u>Number of Summer School Pupils</u>
K	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
Total	_____

10. How do you rate the attendance of pupils? Good _____ Fair _____ Poor _____

11. List assignment and salary of every person employed in connection with your summer elementary school program. (Include administrative, supervisory, teaching, health and other professional personnel as well as secretaries, bus drivers, custodians and other non-instructional personnel).

	<u>Assignment</u>	<u>Total Summer School Salary</u>
Example	Principal	\$950
	Teacher	650
	Bus Driver	75
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

(Attach list if necessary)

12. What is the title of the position held by the summer elementary school principal during the regular school year?

13. Does the school district provide transportation for children attending summer school? Yes No

14. Indicate the amount budgeted for your 1963 summer elementary program.

<u>Source</u>	<u>Amount</u>
District appropriation	_____
Registration fee	_____
Tuition from students	_____
Total budgeted expenditures	_____

Supervision

15. How are teachers supervised? (Check one or more)

- ☐ By classroom supervision
☐ By principal/teacher conferences
☐ By group or grade level meetings
☐ Other _____

16. How many faculty meetings are held during the summer school session? _____
 What is the general nature and /or content of these meetings?

(Please specify) _____

17. Who provides individual counseling services to children? (List title of personnel)

186

18. Are teachers in the summer elementary program working on curriculum development during the summer session?

Yes _____ No _____ If yes, in which areas of the curriculum? _____

Instructional Program

19. Indicate the registration for each specific subject area in your summer elementary school program.

	<u>Type of class</u>	<u>Number of Underachieving Children</u>	<u>Number of More Able Children</u>	<u>Number of Different Classes</u>
Example	Reading	40	15	3
	Creative writing		15	1
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

(Attach list if necessary)

20. Please check which of the instructional procedures teachers follow in the classes for the underachievers and/or the more able:

<u>Procedure</u>	<u>Underachievers</u>	<u>More Able</u>
Textbook provides basic content for course	☐	☐
Workbook assignments are given	☐	☐
Homework is assigned	☐	☐
Teacher-made units are followed	☐	☐
Audio-visual aids are used extensively	☐	☐
Field trips are taken	☐	☐
Mostly whole-class teaching	☐	☐
Some whole-class teaching	☐	☐
Small group teaching	☐	☐
Individual instruction	☐	☐
Informal seating arrangements	☐	☐
Varied use of instructional materials	☐	☐
Provision for work-and-study skills	☐	☐
Pupil planning and participation	☐	☐
Curriculum followed as previously developed for summer school	☐	☐
Other _____	☐	☐

21. Check each of the following sources of pupil information available to the summer school teacher:

- | | |
|---|--|
| ☐ Cumulative records | ☐ School health records |
| ☐ Report card marks | ☐ Testing data |
| ☐ Other _____ | |

22. How is the child's progress reported to parents? (Check one or more)

- | | |
|--|--|
| ☐ Report card | ☐ Parent-teacher conference |
| ☐ Attendance notice | ☐ Informal letter |
| ☐ Other _____ | |

School Plant & Facilities

23. What school facilities are regularly used in the summer program? (Check one or more)

- | | |
|--------------------------------------|-------------------------------------|
| ☐ Auditorium | ☐ Library |
| ☐ Cafeteria | ☐ Playground |
| ☐ Gymnasium | ☐ Playroom |
| ☐ Other _____ | |

24. What community resources are used in connection with the summer program?

(Please specify) _____

- | | | | |
|---|----------|---------|-----------|
| 25. May children borrow books from the school library to take home? | Yes ____ | No ____ | |
| 26. Are classrooms well equipped? | Yes ____ | No ____ | Fair ____ |
| Are classrooms attractively decorated? | Yes ____ | No ____ | Fair ____ |
| Are classrooms well ventilated and lighted? | Yes ____ | No ____ | Fair ____ |
| 27. Do teachers have adequate instructional materials and supplies? | Yes ____ | No ____ | Fair ____ |

Evaluation

28. What kind of an evaluation is planned of your summer program?

29. What kind of follow-up is planned in the fall for children who attended summer school?

School-Community Relations

30. How is the program interpreted to the public? (Check one or more)

- | | |
|--|--|
| ☐ Conference with individuals | ☐ Regular bulletins |
| ☐ Display of school exhibits | ☐ School newspaper |
| ☐ Group meetings | ☐ Special publication |
| ☐ Local newspaper | ☐ Visiting days |
| ☐ Other _____ | |

Other

31. How many continuous years, including 1963, has a summer elementary school been in operation in your district? ____

32. Do you feel State requirements for approval of summer elementary schools should be changed? Yes ____ No ____

If yes, how? _____

33. State the major problem or problems you have had in the administration and organization of your summer school program.

