A SUMMER SCHOOL PROGRAM FOR THE ODEBOLT-
ARTHUR COMMUNITY HIGH SCHOOL

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A SUMMER SCHOOL PROGRAM FOR THE ODEBOLT-
ARTHUR COMMUNITY HIGH SCHOOL

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CHAPTER I

INTRODUCTION

The people of the United States are continuously striving to find new ways to improve technological development. In the two short centuries or less that our nation has been in existence its economy has evolved from one based predominantly upon agriculture to one which is based upon industry. Education must meet the challenge that has been placed on it by increased industrialization. If the system of education in this country is to keep pace with other facets of our culture, there must be a constant search on the part of educators and lay people for ways in which to improve the schools. Too often people, both inside and outside of education, make attacks on our schools but offer no constructive ideas for their improvement.

There has been much written about the expansion of the educational services offered to our children. One of the ways which has been suggested for increasing those services is through the lengthening of the school year. Summer school is one method being used to supplement the regular academic year program. Dr. John Harris, the superintendent of schools in Des Moines, Iowa, in a report to the board of education on July 21, 1959, noted that over three thousand students attended summer session classes in that city in 1959.1

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1 News item in the Des Moines Register, July 22, 1959.
The idea for summer classes is not a new one. Educational writers have discussed and praised it for a number of years. Several decades ago Reeder reported that:

Many school systems, especially the larger ones, provide classes during the summer months for pupils who care to spend their vacation in school. Usually such classes run for only a portion of the summer vacation, for example, from three to six weeks. Such classes permit pupils who have failed or been conditioned in a grade or subject to remove the failure or the condition and to enter school at the beginning of the regular term with their particular class. Moreover, such classes make it possible for the normal or the bright pupils to complete the regular school course in less than the usual amount of time.\(^1\)

Beginning in 1940 and continuing through the Second World War the idea of the utilization of school buildings during the summer months became very common. Various school districts allowed the use of their shops and equipment for the training of defense workers. Many people, both young and old, took advantage of this program to learn riveting, welding, drafting, blue print reading, and sheet metal work. While this was not a part of the regular school program, it did help to break down the old tradition that the buildings should be closed during the summer.

I. THE PROBLEM

The purpose of this study was to establish a plan for a program of summer school classes for the Odebolt-Arthur Community High School to enable students to secure courses which: (1) they need but

could not get during the regular school year because of schedule conflicts; (2) they need for credit because of previous failure; (3) they desire for their own personal satisfaction or enrichment. Included were recommendations for courses to be offered, amount of credit earned, estimated cost of the program, source of teachers, and a schedule showing the time of day, the length of the class periods, and the number of weeks of classes.

II. DESCRIPTION OF THE DISTRICT

The Odebolt-Arthur Community School District, which is comprised of some ninety-eight thousand acres of land in portions of Sac, Ida, and Crawford Counties, is located in west-central Iowa. The incorporated towns of Odebolt, population thirteen hundred, Arthur, population five hundred, and the village of Boyer, population forty-five, are contained in the district, which is approximately one hundred fifty square miles in area. The total school population of the district is about eight hundred fifty students with approximately two hundred ten in high school.

Within the past five years two reorganizations of the school district have been carried out. The first one, which occurred in 1955, combined the Odebolt Public School with a number of surrounding rural districts which it had been serving. The new area was known as the Odebolt Community School District. A year later the people of the Arthur Public School District petitioned to join with the new Odebolt district. The result of this second reorganization was the
formation of the Odebolt-Arthur Community School District.

The people are very interested in education and support it willingly and actively. Evidence of this support was shown in a bond election held in 1957. When the results had been tabulated, it was found that ninety-one per cent of the people voting had cast their ballots in favor of a bond issue of $785,000.00 for the construction of a new grade school building and an addition to the high school.

The citizens of the district, the school faculty, and the students take great pride in the new building which was completed in the spring of 1959. This new structure, which was attached to the existing high school building, contains elementary classrooms, secondary classrooms, shops for industrial arts and vocational agriculture, vocal and instrumental classrooms with practice rooms, rest rooms, administrative offices, storage rooms, dressing rooms, a gymnasium-auditorium, a library, a teachers' workroom, a nurse's office, a hot-lunch kitchen, and a homemaking laboratory. At an open house held on Sunday afternoon May 17, 1959, it was estimated that more than twenty-five hundred people toured the building.

