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ABSTRACT

The summer program for junior high and intermediate school pupils in 1969, supported by the State Urban Education Aid Program in New York, offered a six-week remediation and enrichment program for public and non-public school pupils. The program included an Academy in the Creative Arts, an Institute in Mathematics and Science, a school for the Humanities, and 11 summer junior high schools that offered remediation and enrichment as well as repetition of previously failed courses for pupils. The implementation of these objectives was facilitated by 11 junior high and intermediate schools offering a basic program: two in Manhattan, three in the Bronx, and six in Brooklyn; and by three specialized schools in Manhattan. Each of the 11 schools was to service approximately 300 to 1,000 students per school and was required to provide instruction for pupils who were retarded in reading and mathematics; provide intensive, small group instruction for pupils who had failed in one or more academic subjects during the school year; provide enrichment through non-credit, non-academic courses in industrial arts, music, typewriting, and library services; provide enrichment in literature through non-credit instruction for pupils reading on or above grade level; and to teach English as a Second Language to foreign-born and non-English speaking children. (Author/JM)

SUMMER PROGRAM FOR JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL PUPILS

by David J. Fox, Karen Birnbaum, Lucy Greenberg, and Sylvia Buchholz

with reports on special programs by Frederick Binder, Anne Peskin, and Virginia Red

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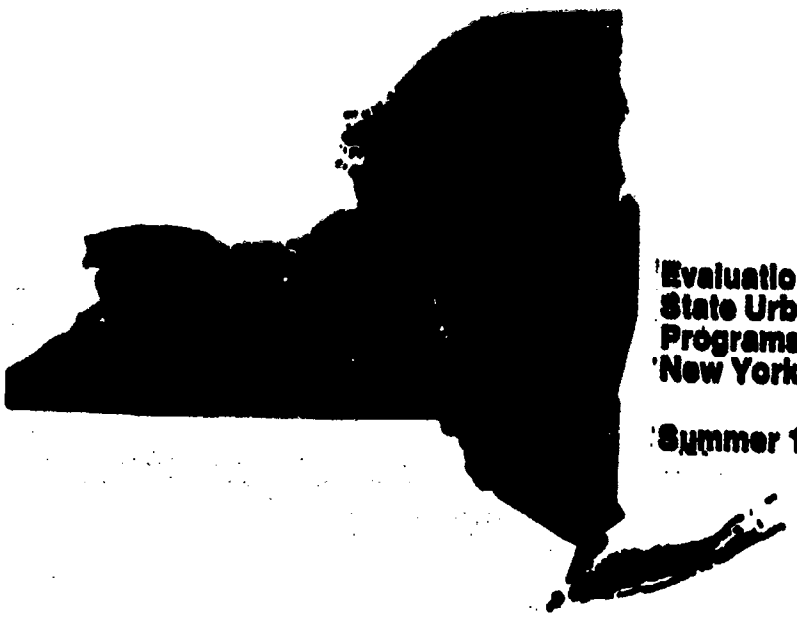

Evaluation of State Urban Education Programs in New York City

Summer 1969

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The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016

Center for Urban Education
Educational Research Committee
State Urban Education Program Evaluation

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November 1969

ACKNOWLEDGMENTS

This evaluation of the 1969 Summer Junior High and Intermediate School Program received the complete cooperation of Dr. Daniel Schreiber, Assistant Superintendent of the Junior High School Division, and Dr. Bernard Fox, Director of the summer program. Their interest in, and willingness to expedite, and most important, to utilize evaluation, makes working with them a rewarding experience.

Karen Birnbaum coordinated the evaluation of the basic program and prepared the initial drafts of that section of this report; Lucy Greenberg assisted by Sylvia Buchholz handled the administrative responsibilities for the three special programs and prepared the drafts of the procedural and descriptive chapters on these programs. Virginia Red, Frederick Binder and Anne Peskin took the full responsibility for the three separate professional evaluations.

That this report was completed six weeks after the program ended is a "hard" piece of data testifying to the dedication of this staff and we are grateful.

David J. Fox
Evaluation Chairman

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INTRODUCTION

The summer program for junior high and intermediate school pupils in 1969, supported by the State Urban Education Aid Program in New York, offered a six-week remediation and enrichment program for public and nonpublic school pupils. The program included an Academy in the Creative Arts, an Institute in Mathematics and Science, a School for the Humanities, ten summer junior high schools and one intermediate school that offered remediation and enrichment as well as repetition of previously failed courses for pupils in Brooklyn, the Bronx, and Manhattan. No schools in the boroughs of Queens and Richmond were included in this program as the needs of the pupils in those boroughs were met through schools financed by the use of tax-levy funds.