34. What do you feel are the major strengths of your summer school program?

35. Please describe the most unique feature of your summer elementary program?

Please sign your name here and give the name and address of your school:

Your name

Name of School District

Address

APPENDIX 9

**FOLLOW-UP LETTER TO SUMMER ELEMENTARY
SCHOOL PRINCIPALS**

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Elementary Education
Bureau of Elementary School Supervision
Albany 1

APPENDIX 9

FOLLOW-UP LETTER TO SUMMER ELEMENTARY
SCHOOL PRINCIPALS

SUMMER ELEMENTARY SCHOOL ATTENDANCE REPORT
FOR 1963 SUMMER SESSION

July 12, 1963

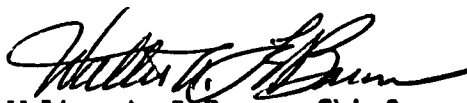
Dear Summer Elementary School Principal:

In September of 1962 we required each school system which had operated a summer elementary school to file with us a general report on a form which was provided the schools by this office.

This year you have received over the signature of Dr. Warren W. Knox, Assistant Commissioner, a form called SURVEY - SUMMER ELEMENTARY SCHOOLS - 1963. You have been asked to fill out this form and return it to Mark B. Scurrah, Supervisor of Elementary Education in this Bureau.

This letter is to tell you that the survey form which you are to return to Mr. Scurrah will be accepted in lieu of the report form which we requested you to fill out in 1962. If, therefore, you need additional copies of the survey form so as to be sure that you have filed it with us, I hope you will let us know.

Cordially yours,



Walter A. LeBaron, Chief
Bureau of Elementary School Supervision

APPENDIX 10

**A GUIDE FOR THE REVIEW OF PROGRAMS IN
ELEMENTARY EDUCATION**

The University of the State of New York
The State Education Department
Cooperative Review Service

A GUIDE FOR THE REVIEW
of
PROGRAMS IN ELEMENTARY EDUCATION
(K, Grades 1-6)

Name of District	_____
Address	_____

and/or

Name of School	_____
Address	_____

September 1962

FOREWORD

This Guide was prepared cooperatively by the Staff of the Division of Elementary Education and many other Divisions, Bureaus, and staff specialists in the Department. It is a direct outgrowth of a statement of principles and policies of the Division of Elementary Education first published in 1949; revised and published in 1955 in a bulletin, **OBJECTIVES FOR ELEMENTARY EDUCATION, THE 3 R'S AND MUCH MORE**; and revised and republished under the same title in 1961.

The items in this Guide are, therefore, firmly based on long-term considerations of the Division of Elementary Education. They have, in the main, been used in a large number of cooperative studies of local school systems in the form of **A GUIDE FOR LOCAL AND STATE PARTICIPATION IN STUDYING PROGRAMS OF ELEMENTARY EDUCATION**, which was originally prepared in 1949-50 and revised in 1956 and again in 1960. An edition of the Guide was completed in September 1961 for use in the Cooperative Review Service in New York City.

This edition was prepared and published in the fall of 1962.

Objectives of Elementary Education

Elementary education must afford the child an opportunity to understand and practice desirable social relationships within the school, the home, and in community living; to discover and develop individual aptitudes, interests, and abilities; to cultivate the habit of constructive, critical thinking; to appreciate and participate in worthwhile activities; to gain command of the common integrating knowledge and skills; to develop normal mental and emotional attitudes and habits; to develop a sound mind in a sound body; and to develop powers of creative expression. The child must be given opportunity to understand and experience democracy by participating in group activities as a contributing member, by working and playing with children of different backgrounds, beliefs, and living standards. This means an education where each child's background is appreciated and valued as having potential contributions to make to others. It means an education where no child is discriminated against because of race, creed, color, origin, age, sex, or economic status. Such an education extends beyond the four walls of the schoolhouse. The home is a potent educational force which strengthens the educational process by its cooperation with all who are concerned in the process. The community becomes a laboratory for learning and living.