III. NEED FOR THE STUDY

The area which the Odebolt-Arthur Community School serves has an economy based directly or indirectly upon agriculture. Previously there were steady jobs available for students on farms during the summer vacation period. With increased mechanization, little opportunity for employment now exists except for some farm labor for a few of the older boys.
Putting activities within the school day has resulted in a schedule which is quite rigid. As a result of this schedule and because of administrative disapproval, students may not carry more than four courses except in rare instances. Often students do not have an opportunity to secure courses they really would like to have. A program of summer classes would help to remedy this situation and make courses available to those people. In addition, students who lack credits because of illness or failure would be able to catch up with their classes. At the present time these things are not possible since no schools in the vicinity offer summer academic programs.

In his recommendations to school boards and school administrators based on what he had observed throughout the nation, Conant stated:

The school board should operate a tuition-free summer school in which courses are available not only for students who have to repeat a subject, but also for the bright and ambitious students who wish to use the summer to broaden the scope of their elective program.1

IV. THE PROCEDURES

The procedures employed in this study involved three steps. The initial step consisted of a survey of the literature to determine how summer programs had been initiated and administered in other schools. Published books yielded little pertinent information except for recommendations that summer programs should be held. Professional educational journals and other magazines provided information about

programs of summer classes which had been held in schools of various sizes.

The second step consisted of a survey of the students who were to be in the ninth, tenth, and eleventh grades of the Odebolt-Arthur High School in the fall of 1959. A personal interview was held with eighty-seven per cent of the one hundred fifty-four students to determine their interest. A three-question survey sheet was prepared to aid the interviewer in securing the data. (See Appendix.)

After a careful review of the recommendations and suggestions found in the survey of the literature, the data secured from the student survey were used in the preparation of a schedule for a program of summer classes for the Odebolt-Arthur High School.

As a result of this study the first summer school classes were held in the Odebolt-Arthur Community High School in the summer of 1960.

V. LIMITATIONS

A study such as this was necessarily limited since it pertained to development of a program for one school.

Students who were to enter ninth grade were not familiar enough with the courses in the high school curriculum. After a year of high school attendance they would have been better qualified to select courses.

The survey of students was conducted in the summer of 1959 for classes to be established in the summer of 1960. The subjects studied during the regular school year might have changed the students' subject
selections for the summer classes.

A final limitation was concerned with the number of grades surveyed. Members of three grades were interviewed although there are four grades in high school.

VI. DEFINITION OF TERMS

The following terms have been defined in order to aid the reader in the interpretation of this study.

**School district.** The school district when used in this study referred to the Odebolt-Arthur Community School District.

**High school.** The high school as used in this study included grades nine, ten, eleven, and twelve.

**Summer school classes.** Summer school classes refer to high school academic classes, not music lessons or recreational programs.

**Residents.** Residents refer to people who live within the boundaries of the Odebolt-Arthur Community School district.

**Non-residents.** Non-residents refer to people who live outside of the boundaries of the Odebolt-Arthur Community School district.

**Bible school.** Bible school refers to the religious training classes which are held by the Protestant churches immediately following the close of the regular school term.
CHAPTER II

RECOMMENDATIONS RELATIVE TO SUMMER SCHOOL

The purpose of this chapter was to determine: (1) the recommendations and suggestions of educators who have had experience with summer programs, (2) the results of the survey of the Odebolt-Arthur students, and (3) to recommend a program for the Odebolt-Arthur Community High School.

I. RECOMMENDATIONS FROM LITERATURE

Various schools in many parts of the United States have previously established summer school programs. Reports on these programs have been published in professional periodicals and other magazines during the past few years. Information was gained by a survey of these articles to determine how other programs were administered and the recommendations that were made. The several authors have attempted to show the results that have been attained from summer sessions.

One writer suggested that summer classes start two weeks after the end of the regular term, that no tuition be charged, and that the non-compulsory session last for six weeks. He listed the following advantages of such a program:

1. It would form a bond between the alert student, his teachers, and his parents, sought but never attained by P. T. A.
2. Innovations, experiments, and advanced courses could be tried at a minimum of expense.
3. The strengths of summer school would expose the weaknesses of the long term.
4. Uncontested by nonacademic activities, learning could flourish.

5. Students entering the professions could save at least a year's time.

6. It would make use of the buildings and facilities that usually remain unused for the summer.

7. It would eliminate force as an inducement to learning.

8. It would locate the future leaders at an early age.

9. It would permit the superior teacher to demonstrate the difference between effective and ineffective teaching.

10. It would awaken the citizenship to the necessity for assuring a college education for all worthy students who needed financial assistance.

Newton, Massachusetts. In Newton, Massachusetts, a summer program has been in existence for nearly two decades. The session lasts for six weeks and serves not only the students of that city, but those from twenty-two surrounding communities as well. Courses have been offered in Latin, French, shorthand, typing, driver education, four levels of English, and five levels of mathematics. Originally, the program was instituted for remediation and make up, but has gradually evolved to the point where more students now enroll for enrichment.