According to the Board of Education proposal[1] the overall objectives of the program aimed:

1. To provide opportunities for summer remedial instruction to make pupils eligible for promotion.

2. To provide opportunities for repetition of previously failed academic subjects to make pupils eligible for promotion.

3. To provide enrichment activities in Math, Science, Music, Art, Literature and in the Humanities.

4. To provide an opportunity for creative expression in the Arts and Sciences for disadvantaged pupils with talent and/or potential talent.

5. To provide intensive, small group instruction for pupils who have been previously unable to maintain their academic standing.

6. To teach English as a Second Language to foreign-born or non-English speaking children.

7. To provide a better understanding of self and of the values of the world they live in for disadvantaged pupils.

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[1] Proposal No. 17-0342, Summer Program for Junior High and Intermediate School Pupils, 1969, p. 3.

The implementation of these objectives was facilitated according to the Board's proposal by eleven[2] junior high and intermediate schools offering a basic program: two in Manhattan, three in the Bronx, and six in Brooklyn; and by the three specialized schools that were all placed in Manhattan because of the special facilities available at the schools and their ready accessibility by public transportation to pupils from all five boroughs.

The evaluation of the basic program appears in Part I of this report. The evaluation of the program in the three specialized schools: Academy in the Creative Arts, Institute in Mathematics and Science, and a School for the Humanities, is described in Part II.

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[2]Seven other schools offered the basic program but were funded from other sources and so were not included in the population for this study.

PART I

THE BASIC PROGRAM

CHAPTER I

THE PROGRAM AND EVALUATION PROCEDURES

A. THE PROGRAM[1]

Each of the 11 summer schools operated on a four-and-a-half hour day divided into three 90-minute subject periods as required by the State Education Department for repetition of previously failed subjects. In non-credit subject areas there was an opportunity to plan for a more flexible time schedule.

As stated in the proposal each school was to have the following personnel: Teacher-in-charge, a licensed junior high school principal responsible for the administration and supervision of the instruction program; a general assistant, a licensed assistant principal; a licensed school secretary to conduct the business of the school office; one guidance counselor per 500 pupils for educational and vocational counseling to all pupils in the program; a licensed teacher for library instruction and maintenance of the facilities of the school library; ten to 30 licensed teachers for remedial or skills instruction in various subject areas; and ten to 30 educational assistants, residents of local poverty areas (preferably recent high school graduates) chosen with the assistance of the local action agency and the district superintendents on the basis of requirements established by the office of the Coordinator of the Summer Junior High Schools.

B. PROGRAM OBJECTIVES

The proposal stated that each of the 11 schools was to serve approximately 300 to 1,000 students and was required to provide instruction for pupils who were retarded in reading and mathematics; provide intensive, small group instruction for pupils who had failed in one or more academic subjects during the school year; provide enrichment through non-credit, non-academic courses in industrial arts, music, typewriting, and library services; provide enrichment in literature through non-credit instruction for pupils reading on or above grade level; and to teach English as a Second Language to foreign-born and non-English speaking children.

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[1] A detailed description of the program and educational procedures appears in the Report of Dr. Bernard A. Fox, Coordinator, Summer Junior High Schools, Mathematics Science Institute, Creative Arts Academy, School for Humanities, Board of Education, City of New York, September 1969.

C. EVALUATION PROCEDURES

1. Evaluation Design

The purposes of the evaluation of the basic program were to determine the extent to which the summer junior high school program utilized effective approaches to the education of the disadvantaged youth and to measure the degree to which the program helped pupils who had failed to meet the minimum academic requirements of their regular school programs to overcome their school deficiencies.

To fulfill these evaluation goals the following procedures were used:

a. Achievement test scores in reading and mathematics were obtained from a sample of pupils at both the beginning and end of the program.

b. Qualified observers visited a sample of classes to observe and estimate the quality of the on-going instruction provided.

c. Qualified observers, specifically selected, visited a sample of classes to observe and evaluate the nature of instruction in English as a Second Language.

d. Questionnaires were distributed to teachers, teachers-in-charge, general assistants, guidance counselors, librarians, and educational assistants to determine their views of the extent to which the program fulfilled the goals specified.

e. Interviews were conducted with teachers-in-charge and general assistants to estimate the extent to which they believed the specific enrichment and instructional objectives were realized, as well as to obtain a general scope of the program at each school.

f. Interviews were conducted with a random sample of pupils at the end of the program to estimate the extent to which the program realized the needs of the pupils involved.