Such a program demands that the child's educational experiences be adapted to his level of maturity, that his health and welfare be protected through adequate facilities and services, that there be scientific guidance of each child and adjustment to his needs, that policies be determined in harmony with latest research findings, and that there be recognition that it is the whole child who is being educated.

It will be of no avail to enlarge and expand the services of the elementary school if we ignore the findings of research concerning how learning takes place and the conditions that most affect children's achievement. Modern education derives its purposes from the scientifically discovered needs of children and the demands of the democratic culture in which our children live. It strives to provide experiences which will insure a good life for every child every day. Its purposes include helping children to gain a knowledge of the world today and to learn the ways in which children may live in that world with satisfaction to themselves and others. Such a concept of education includes much more knowledge and a far greater variety of skills than ever before.

ELEMENTARY
EDUCATION

The Cooperative Review Service is a partnership effort of the State Education Department and the local school system the purpose of which is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning. Principal attention, therefore, is focused on the teaching and learning process with primary emphasis on the adequacy of the instructional program; the training, experience and effectiveness of the instructional staff; the quality of instructional equipment and resources; and the extent to which the talents of all pupils are discovered and encouraged.

INSTRUCTIONS

- This Guide is designed to be used in the study of the individual elementary schools of a school district. Each of the questions in the Guide should be answered in relation to the total program of the school. A copy of the Guide can also be used in preparing a summary of the findings for all of the elementary schools of a district.
- Every staff member of the school should be given an opportunity to participate in this study. Staff members should be urged to give frank and unbiased answers to each question in the Guide which concerns their work or about which they have information.
- It is hoped that each person filling out one of these forms will be objective, frank, honest, and sincere so that the study will result in accurate appraisals and in valuable and constructive suggestions for improvement.
- Space at the end of each section of the Guide is provided for writing an explanation of the judgments made. At the end of the Guide there is a SUMMARY for indicating strong aspects of the total program and areas in which improvement is needed. Care in filling out this SUMMARY is especially important in future planning for program improvement.
- The Principal of each school should be responsible for the use of the Guide by the staff of his school and for the conduct of the self-survey process, including the summarization of data, analysis of comments, and recommendations for improvement. Teachers should not be expected to judge administrators or each other. Nor should they be expected to fill in sections of the Guide which elicit over-all factual information which can readily be obtained in the central office, i.e. pages 7, 8, 9, 10 and possibly 11 and 12.

- In using the Guide, place a check in the appropriate box after each item:

- 3 - There is much evidence that the standard is met or the practice exists;
 - 2 - There is some evidence that the standard is met or the practice exists;
 - 1 - There is little evidence that the standard is met or the practice exists;
- Insert 0 in column headed "other" if the item does not exist.
Insert X in column headed "other" if the item does not apply.

- Directions for providing information requested on Staffing and Enrollment Data. (See pages 7, 8, 9, and 10).

1. Elementary Instructional Staff*

When reporting the number of elementary school teachers, prorate the time of part-time teaching on the basis of 0.2 teacher as the equivalent of a 5-hour day 1 day a week. To illustrate:

Kindergarten:	Two sessions, $\frac{1}{2}$ day each	1.0 teachers
School Librarian:	4 half days a week	0.4 librarian
Music:	Two full-time vocal teachers and an instrumental teacher who teaches 15 hours in the elementary grades	2.6 teachers
Art:	One full-time art teacher and a second art teacher who teaches elementary school art 2 days a week	1.4 teachers
Speech:	$\frac{1}{2}$ day a week	0.1 teachers

2. Administrative and Other Service Staff*

When reporting the number of administrators and other professional personnel, indicate any part-time service on the basis of 1 day a week as the equivalent of 0.2 service. To illustrate:

Guidance Personnel:	Two full-time counselors and a third person providing $2\frac{1}{2}$ days a week	2.5 counselors
Dental Hygienist:	40 days a year	0.25 dental hygienist
School Psychologist:	$2\frac{1}{2}$ days a week	0.5 psychologist

*Include part-time shared services of central office staff or BOCES.