The enrollment doubled within a two-year period due to the desire of youngsters to add to their educational growth. There were no discipline problems during the summer session, even among students who had been in trouble during the regular school year. This was attributed to the shorter class periods and independent study and work. In the normal school day, study halls and other wasteful periods were boring to intelligent, inquisitive pupils. In summing up his thoughts on

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summer school, Gores stated:

It has been observed that great numbers of children of all ranges of ability would rather go to school than live through the summer hiatus in undirected and uninspired solitude.¹

Florida. Florida has a state wide summer program of free public education. Not only are classes available for high school age youngsters, but also for elementary school children and adults. Classes range from remedial reading instruction to art appreciation. In addition, a fine recreational program has been developed. People in Florida believe that these summer classes, plus the recreational programs, have been responsible for the decrease in juvenile delinquency in that state during the summer months. Generally, there is a sharp increase in the delinquency problem during the vacation period over the country as a whole. In terms of dollars and cents, the cure for delinquency is more costly than the prevention of it, without regard for the human suffering which often results. Summer programs not only save money by preventing delinquency, but they add to the wealth of the nation as well. Some writers believed that "to enrich the educational program for children is to enrich the state and the nation."²

Newark, Illinois. In the small community high school of one hundred twenty-five students at Newark, Illinois, a six week summer


session was held for talented students. Students and parents were given written information about the proposed program and a form on which to express their preferences. The main areas of interest were science, mathematics, and communications. Twenty-four students who met the qualifications were selected for the training. Formal classes, as they are normally held during the regular year, did not meet. Instead, the students met each morning at 8:30 for a discussion of any common problems. The remainder of the three-hour period was spent in group work on selected problems. Instructors served as consultants, stimulators, advisers, and sometimes as accelerators, but never as lecturers or task masters. During the term one group of students studied rocketry and made a successful launching. Another group made use of language records and tape recordings to gain knowledge of conversational Spanish. A third group delved into modern algebra, while still another searched the town for various devices of scientific equipment. Even the fire department was not safe from this group.

In the evaluation at the end of the six weeks, the staff members who had participated were highly pleased with the results. Greater gains were made than had been anticipated. The cost to the district was not great and the custodians still had a month to get the building in shape for the next school year. Many parents and students requested a continuation of the program for the following summer.

York, Pennsylvania. York, Pennsylvania, has been conducting a summer session for ten years and the enrollment has increased each year. Student demand dictated the courses that were to be offered. Selections were made from the curriculum offerings available during the regular academic year. Tuition was not charged to residents of the district, although there was a fee for non-residents. Class periods, which were an hour in length, began at 8:00 and lasted until 12:30 five mornings a week for eight weeks. There were five-minute breaks at the end of the first and third hours, and a fifteen-minute break at the end of the second hour. A student could complete a semester course by taking two consecutive periods a day or a year course by taking four consecutive periods each day. The maximum load allowed any person was two courses. Teachers were selected from the regular faculty, plus an occasional recruit from surrounding areas. Appointment of teachers was made on a rotating basis of once each three years. This allowed planning for college attendance or travel. Salaries were based on the regular salary schedule step of the previous year, and were pro-rated according to the teaching load.¹

The reasons for having summer classes as given by the administration at York were so aptly stated that this writer felt they should be quoted in full in this report:

First, it is in line with and broadens the educational purpose for which the school system was created. Drop-outs are reduced in number. Students are allowed to avail themselves of this time

during summer months to their profit and still have about a month of vacation. Existing plant is fully utilized with little additional operating cost. With proper school year maintenance the free month is sufficient for rehabilitation and cleaning of the plant. Staff is available and willing to carry a schedule which is less demanding and much more pleasurable while earning additional pay. The unit cost per credit is much less than for the same units during normal school terms. The school district gains financially to the extent that summer school program reduces retardation. Gifted students may accelerate programs for taking Advanced Placement or College Level Courses in the upper years. Acceleration toward graduation is not permitted. Failing students are given an opportunity to make up or catch up. Increasingly students are availing themselves of the opportunity to enrich and supplement their regular school programs.¹

Students enrolled in summer classes at York for a number of different reasons. Some came because they needed to make up credit lost due to failure, illness, family migration, and, in some cases, extensive family travel. Pupils enrolled in the distributive education program wanted to be able to spend more time on their job training. Likewise, students who worked on student publications, in the library, were student council members or leaders in other activities, wanted to be able to carry lighter loads during the regular school year. Still others took courses for their personal pleasure, such as art, shop, drama, or typewriting, which would not fit into their academic year schedules. Another group took required courses to get them out of the way in order to concentrate on special fields, such as mathematics, science, or foreign languages, during their last two years of high school.

