AN EVALUATION OF THE SUMMER HIGH
SCHOOL CONDUCTED BY INDIANA
STATE TEACHERS COLLEGE

by
Harold A. Lloyd

Contributions of the Graduate School
Indiana State Teachers College
Number 221

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education
1935
ACKNOWLEDGMENTS

The writer wishes to express grateful appreciation to the following individuals who gave of their time unstintingly as well as their helpful advice in the preparation of this thesis: the members of his advisory committee, Dr. Olis Jamison, Principal of the Indiana State Training School; Dr. J. R. Shannon, and Mr. E. L. Abell, of the Education Department of Indiana State Teachers College. The writer is also indebted to Miss Helen Ederle, formerly of the Education Department.

H. A. Lloyd
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
<td>vi</td>
</tr>
</tbody>
</table>

I. INTRODUCTION.................................................. 1
   A. General Statement........................................... 1
   B. The Problem................................................ 3
   C. Need For the Study......................................... 3
   D. Methods and Scope of the Study............................. 4
      1. Methods................................................. 4
      2. Scope of the Study.................................... 4
   E. Source of the Data.......................................... 5
      1. Primary............................................... 5
      2. Secondary........................................... 5
   F. Related Studies and Investigations....................... 6
      1. Clogston............................................. 6
      2. Jones............................................... 7
      3. Kilzer.............................................. 7
      4. Maurer............................................... 8
      5. Odell............................................... 8

II. PRESENTATION OF DATA.......................................... 9
   A. General Information and Subjects Offered............... 9
   B. Number of Boys and Girls in Each Class.................. 11
   C. Why Pupils Attend the Summer School...................... 21
   D. Pupils Who Would Attend School Even if They
      Could get Desirable Work................................. 22
E. Possible Activities of Pupils During the Summer
   if Deprived of the Opportunity of Summer School. 24

F. Types of Students........................................ 24-B

G. Summary.................................................... 25

III. CONCLUSIONS AND RECOMMENDATIONS .................. 26

A. Conclusions............................................... 26

B. Recommendations.......................................... 26

IV. APPENDIX.................................................... 28

A. Copy of Questionnaires Used............................ 28
   1. 1930...................................................... 28
   2. 1932...................................................... 29
   3. 1933...................................................... 29
   4. 1935...................................................... 30

B. Bibliography............................................... 31
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Number and Age of Boys and Girls in each Class (1930)</td>
<td>11</td>
</tr>
<tr>
<td>II. Number and Ages of Boys and Girls in each Class (1932)</td>
<td>12</td>
</tr>
<tr>
<td>III. Number and Ages of Boys and Girls in each Class (1933)</td>
<td>14</td>
</tr>
<tr>
<td>IV. Number and Ages of Boys and Girls in each Class (1935)</td>
<td>15</td>
</tr>
<tr>
<td>V. Total Number of Boys and Girls in the Summer School (1930-1935)</td>
<td>16</td>
</tr>
<tr>
<td>VI. Why Pupils Attend Summer School</td>
<td>21</td>
</tr>
<tr>
<td>VII. Pupils Who Would Go to School Even If They Could Get Desirable Work</td>
<td>22</td>
</tr>
<tr>
<td>VIII. Choice of Student's Activities Providing They Were not in Summer School</td>
<td>24</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comparison of the Number of Boys and Girls Enrolled for each of the Four Years under consideration.</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>Comparison of Ages of All Pupils Enrolled</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>Comparison of Total Number of Pupils in Each Class</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Comparison of Number of Pupils Who would Work with Those Who would do nothing</td>
<td>24-A</td>
</tr>
<tr>
<td>5.</td>
<td>Types of Students in School as Classed under their Respective Heads of Fast, Average, and Slow</td>
<td>24-B</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

A. General Statement

The summer school in recent years has become one of the most important phases of our educational system. This fact is indicated both by the growth of summer high schools, and the attendance at the summer sessions of the Indiana State Teachers College and other educational institutions. As the state accepts a greater degree of responsibility for the education of each child, the question of what that child does during the summer becomes a problem of ever increasing importance. Since industry has failed to absorb the usual number of boys and girls during the depression years, the child's problem of finding summer occupation becomes more difficult. It would seem that the summer school offers one of the best solutions to the question of providing profitable and pleasurable activity during the summer months.