3. Ratios

When computing ratios in columns on page 7, use the following formulas:

a. Item 28:
$$\text{PTR (Pupil-Teacher Ratio)} = \left(\frac{\text{Enrolment}}{\text{Teachers}} \right)$$

b. Item 29:
$$\text{PAR (Pupil-Administrative)} = \left(\frac{\text{Total Elementary Enrolment}}{\text{Administrative and Other Services Staff}} \right)$$

Ratio

c. Item 30:
$$\text{PSR (Pupil-Staff Ratio)} = \left(\frac{\text{Total Elementary Enrolment}}{\text{Total Professional Staff}} \right)$$

d. Item 31:
$$\text{Professional Staff Ratio} = \left(\frac{1000}{\text{PSR (Item 30)}} \right)$$

(per 1000 pupils)

4. Enrolment Data

List each class separately by grade.

5. Age-Grade Placement Data

Use September figures.

Staffing and Enrolment Data

Teaching Staff - K, Grades 1-6	No.
1. Kindergarten teachers	
2. Grades 1-6 teachers	
3. Special class teachers	
4. School librarians (K-6)	
5. Physical education teachers	
6. Music teachers	
7. Art teachers	
*8.	
* 9.	
*10	
*11.	
*12.	
13. Total teaching staff (K-6)	

*List other teaching positions and number.

Administrative, Supervisory and Other Staff	No.
14. Principal	
15. Assistant Principal	
*16.	
*17.	
18. School Physican (K-6)	
19. School Nurse (K-6)	
20. Dental Hygienist (K-6)	
21. School Psychologist (K-6)	
*22.	
*23.	
*24.	
*25.	
26. Total administrative and other staff	

*List other administrative, supervisory and service staff positions and number.

	No. Inst.	No. Admin.
27. Total professional staff		
28. PTR		
29. PAR		
30. PSR		
31. PSR per 1000		

Staffing and Enrolment Data (Continued)

Enrolments by Classes and Grades

Grades and Classes	No. of Pupils	Grades and Classes	No. of Pupils	Grades and Classes	No. of Pupils

Total enrolment _____

Number of Teachers by Years of Experience

	0-3 yrs.	4-10 yrs.	11-20 yrs.	Over 20 yrs.
Total years of service				
Years in this school				

Staffing and Enrolment Data (Continued)

Status of Certification	Number of Teachers ^a
Fully certified	
In Process	
Teaching out of license	
Not certified	

^a Do not count more than once.

Degree Status	Number of Teachers ^a
Undergraduate	
Bachelors degree	
Masters degree	
Masters degree plus	

^a Do not count more than once.

Teachers taking college courses ^b	Number of Teachers ^a
Within the last year	
During the last 2 years	
During the last 5-10 years	

^a Do not count more than once.

^b Do not include full-time study.

A GUIDE FOR THE REVIEW
OF
PROGRAMS IN ELEMENTARY EDUCATION

I. ORGANIZATION, ADMINISTRATION AND SUPERVISION

Program Checklist

Administration

1. Does the school have adequate administrative service?
2. Is the principal and/or assistant principal experienced and trained in elementary education? . .
3. Does the elementary school principal devote appropriate time to the major areas of his responsibility such as: Administration, _____% ; Supervision, _____% ; Child Guidance, _____% ; Counseling with pupils and parents, _____% ; Community-school relations, _____% ; (Give percentage of time spent in each category).
4. Has there been careful analysis of staff functions and relationships?
5. Is there appropriate delegation of responsibilities?
6. Is careful attention given to staff communication?
7. Is there adequate clerical and stenographic staff?
8. Does this school receive adequate direction and assistance from the central offices of the school system?

3	2	1	Other

Explanation:

Supervision

	3	2	1	Other
1. Is there effective supervision of individual teachers?				
2. Is there effective supervision of teachers in this school through use of group approaches to problems and their solutions?				
3. Are there active curriculum committees in this school?				
4. Is a well-organized inservice program provided for the professional staff, including: workshops, seminars, and inservice courses (within the building and/or the school system)?				
5. Does this school participate effectively in school system-wide activities designed for the improvement of instruction?				
6. Is there an adequate orientation program for new personnel in this school?				
7. Are resource materials such as professional books, periodicals, courses of study, bibliographies, sample texts, units of work, and the like, available to teachers in this school?				