2. The Sample

a. Schools

There were 11 junior high and intermediate schools in this phase of the summer program. Of these, four were selected for study as sample schools on the basis of location and pupil enrollment. Two of the

schools were in Brooklyn, one in the Bronx, and one in Manhattan. In all, the four sample schools accounted for 28 percent of the total enrollment in the 11 schools in the population. All four offered the general curriculum comprised of credit courses for those who had to retake courses they had failed; non-credit corrective courses in reading and mathematics; and non-credit academic, cultural, and vocational enrichment courses. In addition, three of the sample schools also offered non-credit courses in English as a Second Language and pre-algebra.

b. Classes

The selection of classes that were observed in the sample schools were chosen on the basis of subject area, instructional approach (team teaching), the desire to observe many different subject areas while not observing a teacher many times, and grades. Initially 58 classes were selected from the following subject areas: Corrective Math, Mathematics, Pre-Algebra, Social Studies, Science, Spanish, French, Typing, Industrial Arts, and English as a Second Language. Of these, 55 classes were observed. Three foreign language classes in French and Spanish originally selected were not observed due to the unavailability of qualified observers in these subject areas.

c. The Pupils

The total number of pupils selected for interviews was 150 with an alternate list of approximately 40 pupils. In an attempt to obtain a wide range of pupil ability, the selection of pupils to be interviewed was based on the pretest scores of the Metropolitan Achievement Test with the sample including children who scored above grade level, on grade level, and below grade level. Of the 190, only 62 pupils were interviewed because the other 128 were either absent, discharged, or in another class due to a program change. An additional 48 pupils were selected randomly by the interviewers while they were at the schools.

3. Instruments Used

Questionnaires, interviews, observation reports, and achievement tests were used as the major sources of data. Questionnaires were sent to teachers, educational assistants, librarians, guidance counselors, teachers-in-charge (principals), and general assistants (assistant principals) in all of the 11 summer junior high and intermediate schools. In addition, interviews were conducted with teachers-in-charge and general assistants at all of the schools, and with pupils in the sample schools. The Metropolitan Reading Achievement Test--Intermediate Form CM was administered to the pupils enrolled in corrective reading classes during the first week of the program by teachers in their own schools.

During the last week of the program pupils in four classes in each of the sample schools were randomly selected to be given the Metropolitan Achievement Test--Intermediate Form BM by members of the evaluation team. Data on scores of the Metropolitan Arithmetic Achievement Test--Intermediate Form AM and BM--were collected from the coordinator of the program.

In all, nine different questionnaires and interviews were used to elicit responses from observers, professional staff members, educational assistants and pupils.

a. Individual Lesson Observation Report

This instrument was designed to elicit ratings concerning the appropriateness of teaching method to the range of pupil ability, overall pupil response and behavior, physical structure and atmosphere of the classroom, and the overall effectiveness of the lesson. The instrument was used in the 51 classes in the four sample schools which were observed in areas other than English as a Second Language.

b. Individual Lesson Observation Report Non-English Component

This was an evaluative questionnaire designed to delineate the composition and organization of the English as a Second Language classes as well as to estimate the effectiveness of the lessons. Four of these classes, in three of the sample schools, were observed. The fourth school did not have an English as a Second Language program.

c. Principal Questionnaire

Each principal and assistant principal in all of the junior high schools was provided with this questionnaire which was constructed to elicit information pertaining to their background, the principal's perception of the adequacy of other staff members, the availability and adequacy of materials and supplies, and the general effectiveness of the program. Of the 11 questionnaires sent to principals, ten were returned and of the 11 sent to the assistant principals, ten questionnaires were returned.

d. Teacher Questionnaire

The teacher questionnaire was designed to obtain responses regarding the teacher's background, his estimate of the program's success, the adequacy and availability of materials and supplies, and recommendations for future programs. Two forms were constructed in order to reduce

the number of questions asked in an attempt to insure greater return. One hundred twenty-five Form A questionnaires and 150 Form B questionnaires were sent out. Of these, 29 Form A and 33 Form B questionnaires were returned by regular teachers, a return rate of 23 percent. Due to the low return rate the data are, at best, suggestive.

e. Guidance Counselor Questionnaire

This questionnaire was designed to elicit information pertaining to the guidance program at each of the schools. It was concerned with estimating the extent of services available to pupils and parents as well as obtaining recommendations for future guidance programs. Of the 11 questionnaires sent out, eight questionnaires were returned.