Odell\(^1\) points out that the first summer high schools were established and maintained by charitable or social organizations for the purpose of improving the conditions and influences to which the pupils were subjected during the summer. The first summer high school of this type was established in Boston in 1866 by one of the churches. Others of a similar nature appeared in the years following.

\(^1\)Chas. W. Odell. "Summer Work in Public Schools." University of Illinois, Bulletin Number 49, April, 1930.
Many of these vacation schools were taken over by the boards of education and became the first real summer schools. This happened in Providence, Rhode Island in 1900; in New York in 1897; and in Chicago about 1900. The movement for the establishment of regular summer schools was well under way by 1900.

Bluffton, Indiana\(^2\) was one of the first cities to establish an all-year school in 1904. It adopted four three-month terms with provisions that pupils attend only three of the four terms. If on account of illness or other unavoidable circumstances pupils were absent a great deal, they were permitted to attend enough of the fourth term to make up their absences.

Jones\(^3\) show that nineteen schools in Indiana having an enrollment of 150 had summer high schools in 1925. The enrollment had increased from 1927 pupils in 1921 to 3,290 in 1925.

The Indiana State Teachers College has conducted a summer high school for several years. Serving as a training school for practice teachers, it has served its purpose well. Very little consideration has been given to the functions of this school as an educational part of the child's life. A careful consideration of this fact led the writer to the problem of evaluating the summer high school as an educational factor in the child life of the community.


\(^3\)Chas. W. Odell, *op. cit.*, p. 15.
B. The Problem

The problem of this study is the summer high school conducted by the Indiana State Teachers College to determine how far such a school provided a profitable occupation through at least a part of the long summer vacation. This study attempts to evaluate the summer school from four points of view:

1. The functions of the summer school as shown by the pupil's reasons for attendance.
2. Courses offered and the value of them.
3. Types of students attending summer school, fast, average, or slow.
4. How far the work of the summer school meets the need of an enriched and progressive educational program.

C. Need for the Study

Since there is an ever-growing tendency for pupils to attend the summer high school, there seems to be a real need in finding out the functions of such a school as a factor of our educational program. The popularity of a summer high school testifies to the pupils' and parents' faith in an all-year school program, and like everything that is more or less new, it needs frequent checking, if it is to function properly. An analysis of the pupils' reasons for attending furnish the basis of constructive revamping of the courses offered in the summer high school.
The findings of this study, it is hoped, will help other educators to plan a better summer program for their high schools.

D. Method and Scope of the Study

The writer followed this procedure in the preparation of the study:

1. Methods.
   a. All the available literature on the general history of the summer school was studied and analyzed.
   b. Reading and evaluating the questionnaires filled out by the pupils of the summer schools for 1930, 1932, 1933, and 1935.
   c. The data furnished by the above questionnaires were tabulated and comparisons made. Analyzing the pertinent facts revealed by this source, an effort was made to determine the extent of real service offered by the summer high school to the boys and girls of Terre Haute.

2. Scope of the Study. This study was limited to the summer high school conducted by the Indiana State Teachers College. It was not considered from the view point to the needs of the college to furnish an opportunity to train practice teachers. Since the questionnaires covered the years
1930, 1932, 1933, and 1935, the writer felt that they should give a fairly adequate measure of the trends in summer high school procedure and results. The questionnaires were not identical because all education is growth; therefore new items were added each year as the need for them arose. This made comparisons in some cases difficult, but the major features of the study were not altered.

E. Sources of the Data

1. Primary. The primary data were obtained from the questionnaires of 1930, 1932, 1933, and 1935. The study in 1930 was undertaken by Miss Ederle's class as a part of their regular class work. In each case the questionnaires furnished information regarding sex, age, class, and reasons for attending summer high school. Later questionnaires included additional items, such as father's occupation, and what the pupil would do if he could get desirable work or could attend school. The 1935 questionnaire added the question regarding the pupil's grades for the semester just previous to his entrance to the summer high school in order to determine the type of student whether fast, average, or slow.