Explanation:

Quality and Professional Growth of Instructional Staff

1. Do elementary teachers in the school have teaching certificates appropriate for the teaching assignment?
2. Are individual teachers continuing their professional studies at colleges and universities?
3. Is there a balance in years of experience on the staff?.
4. Are teachers alert to new ideas and methods and the need for evaluating current practices?.
5. Are teachers students of elementary education and do they participate in professional activities outside of school?

3	2	1	Other

Explanati on:

Organization of the School

	3	2	1	Other
1. Is there a clear-cut policy regarding a minimum entrance age for the kindergarten? (5 years of age by December is recommended).				
2. Are kindergarten groups usually limited to 20-25 children?.				
3. Do enrolments in grades 1-6 classes usually range from 25-30 children?				
4. Do children in grades 1-6 attend full-day sessions (at least 5 hours of instruction)?				
5. Is the length of the school day, including travel time, reasonable for every child?				
6. Is the daily schedule such that classroom teachers can have large blocks of time for instruction?				

Explanation:

Provisions for Pupil Progress

	3	2	1	Other
1. Is there a well-established promotion policy? . . .				
2. In general, is children's progress continuous in the elementary school years?				
3. Are classes organized for effective instruction? .				
4. Are special classes provided for mentally retarded children?				
5. Are special provisions made for physically handicapped pupils?				
6. Are special provisions made for gifted pupils? . .				
7. Are social relationships and emotional adjustment given careful attention?				
8. Are the services of special personnel properly utilized by classroom teachers and the principal in guiding pupils?				
9. Is there a good system of cumulative records of individual children which are carefully kept? . . .				
10. Are standardized achievement tests used periodically?				
11. Are mental ability tests administered periodically? .				
12. Are available State tests used periodically? . . .				
13. Is there a good system of reporting to parents? . .				

Explanation:

II. THE INSTRUCTIONAL PROGRAM

General Curriculum

	3	2	1	Other
1. Is the curriculum of the school organized in broad areas: language arts; reading; social studies; science; health and safety; mathematics; music; art; and physical education?				
2. Are there courses of study or curriculum guides (State and/or local) in each of these areas? . .				
3. Do these courses or guides allocate appropriate aspects of each of the curriculum areas to the various grades?				
4. Is much of the curriculum organized into learning units developed around central themes? . . .				
5. Does the curriculum reflect the culture of the times and the social and economic problems affecting the lives of the children?				
6. Does the curriculum reflect the environmental experiences of the children?				
7. Is the teaching of work and study skills provided for?				
8. Is the curriculum so organized that children of varying abilities and interests can work together in groups, with each child engaged in tasks within his range of ability, interest, and special talents?				
9. Is it expected that teachers will use flexible grouping within the classroom?				
10. Does the curriculum emphasize the disciplines inherent in a democratic society such as: free discussion of issues, sharing in making rules, taking responsibility for own decisions, getting along with others, sharing responsibilities, developing respect for others, self-reliance, fair play, and learning to harmonize differences? . .				

Explanation:

Language Arts

	3	2	1	Other
1. Does the language arts curriculum provide for a planned developmental program of interrelated activities in: speaking, listening, reading, spelling, handwriting, English usage, literature, and creative expression, composition, and study and library skills?				
2. Are integrated language arts activities used in the classrooms?				
3. Are the children learning to speak and listen in accordance with their abilities and maturity? . . .				
4. Are the children developing satisfactorily their abilities in the skills of written language such as:				
-creative written expression				
-functional written communication.				
-handwriting				
-spelling.				
-English usage				
-resource skills				
-written reports				
5. Is there careful diagnosis of the difficulties of individual pupils as a regular part of the program in oral and written expression?				
6. Does drama and dramatics have a strong place in the program?				
7. Is there an adequate supply of language arts materials and supplies in every classroom?				