Instructors, who had served as summer school teachers, highly

¹Ibid., pp. 117-18.
praised the endeavor. They liked the long class periods which were not interrupted by announcements, pep meetings, assembly programs, class meetings and other such trivia which are the bane of many teachers' efforts. Strong interest accounted for the presence of the students, and they were serious about their work. This serious-mindedness seemed to be contagious and pupils' achievement was much greater than was normally expected. Teachers came to know their students better and, in many cases, the parents as well. The staff also felt that the program was an excellent public relations instrument, for the community was very enthusiastic about the results achieved.

For schools which are contemplating the inauguration of a summer program, Principal Parry had this advice: "The aim has been to keep the program on a relatively simple, easily administered, inexpensive basis. This aim is recommended for those initiating such a program."1

Knoxville, Iowa. At Knoxville, Iowa, a comprehensive summer school program has been held for three years. The attendance has averaged about one hundred thirty-five students, or about one-third of the normal yearly high school enrollment. About three-fourths of the students enrolled for enrichment purposes, while the remainder attended for make up or remediation.

Home room periods were used during the second semester of the regular school year to explain the program and to take a preliminary survey of desired courses. Then an information bulletin describing

1Ibid., p. 119.
the objectives and advantages of summer classes and the courses to be offered was prepared and sent home with the students. Students then returned registration blanks if they planned to attend. A minimum number necessary for a class to be held was ten. If a course had an enrollment within two or three of that minimum, an attempt was made to find additional enrollees. Teachers were secured after classes had been established, with local faculty members the first choice if they were qualified. Surrounding towns often provided instructors when members of the Knoxville faculty were not available.

The summer session lasted for eight weeks, commencing about the tenth of June and finishing around the end of July. Class periods were two hours in length, beginning at 8:00 a.m. and 10:00 a.m. with a five-minute break in the middle of each period. Courses that have been offered were: speech, typing, slide rule, psychology, remedial mathematics, Latin, reading acceleration, remedial English, and safety education. All of these carried one semester of credit except the reading acceleration, which did not receive any credit.

The cost of the entire program was not great as there was little expense except for the salaries of the teachers. There was a tuition charge of five dollars for district students and fifteen for non-residents. Faculty members were paid sixteen dollars a day for two classes and half that amount for one class. With a half day remaining after classes and the month of August for vacations, both students and instructors had plenty of leisure time.

The director of the summer session, who was also the high school
principal, was firmly convinced that the program had become an integral part of that district's educational program.¹

Minneapolis, Minnesota. Minneapolis, Minnesota, conducted a special summer class in modern mathematics for talented students. In order to enroll in the class, a student must have completed algebra and plane geometry and have been the possessor of a "B" average for high school work. The class met for two hours a day for five weeks and was a non-credit course. Some students drove as far as fifty miles each day in order to attend. At the end of the term, the pupils were unanimous in their approval of the course. However, they did make the recommendation that the session be extended from five weeks to eight weeks.²

Saginaw, Michigan. Summer high school classes have been held since 1953 in Saginaw, Michigan. The original idea was to provide enrichment for students, and the classes were promoted on this note. The author felt that the success of the school was due to the promotion of this enrichment theme. Many students did make up failing work, but the majority were there for their own satisfaction. The enrollment had more than quadrupled and in the summer of 1959 more than eleven hundred students attended. In Saginaw there was a tuition fee of


fifteen dollars for each course. Courses have been offered in trigonometry, government, general mathematics, typing, two levels of history, biology and geography, three levels of geometry, four levels of algebra, and six levels of English.¹

San Bernardino, California. Regular summer school classes for secondary students have been held each year since 1943 in San Bernardino, California. As in many places, the program was first started to help weak students, but is now attended largely by pupils seeking to better themselves. Many highly capable students used this time to strengthen their weak areas so that they could proceed with superior achievement during the regular school year.

Recently a new aspect of the program was begun which involved activities not generally found during the academic year. These courses were the result of much thinking and planning by administrators, teachers, students, and parents. In the field of mathematics and science, for example, hundreds of new vocations have appeared. The decision was made to try to develop a summer course which would show what many of these jobs entailed by means of direct study and observation. For this course, the aid and cooperation of local laboratories and industries, as well as colleges and universities in the area, were necessarily enlisted. The program included classwork on science projects, guided tours of industry for observation of workers, lectures and research at

¹"How Can Summer Schools Enrich or Accelerate the Educational Program of Capable Students?" The Bulletin of the National Association of Secondary-School Principals, XLIV, No. 255 (April, 1960), 129.
college laboratories and libraries, and finally, actual work experience at a selected industry. The first three divisions of this course lasted two weeks each, while the work experience was for one week. Only outstanding teachers could handle an assignment such as this, but those selected proved to be highly competent.