f. Librarian Questionnaire

The purpose of this questionnaire was to obtain information regarding the role and functions of the librarians, the adequacy of facilities available, the extent to which these facilities were utilized, and recommendations for future library programs. Eleven questionnaires were sent out and seven were returned.

g. Educational Assistants Questionnaire

This questionnaire was designed to elicit information regarding the functions of the educational assistants in all of the summer junior high schools. In addition, it sought to obtain data on their personal attitudes and opinions regarding their specific assignments. These questionnaires were administered to groups of educational assistants in each school by members of our evaluation team. In all, 78 educational assistants and nine community aides questionnaires were completed.

h. Principal Interview Guide

This interview guide was constructed to obtain data from principals and assistant principals regarding their function and role in the program, the effectiveness of registration and personnel recruitment procedures, and their recommendations for future programs. Initially all of the 11 principals and all 11 assistant principals were scheduled to be interviewed by members of the evaluation team; however, only nine of the principals were interviewed, due to complications in scheduling. All assistant principals were interviewed.

i. Pupil Interview Guide

This interview guide was designed to obtain opinions and attitudes of pupils in the summer school program. One hundred ten pupils, from the four sample schools, were interviewed by members of the evaluation staff during the fifth week of the program.

4. Field Staff

a. Observers

The eight observers used for the ILOR and ILOR Non-English Component were actively involved in educational programs and all had extensive contact with urban public school systems, particularly in New York City. Five of the eight observers were faculty members in a school of education in areas such as mathematics and science, English, social studies, corrective reading, and industrial arts; the observer for the English as a Second Language classes was specifically selected because of his training in the field, and two observers were social scientists selected because they combined academic training in their own discipline with professional affiliation with teacher education programs.

b. Interviewers

The interviewers used for principal and assistant principal interviews were mature and experienced members of the evaluation staff who had previous evaluation experience.

The pupil interviews were conducted by a team of interviewers similar in racial, cultural, and socioeconomic background to the majority of the pupils interviewed. All of the interviewers had experience on previous evaluation projects. All attended an orientation session conducted by the evaluation staff which dealt with the nature of the project as well as with the contents of the interview form they were required to use. A separate orientation session was held for those interviewers who were also responsible for administering the posttest of the MAT Form BM in reading.

CHAPTER II

FINDINGS RELATED TO ADMINISTRATION, TEACHERS, AND SUPPORTIVE SERVICES

These findings are based on data collected through the use of all the instruments in four of the 11 schools and upon data collected through questionnaires and interviews at the seven other schools.

The results and discussion are presented under the following headings: the administration, the instructional staff, guidance counselors, librarians, and educational assistants.

A. THE ADMINISTRATION

1. Background

The administration consisted of 11 teachers-in-charge (principals) and 11 general assistants (assistant principals). Each was given a questionnaire to fill out and an opportunity to speak individually with a member of the evaluation staff. The following information is based on the data gathered from questionnaires administered to ten principals and ten assistant principals, and interviews with nine principals and 11 assistant principals.

Eight of the teachers-in-charge in the summer junior high schools were licensed principals and the others were licensed assistant principals. Nine of the general assistants were licensed assistant principals and the remaining one was not. Most (16 of 20) of the teachers-in-charge and general assistants had participated previously in summer programs of this nature.

2. Views

In general, the teachers-in-charge and general assistants saw their function and role as primarily administrative and supervisory. Table II-1 shows the average percent of time teachers-in-charge and general assistants actually devoted to various tasks. In addition, it shows what the administration perceived as the ideal time allotment. While generally satisfied, both principals and assistant principals spent a larger percentage of their time on administrative duties and a smaller percentage on supervision than they would have preferred. Assistant principals also spent less time on staff training than they would have liked.

TABLE II-1

ACTUAL AND IDEAL AVERAGE PERCENT OF TIME PER SCHOOL DAY SPENT ON SPECIFIED TASKS, PRINCIPALS AND ASSISTANT PRINCIPALS

Task	Principal		Assistant Principal	
	Actual Percent of Time	Ideal Percent of Time	Actual Percent of Time	Ideal Percent of Time
Administrative	39	20	45	27
Supervision of instruction	32	47	34	42
Curriculum building	12	16	8	12
Staff building	13	15	10	18
Other	4	2	3	1
Total percent	100	100	100	100

In most of the schools, the administration indicated that orientation and training sessions were provided for their staff at either a general session at the Board of Education or in their respective summer schools. Half of the teachers-in-charge and general assistants (52 percent) felt that these sessions were valuable and necessary while the remaining half felt that they were helpful but not really necessary for the instructional and professional staff since they were all experienced. Asked about their staff, the administrators perceived that in all cases the guidance counselor's assistance in the program was at least "adequate," if not "very adequate." Three-fourths of the teachers-in-charge and general assistants found their librarians to be "adequate" or "very adequate." However, the remaining perceived their librarian as "not adequate" for this type of program. In general, the administrators were satisfied with the educational assistants. They felt that they were making their major contributions in helping with whole class instruction and individual tutoring.