Explanation:

Reading

	3	2	1	Other
1. Does the developmental program in reading provide for continuous progress for each child in accordance with his potential abilities?				
2. Is each child receiving effective instruction in the total program of reading including the areas of:				
-basic reading skills.				
-reading skills in the content subjects.				
-children's literature				
-free-choice or individualized reading				
3. Is stress placed on the development of good attitudes toward reading in all grades but particularly in the pre-reading period during the transition to beginning reading?				
4. Is there an adequate supply of appropriate reading materials in every classroom?				

Explanation:

Social Studies

	3	2	1	Other
1. Is there a planned integrated curriculum for the social studies in this school?				
2. Are the understanding and appreciation of the American heritage stressed as major objectives in the social studies curriculum?				
3. Are the children learning the basic knowledge and concepts in geography?				
4. Are the children learning the basic knowledges and concepts in history?				
5. Are the children learning to know and understand the world in which they live?				
6. Are the children learning the work and study skills (including map and globe skills) in social studies?				
7. Are the children developing good human relationships?				
8. Is unit teaching with its concomitant differentiation of instruction used particularly in the intermediate grades?				
9. Are a wide variety of teaching-learning activities used in the classroom?				
10. Are trips and other community experiences essential parts of instruction?				
11. Are the children developing the ability to accept responsibility for a task and to work independently?				
12. Is there an adequate and appropriate supply of maps and globes in use in the classrooms?				
13. Is there an adequate and appropriate supply of other materials (including supplementary books) and supplies in use in the classrooms?				

Explanation:

Science

	3	2	1	Other
1. Does the science curriculum provide for instruction in the areas of Living Things; Our Growing Bodies; Air and Water; The Surface of the Earth; the Earth in Space; and, Matter and Energy?				
2. Are increasingly more advanced teaching-learning experiences in each of these areas provided for each grade?				
3. Are the children learning to understand the "How and Why" of their environment?				
4. Is science in the classrooms taught through a variety of teaching-learning activities such as: field trips, experiments, collecting, observation, and reading?				
5. Are individual children or small groups of children in the classrooms helped to develop their own scientific interests?				
6. Are adequate and suitable science materials and equipment in use in all classrooms?				

Explanation:

Mathematics

	3	2	1	Other
1. Is the mathematics curriculum designed to help children discover and understand our number system - its use, its structure and its social application?				
2. Are teachers helping children to discover the meanings of arithmetic?				
3. Are the children learning to compute?				
4. Are the children developing an understanding of the concepts basic to mathematics at their own developmental levels?				
5. Is the instruction in mathematics meaningful in terms of its social use?				
6. Are the children becoming proficient in problem solving?				
7. Is there adequate differentiation of instruction in each classroom?				
8. Is there a suitable and adequate supply of mathematics materials and visual-manipulative aids to instruction in use in all classrooms?				

Explanation:

Art

	3	2	1	Other
1. Does the art curriculum include provision for a variety of art experiences: painting, drawing, constructing, sculpting, and modeling?				
2. Is art appreciation an integral part of the curriculum?.				
3. Is creativity and imaginative thinking being recognized, nourished, and developed in the classrooms?				
4. Are children in this school using a variety of art media - paper, clay, paints and others?				
5. Are children being introduced to great art works?				
6. Are teachers helping children to become visually sensitive and responsive?				
7. Is originality in art work encouraged?				
8. Is there an adequate and appropriate supply of art materials and equipment in use in all classrooms?				
9. Are there sufficient art teachers in this school?				
10. Do the art teachers and the classroom teachers cooperatively plan and teach?				

Explanation:

Music

	3	2	1	Other
1. Is the music curriculum so planned that every child can have a variety of musical experiences such as singing, playing instruments, reading music, listening, rhythm work and creating music?				
2. Are learning activities being provided in this school in such a way that every child has a varied experience and an opportunity to achieve success in at least one or more aspects of music?				
3. Does the music program, as it operates in this school, provide for the expressions of musical feeling, emotional outlet, and social experiences and does it stimulate children to active musical participation?				
4. Are teachers helping children to become aurally sensitive and responsive?				
5. Are children developing positive attitudes toward music as well as their musical skills?				
6. Are opportunities for both individual and group expression provided for the children of this school?				
7. Are the children becoming oriented to desirable cultural levels of appreciation?				
8. Are the children introduced to musical masterworks from many countries?				
9. Are special musical activities provided for talented children?				
10. Is there an adequate and appropriate supply of musical materials and equipment in use in this school? .				
11. Are there enough music teachers in this school? . .				
12. Do the music teachers and the classroom teachers cooperatively plan and teach?				