Other areas which were selected for specialized training were English, modern languages, and art. In English, instructors made use of field trips, operas, plays, speakers, and noted books, to encourage students to think for themselves and to learn to express themselves fluently, both orally and in writing. The modern language courses put special emphasis on learning to converse intelligently. Art classes attempted to stimulate the imaginations of the students; creativity was stressed rather than merely making copies of some object.

Faculty members found the summer sessions highly stimulating. They not only supplemented their incomes, but also learned new techniques and discovered new sources of materials. They were able to employ many of these the following year to enrich their regular classes.1

Wichita, Kansas. Wichita, Kansas, has had summer classes since 1928. The origin of the extra term seemed to be closely connected with the semester promotion plan which was in effect there at that time. Many students did not want to graduate at the mid-year, and used the summer sessions to gain credit in order to graduate in the spring. In 1949, the semester plan was dropped, and the future of the summer term

1Ibid., 122-25.
was very much in doubt. However, the enrollment did not drop off, but after a few years began to increase steadily. A survey conducted recently by school administrators showed that nearly sixty per cent of the students enrolled for acceleration or enrichment purposes. Pupils who planned to attend college had many required courses which left no time for such courses as art, shop, typing, and home economics. An accelerated reading course had attracted much interest and was a planned addition to the next year's session.  

Grand Island, Nebraska. In Grand Island, Nebraska, summer classes have been instituted recently for high school students. The innovation has caught on slowly, but has become more popular each year. An administrator in that city made some suggestions for the benefit of schools who planned to start a summer program. He believed that a school should start on a small scale with one program. From that beginning, courses could be added as they are needed. Haste, in this instance, could be the downfall of a very worthwhile program. He also stressed the importance of written policies to insure that the summer program would have the proper status in the minds of the school board, administrators, teachers, students, and community members.  

1Paul W. Harnly, "How Have Summer Schools Been Used to Enrich the Educational Program for the Academically Talented?" The Bulletin of the National Association of Secondary-School Principals, XLIII, No. 246 (April, 1959), 184-85.

Seattle, Washington. In 1969, the school administration in
Seattle, Washington, conducted a survey of summer school programs in
other cities of similar size. The main purpose of the survey was to
try to find ways which could be used for the improvement of the program
in Seattle. The investigators hoped to acquire information concerning
the length of the school day, length of class sessions, length of en-
tire session, method of financing, tuition charges, teacher salaries,
and student load. The results of the Seattle survey have been con-
densed in the following paragraphs.

The length of the school day ranged from three hours to eight
hours. The majority of schools, twenty-seven of forty-three, were in
session for four hours and 90.7 per cent held classes in the mornings.

The class sessions varied in length from fifty minutes to two
and one-half hours. Most of the schools reported that they favored
the two-hour session with a five-minute break each hour.

The length of summer term ranged from four weeks to twelve weeks.
Just two schools indicated that they ran for more than eight weeks.
The six week term and the eight week term were the most popular, with
the longer session preferred by 66.7 per cent.

The methods of financing were (1) by tuition, 41.9 per cent,
(2) by tax support, 39.5 per cent, and (3) a combination of tuition
plus tax funds, 18.6 per cent.

Tuition charges ranged from three dollars to forty dollars.
There was no tuition fee in 37.8 per cent of the districts. Of those
which charged tuition, 72.4 per cent had fees of fifteen dollars or
less while 27.6 per cent charged in excess of fifteen dollars.

The salaries paid the teachers ranged from two hundred eighty dollars to one thousand eighty dollars and were based on various factors. Experience, regular salary, hourly rate, salary schedule steps, and flat rates were among the bases used to determine salaries. The average salary appeared to be about six hundred dollars for a four-hour session lasting eight weeks. When variations from this average teaching load occurred, the salary was adjusted accordingly.

The maximum student load allowed by most districts was two classes. The majority of those districts favored encouraging students to carry but one.