2. Secondary. The secondary source of data was the
previous written studies on the summer high school and related subjects, the latter furnishing a basis of comparison and contrast. The work of writers in the field provided a basis for the educational theory of the summer school and the niche that it fills in the whole program of education.

F. Related Studies and Investigations

Of the many studies reviewed, none was found to be directly on the subject of the summer school conducted by the State Teachers College, but there were several found that were very closely related. Those that proved to be of greatest value were:

1. Clogston. Clogston reports a study of the health and scholarship of pupils attending the nine-week summer session of the Garfield High School in Terre Haute, Indiana. The pupils were weighed at the beginning and again at the end of the session. Each week the teachers filled out blanks relative to the health of the pupils. Furthermore, the pupils filled out questionnaires explaining the cause for absences due to illness during the summer session as well as those of the preceding semester. The results showed that the pupils gained slightly in weight or remained the same during the summer session. There seemed to be

\[4E. B. Clogston. \ "Health and Scholarship in Summer High Schools," \ School Review. \ 37:760-63. \ December, 1929\]
less absence due to illness during the summer than during the preceding semester. About 53 per cent of the pupils' marks were higher than during the preceding semester, 32 per cent were lower, and 14 per cent remained the same.

2. Jones:⁵ This was a study of the summer high school work of schools having an enrollment of more than 150 pupils. The report shows that nineteen schools offered summer work in 1925. Less than one fourth of the pupils enrolled did so to make up failures. Only regular teachers were employed. The pupils were limited to two subjects. Those most frequently taken were, history, algebra, geometry, and English. The enrollment showed a steady increase from 927 pupils in 1921 to 3,290 in 1925.

3. Kilzer:⁶ This study served as the basis for the questionnaire used in this thesis. Kilzer obtained data from the high schools conducted by two middle western universities in the summer of 1928. In each class the pupils were asked to state in writing their reasons for taking the course in which they were enrolled. Of 420 responses, 116, or 27.6 per cent, wanted to complete the four years' work in less than four years. In only 30 cases, or 7.1 per cent, were the pupils taking the course because they had failed. In all, 19 different reasons were given.

⁵Charles W. Odell. *op. cit.*, p. 15

4. **Maurer**: In this study, Maurer found that the summer high schools in Pennsylvania have advanced little beyond the stage of being schools for "flunker's". The subjects taught were determined by canvassing the students and then offering the subjects in which many students had failed. Over one half of the pupils attending the summer sessions had failed in work during the regular session of the high school.

5. **Odell**: This study traces the development and present status of the summer work in this country. It shows the decreasing length of the school term and the increase in the number of summer sessions. The greater number of school administrators seem to favor a summer session. Many seem to think the school should charge no tuition. The school is thought to be a more favorable environment for the pupils in the summer than that to which most of them would be subjected.

---


8 Chas. W. Odell. *op. cit.*, pp. 1-42.
II. PRESENTATION OF DATA

A. General Information and Subjects Offered

In general, the summer high school term began about the middle of June and continued to about the first of August. The fees were $2.50 per credit, or $5.00 for two credits.

The subjects offered were determined by a record and tabulation of the pupils' preferences during the preceding four or five years. These subjects represented then the needs or demands of the greatest number of entrants. Each student was limited to the earning of two credits, and the subjects offered were characteristic of those usually available during the regular school terms, thus providing an opportunity to the pupil to advance his number of credits or merely to enrich and revamp what had proved impossible of accomplishment during the regular term.

The subjects offered during the summer sessions were as follows:

<table>
<thead>
<tr>
<th>English 10B</th>
<th>English 11A</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History I</td>
<td>Algebra I(9B)</td>
</tr>
<tr>
<td>Geometry I and II (Plane)</td>
<td>Latin 9A and 9B</td>
</tr>
<tr>
<td>Biology</td>
<td>Health Education</td>
</tr>
<tr>
<td>Typewriting I (Beginning)</td>
<td>Civics</td>
</tr>
<tr>
<td>Art (To suit individual need)</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>Home Economics (Group needs)</td>
<td>English 9A and 9B</td>
</tr>
<tr>
<td>English 10A</td>
<td>U. S. History II</td>
</tr>
<tr>
<td>Algebra II (9A)</td>
<td>French 9A and 9B</td>
</tr>
</tbody>
</table>
Physics
Economics