Explanation:

Health and Physical Education

	3	2	1	Other
1. Does the physical education curriculum include experiences in body mechanics, games, rhythm, and self-testing activities?				
2. Are the children of this school receiving actual instruction in each of these areas?				
3. Do the children receive at least 120 minutes a week of actual physical education?				
4. Are continuous opportunities provided for children to gain knowledge and skills essential for healthy living?				
5. Are the children physically fit in terms of their own potentialities and maturity?				
6. Is there an appropriate and adequate supply of physical education materials and equipment in use in this school?				
7. Are there enough physical education teachers in this school?				
8. Do the classroom teachers and physical education teachers cooperatively plan and teach?				

Explanation:

Elementary Foreign Language

1. Was the decision to teach a foreign language made after careful consideration by school personnel and the community?
2. Does the teacher have oral proficiency and skill in teaching the foreign language?
3. Is teaching of the foreign language informal and conversational, stressing audio-lingual aspects? . .
4. Is stress placed on the culture of the country whose language is being studied?
5. Are children who succeed in the language assured a continuous sequence of study in the same language through junior and senior high school?
6. Are recordings and other oral communications media utilized?

3	2	1	Other

Explanation:

III. PHYSICAL PLANT AND AUXILIARY AGENCIES

School Plant

	3	2	1	Other
1. Is the school building designed and constructed to serve the needs of children?				
2. Is it well maintained?				
3. Are there sufficient classrooms to house the children in classes of defensible size?				
4. Are suitable offices and rooms for administrative and supervisory services provided?				
5. Are appropriate staff and conference rooms available?				
6. Are ample and suitable supply and storage spaces provided?				
7. Are suitable and sufficient gymnasium and indoor play spaces provided?				
8. Do the kindergartens have a safe and equipped outdoor play area?				
9. Is suitable outdoor play space for the younger children provided?				
10. Is suitable outdoor play space for the older children provided?				
11. Are adequate auditorium facilities provided?				
12. Are the health, physical well-being, and safety of the children guarded in all school situations? . . .				

Explanation:

Classrooms

	3	2	1	Other
1. Are classrooms large enough to make many varied learning activities possible?				
2. Are kindergarten rooms, including sanitary facilities, provided?				
3. Are kindergartens equipped with:				
building blocks (solid and hollow)				
supplementary toys				
carpentry bench, tools, wood				
housekeeping equipment and materials				
4. Are classrooms equipped with:				
chalkboards.				
bulletin boards.				
shelving				
movable furniture.				
tables				
filing cabinets.				
supply storage				
workbenches and tools.				
5. Are classrooms adequately heated, lighted, and ventilated?				
6. Are classrooms attractively decorated?				
7. Are the classrooms neat and orderly?				
8. Are special-class facilities adapted to the needs of children?				

Explanation:

School Library

	3	2	1	Other
1. Does the school have a central library?				
2. Does the school have the services of a qualified librarian?				
3. Do classroom library collections have appropriate books, pamphlets, and magazines?				
4. Does the book collection for general reading and reference cover all curriculum areas in each grade?				
5. Does the library serve as a center for other resources, such as films, slides, and pictures? . . .				
6. Is the library equipped with:				
shelving				
tables and chairs.				
vertical file (legal size)				
card catalog				
book trucks.				
librarian's desk and chair				
bulletin boards.				
typewriter				
7. Does the library have a work area or adjacent workroom for processing and repairing books and other curriculum materials?				

Explanation:

Audio-Visual Aids

1. Is there a planned program for the purchase and use of audio-visual aids?
2. Is there an adequate and appropriate collection of films, slides, and filmstrips?
3. Is there an adequate record and/or tape collection?.
4. Are these collections properly catalogued and administered?
5. Is there adequate and appropriate projection equipment?
6. Is there an adequate supply of record players and/or tape recorders?
7. Are there enough radios and television sets?
8. Are there adequate and appropriate picture collections?
9. Are the audio-visual materials and equipment well used?