One district, which held an eight-hour session, did allow a pupil to carry three classes if he would then meet the requirements for graduation, provided he did not graduate ahead of his original high school class.¹

Certain members of the population of our country have traditionally resisted changes of any kind. This has probably been true in the field of education to a greater extent than in any other field. Some of the questions, which have been asked by critics of education, concern the costs to the taxpayers and the usurping of the influence of the home by the schools. One writer believed that the cost, which actually is less than during the regular school year, cannot even be

considered, since the gains in terms of human and community betterment are tremendous. He also felt that the school does not try to take the child away from the home. Summer school attendance is optional, not compulsory; only the parents and the children make the decision to attend. Schools have only tried to supplement the work of the home to help the child achieve to his fullest capacity. In many cases, the summer classes have done the parents a favor by providing something to occupy the youngsters. Within two weeks after the end of the school year, many children have become bored with idleness, and have searched for activities to occupy their time. Often the diversions that were found were not beneficial, and led to serious consequences. If only one child has been kept from delinquency by attendance at summer classes, the school has rendered a tremendous service to the child, the parents, and the community. 1

II. SUMMARY OF RECOMMENDATIONS

The survey of articles written for publication by educators who have administered summer programs revealed the following suggestions and recommendations. Schools which are planning to initiate summer programs should:

1. Start with a simple program and proceed slowly.
2. Stress enrichment as primary purpose of the program.
3. Have written policies concerning summer classes.
4. Make summer classes non-compulsory.

5. Start summer classes about two weeks after the end of the regular school term.
7. Establish a minimum number of students necessary to hold a class.
8. Give local faculty priority for teaching positions.
9. Establish the summer program to be from six to eight weeks in length.
10. Establish salaries of teachers according to number of classes taught and length of program.

III. RESULTS OF STUDENT SURVEY

In order to determine whether the student body had enough interest to warrant the establishment of a summer academic program, students who were members of the ninth, tenth, and eleventh grades in the Cebol-Arthur Community High School during the 1959-60 school year were surveyed. The information secured from the survey was also used to help determine a tentative schedule. A personal interview was held with individual students. These interviews were conducted on week-ends during the months of July and August in the summer of 1959.

In most cases, the interview was conducted in a face to face situation, although, in some instances, it was necessary to make use of the telephone. An explanation of the purpose of the survey was given and the following questions were asked: (1) If a program of summer classes were offered next summer, would you attend? (2) In
which class would you like to enroll? (3) Would you prefer to have classes held in the morning or in the afternoon?

The ninth grade. A study of the records in the central office revealed that an enrollment of forty-eight students was expected in the ninth grade in the fall of 1959. The members of this class had not been enrolled in high school at the time of the interviews, and consequently they were not familiar with the courses available. More explanation was needed for the individuals in this grade than was necessary with the members of the other two groups.

The results of the survey of this class showed that interviews were held with thirty-four of the forty-eight members. Of these thirty-four members, nineteen indicated that they would attend summer classes. Five people indicated their choice was a single subject; thirteen indicated interest in either of two different subjects; one person had no preference.

The following list indicates the number of students in the ninth grade who chose a particular subject:

1. Typing ................. .8
2. Mathematics .................. .6
3. Science ...................... .6
4. Shop ......................... .4
5. Driver Training ................. .3
6. Occupations .................. .3
7. Speech ....................... .1

These figures probably did not present a true picture, since a majority of the students made two choices. For example, four of the people who chose science also selected mathematics.

In answer to the question concerning the time of day preferred
for classes, all nineteen indicated their choice was the morning.

The tenth grade. There were forty-nine members of the tenth grade who expected to return to school in the fall. Interviews were held with all but four of these people. Of the forty-five sophomores who were surveyed, twenty-seven said they would attend summer classes and one was uncertain. Seven people indicated that their choice was a single subject; nineteen indicated interest in either of two different subjects; one person had no preference.

Choice of classes was as follows:

1. Typing .......................... 13
2. Driver Training ...................... 9
3. Shop .................................. 4
4. Speech .................................. 4
5. Social Studies .......................... 4
6. Advanced Algebra ...................... 4
7. Occupations ........................... 3
8. Science .................................. 2
9. English .................................. 2

Again, these figures needed special interpretation since many of the students did not choose just one subject, but had equal interest in two subjects.

In answer to the question concerning the time of day preferred for classes, twenty-six people indicated that their choice was the morning, and one person preferred night classes.

The eleventh grade. There were fifty-seven members of the eleventh grade who expected to return to school in the fall. Interviews were held with all but two of these people. Of the fifty-five juniors who were surveyed, thirty-nine said they would attend summer classes,
and three were uncertain. Eighteen people indicated their choice was a single subject; eighteen indicated interest in either of two different subjects; three had no preference.

The following list indicates the number of students in the eleventh grade who chose a particular subject:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>12</td>
</tr>
<tr>
<td>Social Studies</td>
<td>11</td>
</tr>
<tr>
<td>Shop</td>
<td>7</td>
</tr>
<tr>
<td>Driver Training</td>
<td>5</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Shorthand</td>
<td>4</td>
</tr>
<tr>
<td>Occupations</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Homemaking</td>
<td>1</td>
</tr>
</tbody>
</table>

Here again, some students had an equal interest in two subjects, rather than one.