Bookkeeping (Beginning)
World History
B. Number of Boys and Girls in Each Class

TABLE I

NUMBER AND AGE OF BOYS AND GIRLS IN EACH CLASS (1930)

<table>
<thead>
<tr>
<th>Age</th>
<th>Freshmen B</th>
<th>Freshmen G</th>
<th>Sophomore B</th>
<th>Sophomore G</th>
<th>Junior B</th>
<th>Junior G</th>
<th>Senior B</th>
<th>Senior G</th>
<th>Postgrad. B</th>
<th>Postgrad. G</th>
<th>Total B</th>
<th>Total G</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>23</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>4</td>
<td>23</td>
<td>29</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>41</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>24</td>
<td>24</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>27</td>
<td>31</td>
<td>0</td>
<td>38</td>
<td>40</td>
<td>78</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>22</td>
<td>16</td>
<td>0</td>
<td>24</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Total: 19 26 39 42 36 44 66 65 2 4 162 181 343

Table I for 1930 indicates the following facts:

1. The total enrollment was 343.
2. More girls than boys were enrolled; 818 girls and 162 boys.
3. The age range was from 13 to 23 years, suggesting that a few students were older than are usually found in the regular term.
4. The senior class had the largest enrollment: seniors 131; juniors 80; sophomores 81; freshmen 45; postgraduates 6.
### Table II

#### Number and Ages of Boys and Girls in Each Class (1932)

<table>
<thead>
<tr>
<th>Age</th>
<th>Freshman B</th>
<th>Freshman G</th>
<th>Sophomore B</th>
<th>Sophomore G</th>
<th>Junior B</th>
<th>Junior G</th>
<th>Senior B</th>
<th>Senior G</th>
<th>Postgrad. B</th>
<th>Postgrad. G</th>
<th>Total B</th>
<th>Total G</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>7</td>
<td>14</td>
<td>19</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>40</td>
<td>69</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>22</td>
<td>23</td>
<td>12</td>
<td>20</td>
<td>0</td>
<td>46</td>
<td>59</td>
<td>105</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>28</td>
<td>26</td>
<td>0</td>
<td>37</td>
<td>32</td>
<td>69</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>16</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table II for 1932 shows the following results:

1. The total enrollment was 317, an increase over the 1930 figures.

2. There were more girls than boys enrolled.
3. More seniors were enrolled than any other class.
4. The age range was from 13 to 27.
5. Students of more than usual maturity attended.
### TABLE III

**NUMBER AND AGES OF BOYS AND GIRLS IN EACH CLASS (1933)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Freshman B</th>
<th>Freshman G</th>
<th>Sophomore B</th>
<th>Sophomore G</th>
<th>Junior B</th>
<th>Junior G</th>
<th>Senior B</th>
<th>Senior G</th>
<th>Postgrad. B</th>
<th>Postgrad. G</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>27</td>
<td>2</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total | 9 | 14 | 16 | 26 | 14 | 32 | 58 | 2 | 2 | 85 | 104 | 189 |

Table III indicates the following facts:

1. The total enrollment in 1933 was 189.
2. There were 185 boys and 104 girls enrolled.
3. The senior class had the largest enrollment of any class, followed by that of the juniors, sophomores, freshmen, postgraduates, respectively.
4. The age range was from 13 to 20.
4. The age range was from 14 to 20.