3	2	1	Other

Explanation:

Other Auxiliary Agencies

1. Are adequate medical, nursing, and dental facilities provided?
2. Is the service adequate?
3. Are physical and health defects located and efforts toward correction made as early as possible?
4. Are suitable cafeteria and/or lunchroom facilities provided?
5. Are these eating places well staffed and supervised?

3	2	1	Other

Explanation:

IV. COMMUNITY-SCHOOL RELATIONSHIPS

	3	2	1	Other
1. Is the school an integral part of the community and does it utilize community resources?				
2. Are the services of the public utilized in educational planning?				
3. Are parents helped to understand children's needs, how children develop, and how the school helps to meet their needs?				
4. Are opportunities provided for parents and the public to visit the school?				
5. Is the school program interpreted regularly to the public by means of:				
conferences with individuals.				
group meetings				
regular bulletins.				
other.				

Explanation:

V. SUMMARY

A. Strong aspects, practices and features of the elementary school program

B. Areas of the elementary school program in which improvement is most needed.

- C. Things being done to strengthen or improve those aspects of the elementary school program most in need of improvement.

D. Suggestions for further improvement of the total program in this elementary school.

AP. ENDIX 11

ABSTRACT OF Description and Evaluation of the
Administration and Organization of Summer
Elementary Schools in New York State - 1983

APPENDIX 11

ABSTRACT OF

Description and Evaluation of the Administration and Organization of Summer Elementary Schools in New York State - 1963¹

The problem of the study was to describe and evaluate the present state of practices in the administration and organization of 163 public summer elementary schools in New York State in light of New York State recommended standards and practices for elementary education.

The procedures of the study included: 1) a survey of the literature; 2) a description of New York State public summer elementary schools from 1958 to 1962; 3) a detailed description of the population to be studied including a summary of visits to five representative summer schools in operation during 1963; 4) a description of the evaluative criteria; and 5) the design of a questionnaire which was sent to all the 163 school districts operating summer elementary school programs in 1963.

The data were described and evaluated under the general headings of planning, organizing, administering, and evaluating the summer elementary school.

¹ Mark B. Sourrah, Ph.D. thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, November 1963, xiii-192 p.

The findings revealed that a large majority of the summer principals performed suitable managerial practices in: 1) the early development of plans for summer elementary schools; 2) informing parents of the summer program in advance; 3) providing a pre-summer school faculty orientation meeting; 4) organizing, in terms of appropriate class sizes and length of session; 5) providing summer teachers with pupil records; 6) reporting pupil progress to parents; 7) providing adequate classrooms and materials of instruction; and 8) interpreting the summer school program to the community.

More complex administrative practices performed by the majority of summer principals, but in a more limited manner were: 1) selecting and assigning students; 2) selecting and supervising teachers; 3) counseling children; and 4) evaluating pupil progress.

Practices in summer school administration which appeared to need improvement were: 1) greater participation of community members in the development of plans for summer school; 2) provisions for broader summer school purposes and programs; 3) selection of qualified and experienced elementary school principals; 4) classroom supervision; 5) employment of additional staff; 6) provisions for an adequate summer school budget; 7) greater use of school facilities and community resources; and 8) provisions for

specific steps in the evaluation of programs and in the follow-up of pupil progress.

In general, the majority of the summer elementary school principals followed practices in summer school administration and organization which were, for the most part, in keeping with the New York State Education Department's recommended standards and practices for elementary education. The study revealed the need for: 1) continued research and evaluation of summer elementary schools in terms of the needs of children and in reference to programs of recreation and study; 2) case studies on summer elementary schools of various types and in various school districts; 3) state sponsored regional conferences for administrators and teachers on all aspects of summer elementary schools; 4) preparation at the state level of a brochure on summer elementary school administration and organization; and 5) promotion of combined recreation and summer school programs under one direction at both the state and local levels.

The administrative practices uncovered in the study rendered further evidence of the necessity for careful planning in terms of policies, programs, methods, and procedures based on sound principles of elementary education and administration.

The findings of this study should be useful to departments of education and school officials interested in providing children with worthwhile summer school opportunities.