In answer to the question concerning the time of day preferred for classes, thirty-three people indicated their choice was the morning and six people preferred night classes. These six people were farm boys who worked there during the summer. The boys indicated that they would be unable to attend classes in the daytime.

Three-grade totals. The total anticipated enrollment for ninth, tenth, and eleventh grades for the fall of 1959, was one hundred fifty-four students. Interviews were held with one hundred thirty-four students for a return of 87.0 per cent. Contact was not made with the rest of the students because some were on vacation, others were employed away from home, and some others had no telephone. A total of eighty-five students said that they would attend summer classes; four students
were undecided; and forty-five said that they would not attend.

The totals for the choice of subjects showed that thirty students selected a single subject; fifty people indicated an interest in either of two different subjects; five had no preference.

The total subject choices made by the members of the three grades which were surveyed were combined in the following list:

1. Typing . . . . . . . . . . . . . . . . 33
2. Driver Training . . . . . . . . . . 17
3. Shop . . . . . . . . . . . . . . . . 15
4. Social Studies . . . . . . . . . . . 15
5. Occupations . . . . . . . . . . . . 9
6. Speech . . . . . . . . . . . . . . . . 9
7. Advanced Algebra . . . . . . . . . . 8
8. Science . . . . . . . . . . . . . . . . 8
9. Mathematics . . . . . . . . . . . . 7
10. Shorthand . . . . . . . . . . . . . . 4
11. Agriculture . . . . . . . . . . . . 2
12. English . . . . . . . . . . . . . . . . 2
13. Homemaking . . . . . . . . . . . . 1

The writer made allowances for the double choice by 58.8 percent of the students when the statistics contained in the previous lists were used.

Of the eighty-five students who had indicated that they would attend summer school, seventy-eight students preferred to have classes held in the morning and seven students wanted classes to be held at night.

IV. RECOMMENDATIONS FOR SCHEDULE

In view of the popularity and success of summer school programs in all sections of the United States, and the number of Odebolt-Arthur students who responded favorably to the proposed establishment of
academic summer classes, a suggested program was devised for the Odebolt-Arthur Community High School.

One of the recommendations proposed by educators was to start with a simple program the first year and to expand it gradually when needed. Another recommendation was to establish a minimum class size. Therefore, twelve was arbitrarily selected for the minimum number of students necessary to hold a class. The results of the student survey showed the enrollment for four subjects, typing, driver training, shop, and social studies, surpassed this minimum number. Driver training, shop, and typing were laboratory classes and fitted into a summer program extremely well. A course in contemporary social studies was judged to be especially apt because of the scheduled national political conventions and the continued importance of international affairs.

Since some students needed to make up work because of previous failure, it was necessary to meet credit requirements that have been established by the Department of Public Instruction. Those credit requirements were:

Standard 24. The daily and weekly schedule shall be organized in a manner which, in the judgment of local school officials, best fits the conditions within which the educational program is operated, provided that, if such courses are to yield one unit of credit when pursued for 36 weeks, at least 200 minutes per week shall be scheduled for each non-laboratory course, and at least 275 minutes per week shall be scheduled for laboratory science courses and courses in art, industrial arts, music, homemaking, typewriting, and such other courses which the State Board of Public Instruction may, from time to time, designate.¹

¹Iowa State Department of Public Instruction, "Standards for the Approval of School Districts," Circular No. 100a (Summer, 1959), 3.
Standard 25. A unit of credit (grades 9 through 12) shall be defined as that amount of credit gained by a pupil who successfully completes a course which is pursued for 36 weeks for the required number of minutes per week as specified by the State Board of Public Instruction. Fractional units shall be awarded only in a manner consistent with this standard in terms of the proportionate time devoted to the courses for which such units are granted.\(^1\)

In order to meet the previous requirements for one semester, or one-half unit, of credit, the following alternatives were possible: (1) 125 minutes per day for eight weeks, (2) 145 minutes per day for seven weeks, or (3) 165 minutes per day for six weeks. The third alternative was selected because it seemed to fit the local situation best. Summer classes were scheduled to begin on June 13, 1960, which was two weeks after the regular school term was to end. This period provided a chance for students to relax before entering summer school. Bible school, which was normally scheduled immediately following the close of the regular school year, could be held without interference from the summer classes. The summer session was scheduled to end on July 22, 1960, which provided a five week period before the start of the regular fall term for vacations, attendance at fairs, or other activities.

Guided by the preference of students shown by the survey and by the knowledge that the heat of Iowa summers has often been most uncomfortable, the classes were scheduled to be held from 8:30 to 11:30 each morning. With a break scheduled at the end of each hour, the necessary 165 minutes were provided.