5. There was no marked difference in the pupils' age from that of the regular school term.

### TABLE IV

NUMBERS AND AGES OF BOYS AND GIRLS IN EACH CLASS (1935)

<table>
<thead>
<tr>
<th>Age</th>
<th>Freshman B</th>
<th>Freshman G</th>
<th>Sophomore B</th>
<th>Sophomore G</th>
<th>Junior B</th>
<th>Junior G</th>
<th>Senior B</th>
<th>Senior G</th>
<th>Postgraduate B</th>
<th>Postgraduate G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>22</td>
<td>7</td>
<td>19</td>
<td>1</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>30</td>
<td>35</td>
<td>2</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total 11</td>
<td>5</td>
<td>20</td>
<td>27</td>
<td>20</td>
<td>49</td>
<td>51</td>
<td>68</td>
<td>4</td>
<td>6</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>145</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>251</td>
</tr>
</tbody>
</table>

Table IV indicates the following:

1. The total enrollment in 1935 was 251.

2. More girls than boys were enrolled.

3. The senior class had the greatest enrollment with 119; juniors 69; sophomores 47; freshmen 16; and postgraduate 10.

4. The age range was from 14 to 20.

5. There was no marked difference in the pupils' age from that of the regular school term.
**TABLE V**

TOTAL NUMBER OF BOYS AND GIRLS IN THE SUMMER SCHOOL (1930-1935)

<table>
<thead>
<tr>
<th>Age</th>
<th>Freshman B</th>
<th>Freshman G</th>
<th>Sophomore B</th>
<th>Sophomore G</th>
<th>Junior B</th>
<th>Junior G</th>
<th>Senior B</th>
<th>Senior G</th>
<th>Postgrad. B</th>
<th>Postgrad. G</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>14</td>
<td>28</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>58</td>
<td>101</td>
</tr>
<tr>
<td>15</td>
<td>21</td>
<td>17</td>
<td>55</td>
<td>69</td>
<td>23</td>
<td>33</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>99</td>
<td>123</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>8</td>
<td>23</td>
<td>21</td>
<td>64</td>
<td>77</td>
<td>37</td>
<td>63</td>
<td>1</td>
<td>132</td>
<td>170</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>21</td>
<td>16</td>
<td>95</td>
<td>119</td>
<td>4</td>
<td>133</td>
<td>144</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>7</td>
<td>52</td>
<td>44</td>
<td>0</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>22</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 60 63 104 124 125 139 208 250 10 17 507 593 1,100

Table V indicates the following facts:

1. The total number of boys and girls for the years 1930, 1933, 1932, and 1935.

2. There were more girls than boys enrolled.
3. The per cent of girls was 53 which shows only a few more girls than boys.

4. The senior class had the largest enrollment.

5. The older students were taking postgraduate work as no student above 20 years of age was taking the regular high school course.

6. The number of postgraduates, while not large, indicates a need for such work.

7. The classes increased in size from the freshman to the senior.
Figure 1. Comparison of the Number of Boys and Girls Enrolled for each of the Four Years under Consideration.

Explanation:

1. The letter "B" indicates the boys, while the letter "G" indicates the girls enrolled.
2. The height of the bars indicates the number of boys or girls enrolled during that year.
3. The results showed that a greater difference in the number of boys compared with the number of girls existed in 1933 and 1935 than in 1930 and 1933.
3. The greater number were 15, 16, or 17 years of age.

Figure 2. Comparison of Ages of all Pupils Enrolled.

1. Figure 2 indicates the ages of the total number of pupils in summer school in 1930, 1932, 1933, 1935.

2. There were 302 pupils who had attained the age of 16.

3. The greater number were 15, 16, or 17 years of age.
Figure 3 shows the total number in each class for the years 1930, 1932, 1933, and 1935.

1. The senior class had 458, the largest enrollment of any class.

2. The freshmen class had 123, the juniors 264, the sophomores 228, and the postgraduates 27.
C. Why Pupils Attend Summer School

**TABLE VI**

WHY PUPILS ATTEND SUMMER SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>1930</th>
<th>1932</th>
<th>1933</th>
<th>1935</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make up a failure</td>
<td>145</td>
<td>128</td>
<td>70</td>
<td>93</td>
<td>436</td>
</tr>
<tr>
<td>To review</td>
<td>11</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>To graduate earlier</td>
<td>160</td>
<td>101</td>
<td>52</td>
<td>62</td>
<td>375</td>
</tr>
<tr>
<td>Desire to associate with others</td>
<td>*</td>
<td>18</td>
<td>3</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>Nothing else to do</td>
<td>*</td>
<td>38</td>
<td>17</td>
<td>31</td>
<td>86</td>
</tr>
<tr>
<td>Parents want them in school</td>
<td>*</td>
<td>32</td>
<td>6</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>Interest in sports and games</td>
<td>*</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>To have more time for extracurricular activities</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Desire to be in school</td>
<td>27</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>27</td>
</tr>
<tr>
<td>Other reasons</td>
<td>*</td>
<td>75</td>
<td>48</td>
<td>36</td>
<td>159</td>
</tr>
</tbody>
</table>

* This indicates that the students were not asked this question during the specified year.