\(^1\)Ibid.
Teachers were available because most members of the Odebolt-Arthur High School faculty have made their homes in the district for the entire twelve months. A check of the qualifications of staff members revealed that five teachers were qualified to teach social studies; four teachers were qualified to teach shop; one teacher was qualified to teach typing; one teacher was qualified to teach driver training. In addition, several qualified and certified teachers not employed by the Odebolt-Arthur district reside there. Other sources of teachers were the five surrounding public high schools maintained within a fifteen mile radius of Odebolt, the site of the scheduled classes.

The estimated cost of the proposed program was approximately one thousand dollars. The major portion of the outlay was for the salaries of teachers. After careful study, the salary for each teacher was set at a flat rate of three hundred dollars per class. Other items of expense were electricity, newspapers, and car upkeep. Tuition fees of five dollars for residents and ten dollars for non-residents, plus an additional laboratory fee of five dollars for driver training were tentatively established.
The purpose of this study was to establish a plan for a program of summer school classes for the Odebolt-Arthur Community High School to enable students to secure courses which: (1) they need but could not get during the regular school year because of schedule conflicts; (2) they need for credit because of previous failure; (3) they desire for their own personal satisfaction or enrichment. Included were recommendations for courses to be offered, amount of credit earned, estimated cost of the program, source of teachers, and a schedule showing the time of day, the length of the class periods, and the number of weeks of classes.

The procedures employed in this study involved three steps. The initial step consisted of a survey of the literature to determine how summer programs had been initiated and administered in other schools.

The second step consisted of a survey of the students who were to be in the ninth, tenth, and eleventh grades of the Odebolt-Arthur High School in the fall of 1958. A personal interview was held with 87 per cent of the one hundred fifty-four students to determine their interest.

After a careful review of the recommendations and suggestions found in the survey of the literature, the data secured from the student survey were used in the preparation of a schedule for a program of summer classes for the Odebolt-Arthur High School.
I. SUMMARY

Articles in current literature were surveyed to determine the recommendations and suggestions of educators who had established or administered summer school programs. The writers recommended that schools should:

1. Start with a simple program and proceed slowly.
2. Stress enrichment as primary purpose of the program.
3. Have written policies concerning summer classes.
4. Make summer classes non-compulsory.
5. Start summer classes about two weeks after the end of the regular school term.
7. Establish a minimum number of students necessary to hold a class.
8. Give local faculty priority for teaching positions.
9. Establish the summer program to be from six to eight weeks in length.
10. Establish salaries of teachers according to number of classes taught and length of program.

A survey of the ninth, tenth, and eleventh grade students in the Odebolt-Arthur district was made to determine the interest in summer classes. The total anticipated enrollment of these three grades was 164 students. Personal interviews were held with 134 of these students. The results showed:
1. That eighty-five students indicated their intent to enroll.

2. That shop, driver training, typing, and social studies were each selected by fifteen or more students.

3. That seventy-eight students preferred to have classes held in the morning.

The proposed schedule called for classes in driver training, shop, typing, and social studies to meet from 8:30 to 11:30 Monday through Friday for six weeks. Each class carried one semester of credit toward graduation, if needed.

II. CONCLUSIONS

After a careful review of the information obtained by this study, the following conclusions were formed:

1. Summer classes are an excellent way to improve schools in all sections of the United States.

2. Summer classes are popular and successful in many schools in all sections of the United States.


4. Summer classes would be attended by Odebolt-Arthur students.

III. RECOMMENDATIONS

On the basis of the findings and conclusions of this study, the following recommendations were presented:

1. That the Odebolt-Arthur Community School establish a program
of summer classes for its high school students.

2. That classes begin on the third Monday after the conclusion of the regular school year and continue for six weeks.

3. That classes be held from 8:30 to 11:30 each morning Monday through Friday.

4. That all class periods be the same length of time to provide for sharing of transportation.

5. That students from surrounding towns be admitted to the summer classes.

6. That adults be admitted under the same conditions as high school students.

7. That the minimum number of students required to hold a class be twelve.

8. That teachers be selected from the local staff, if possible, with other certified teachers residing in the district or surrounding districts to be secured if local faculty members are not available.

9. That teachers be paid a flat rate of three hundred dollars per class.

10. That a tuition fee of five dollars be charged to residents of the district, and a fee of ten dollars to non-residents.

11. That an additional laboratory fee of five dollars be charged for driver training.

12. That the Board of Education of the Odebolt-Arthur Community School establish written policies and regulations for the summer school program.
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In which class would you like to enroll?

Would you prefer to have classes held in the morning or in the afternoon?