Table VI shows the reasons given by pupils for attending summer school.

1. Of the total number of answers from the questionnaires, only 34.2 per cent cited previous failure as a reason for attendance.
2. Those desiring to graduate earlier made up 21.6 per cent.

3. In 1935 a large per cent stated the reason for summer school attendance to be the need for more time for extra-curricular work during the regular term.

4. Many answers stated the pupil would rather be in school than do nothing.

D. Pupils who Would Attend School Even If They Could Get Desirable Work

TABLE VII
PUPILS WHO WOULD GO TO SCHOOL EVEN IF THEY COULD GET DESIRABLE WORK

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys Yes</th>
<th>Boys No</th>
<th>Girls Yes</th>
<th>Girls No</th>
<th>Total Yes</th>
<th>Total No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>104</td>
<td>41</td>
<td>126</td>
<td>27</td>
<td>230</td>
<td>68</td>
</tr>
<tr>
<td>1933</td>
<td>73</td>
<td>12</td>
<td>87</td>
<td>17</td>
<td>160</td>
<td>29</td>
</tr>
<tr>
<td>1935</td>
<td>84</td>
<td>19</td>
<td>122</td>
<td>24</td>
<td>206</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>261</td>
<td>72</td>
<td>335</td>
<td>68</td>
<td>596</td>
<td>140</td>
</tr>
</tbody>
</table>

Table VII indicates the following facts:
1. Regardless of the opportunity to have secured work during the summer, 596 students would have gone to school.

2. Only 140 pupils would rather have worked than gone to summer school.

3. The total figures indicates that the summer school filled a very important need in the lives of the pupils attending.

Table VII, page 22, a comparison was made of the number of pupils who would have gone to school during the summer although they could have secured desirable work.

The next phase of the problem was to determine in what activities these pupils would have participated, if a summer school had not been provided.
Table VIII indicates the following facts:

1. Most of the pupils preferred work if they did not attend school.

2. Many more boys would have worked than girls.

3. More girls than boys would have done nothing, but the total for both is large.

4. More girls than boys would have gone on a vacation.

5. A study of all the facts suggests that a great many pupils would have done little of value for themselves during the summer if not in school.
Figure 4. Comparison of the Number of Pupils Who
would Work with those Who would do Nothing.
1. A significant trend in the summer activities
   of pupils if they were not in school.
2. The per cent of those who would work is decrease,
   while the per cent of those who would do nothing
   increased rapidly within the past two years.
3. The per cent of those who would work has decreased
   from 53.1 per cent in 1932 to 42.2 per cent in 1935.
4. The per cent of those who would do nothing
   has increased from 26.2 per cent in 1932 to
   40.2 per cent in 1935.
Figure 5. Types of Students in School as Classed under the respective Heads of Fast, Average, and Slow.

Figure 5 was determined in the following manner:
1. These types were established by the determination of each student's grade made during his last regular semester's work in school.

Figure 5 shows the following tabulations:
1. Fast students numbered 94, or 37.4 per cent.
2. Average students numbered 87, or 37.2 per cent.
3. Slow students numbered 70, or 27.8 per cent.
G. Summary

Summarizing the data found in Chapter II, that are relevant to the problem, the following seem most important:

1. The enrollment by years was 343 in 1930, 317 in 1932, 189 in 1933, and 251 in 1935.
2. The total enrollment for the four years was 1,100 students.
3. The senior class had the largest enrollment.
4. Of the students above 20 years of age, 9 were taking post-graduate work.
5. Of the answers indicating failure as a reason for attendance, there were 34.3 per cent.
6. Of those citing an earlier graduation as reason for attendance, there were 30.3 per cent.
7. Of those that reasoned summer school attendance would provide more time for extra-curricular activities, there were 15 per cent in 1935.
8. Classification of the pupils indicated that 37.4 per cent were fast, 34.2 per cent were average, and 27.8 per cent were slow.
9. Those signifying they would have worked if not in summer school constituted 47.5 per cent.
10. The per cent of pupils who would have worked if not in school decreased from 53.1 per cent in 1932 to 42.2 per cent in 1935.
11. The per cent of those who would have done nothing if not in attendance at summer school increased from 26.2 per cent in 1933 to 40.2 per cent in 1935.
III. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

After a careful consideration of all the data found in relation to the problem under study, the writer makes the following conclusions:

1. The primary functions of the summer school, as shown by the pupils' reasons for attending are to make up previous failures and to graduate earlier.
   A secondary function is to provide a pleasant, profitable method of using time otherwise unoccupied.

2. The program of the summer school is so arranged as to offer the pupil an opportunity of continuing his regular work previously begun or enriching his work by taking additional or different subjects.

3. The better type of students was found in the summer school.

4. As long as the majority of the pupils attend summer schools to make up failures or merely to graduate earlier, it does not meet the needs of an enriched educational program.

B. Recommendations

1. In the light of the writer's study of the summer high school, the following recommendations are offered:
   a. A careful study of the advantages and disadvantages of the all-year school should be made with the thought of adopting that system in the Indiana State Training School.
b. The number enrolled in the summer school should not be so largely confined to those wishing to make up failures or to graduate earlier.

c. If the summer school is to achieve its best, it should provide more attractive enrichment courses in music, especially bands and orchestra instruction, art and art appreciation, summer sports, school gardens, field trips, historical plays and pageants, reading and informal discussion of books, criticism of moving pictures and many other subjects that would appeal to many as the means of enjoying as well as profiting by summer school attendance. Leisure time, well spent, is the greatest problem of thousands of youths' today who were formerly absorbed by industry.
IV. APPENDIX

A. Copy of Questionnaires Used

1. Copy of Questionnaire Used in 1930.

Freshman
1. Sex_________. Age_________. Class Sophomore
   Junior
   Senior
   Postgraduate

4. Reasons for attending Summer School
   a. I wish to make up a failure__________.
   b. I wish to review____________________.
   c. I wish to graduate earlier____________
   d. I desire to be in school______________

5. Do you do outside work for pay after school hours?______
2. Copy of Questionnaire Used in 1932 and 1933.

1. Sex________ Age________ Class
   Freshman
   Sophomore
   Junior
   Senior
   Postgraduate

4. Reasons for Attending Summer School:
   a. I wish to make up a failure________.
   b. I wish to review__________________.
   c. I wish to graduate earlier________.
   d. I wish to associate with others____.
   e. I have nothing else to do, especially__.
   f. My parents want me to be in school____.
   g. Because of interest in sports and games ____________________.
   h. Other Reasons_____________________.

5. Do you do outside work for pay after school hours?______.
6. What is your father's occupation?______________________.
7. Would you go to school if you could get desirable work?__.
8. If you did not go to school, what would you do?______.
3. Copy of Questionnaire Used in 1935.

1. Sex__________ Age__________ Class
   Freshman
   Sophomore
   Junior
   Senior
   Post Graduate

4. School attend last regular term____________________

5. Marks made last semester in school

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Reasons for Attending Summer School:
   a. I wish to make up a failure.
   b. I wish to review.
   c. I wish to graduate earlier.
   d. I wish to associate with others.
   e. I have nothing else to do, especially.
   f. My parents want me to be in school.
   g. Because of interest in sports and games.
   h. To have more time for extra-curricular work during the regular school year.
   i. Other reasons.

7. What is your father's occupation?

8. Would you go to school if you could get desirable work?

9. If you did not go to school, what would you do?
B. Bibliography


"Lincoln Summer Recreation and Education Program" National Education Association Bulletin, Department of Superintendent, p. 199.


"San Francisco Summer Recreation and Educational Program." National Educational Association, Department of Supt. 1931. p. 200.
"Summer Recreation and Education Programs for the Children."

national Educational Association Bulletin, Department of Superintendent, p. 198.