As data in Chapter III will indicate, in two areas of concern, services provided by the guidance counselor and educational assistants, the administrators felt services offered to pupils were more adequate than did the pupils.

In all of the schools, all administrators reported that information about pupils would be sent to their home schools in the form of test scores, report card grades, guidance reports, and attendance figures, all data obtained during the summer program.

In half of the schools (54 percent) the administrators indicated that their schools worked in cooperation with other summer programs, such as Vacation Day Camp, Neighborhood Youth Corps, Operation Enterprise, and Brownsville Program for Youth. Sixty-five percent of the teachers-in-charge and general assistants felt that the local community was involved in the summer program to "some" extent and the remaining 35 percent felt the community was involved only to a "small extent." In almost all cases (95 percent) the administrators stated that special programs and activities had been conducted to increase the understanding, the cooperation and involvement of the parents. All of the schools had either an Open School Day or Parent's Day; one school offered parent workshops, but found the response to be small; and another school held guest speaker lectures for parents, as well as for the general community.

Eighty percent of the administrators were satisfied with this year's registration procedure. They felt the extra day established for registration provided more time to devote to administrative detail and the organization of classes. They also felt that the program was adequately publicized among "disadvantaged" children in most of the cases. However, they did recommend that the home schools should do more in terms of inducing those pupils who would benefit from the program to attend.

The teachers-in-charge felt that the major strengths of the program were the teaching staff, the general school atmosphere, and the small classes. The general assistants concurred with these feelings. In addition, they believed that the high motivation of the pupils was an important asset to the program. Despite this perception of motivation, both levels of administration believed that the major weaknesses of the program were the attrition and poor attendance of the pupils and the length of the class periods, which they felt were too long.

Similarly the aspects of the program that were seen as presenting the greatest problems were the attrition of pupils, the attendance of pupils and the availability of pupils' past records. (The specific data from this question appear in Table II-4, for ease of comparison of administrative and teacher responses.) Some recommendations for improving these problem areas were to fight attrition and poor attendance by incorporating a recreational component into the program (e.g., swimming facilities) and to have greater and more complete communication with the pupils' home schools. Other general recommendations made for the program were to have a refreshment break for pupils, insure small classes in all subject areas, and to have a "bigger and better" publicity campaign prior to the opening of the summer school session.

Generally speaking, the administrators were very enthusiastic about the program. They believed that the six-week program afforded the pupils and teachers the time "to do many of the things which are not done well during the regular school year."

B. THE INSTRUCTIONAL STAFF

The following information is based on the data gathered from 62 (23 percent) of 275 teachers surveyed and the reader is reminded that the low percentage of returned questionnaires makes the findings in this section tentative and suggestive, at best.

1. Background

Most of the teachers (87 percent) held a junior high school license, some held a secondary license as well (32 percent), and a few (13 percent) held only a common branch license. They were generally highly experienced: 79 percent of the teachers had five to 15 years of teaching experience and 13 percent had 15 or more years of experience. Only eight percent of the teachers had less than five years of teaching experience. Moreover, most of the teachers in the program (77 percent) had taught in a summer program of this nature previously and many had taken courses related to the teaching of reading and mathematics, either on the undergraduate or graduate level.

Half of the teachers reported that they heard about the program from the principal of their regular school. Otherwise they heard about it from their District Supervisor (15 percent), from various Board of Education bulletins (18 percent) or from a colleague in the program previously (12 percent).

2. Views

Only half of the teachers knew there were orientation sessions scheduled before the start of the program. Forty-two percent reported that one session was scheduled and only eight percent reported two were scheduled. Of the teachers who knew about these sessions, 85 percent attended one session and 15 percent attended two. Generally (77 percent) teachers found these orientation sessions "very" or "generally" beneficial, with the major strengths the specific information given about routines and organization, and instructions about the availability of materials and supplies. The weaknesses were few, but those reported were excessive paperwork and the inability to meet the educational assistants, pupils and parents.

The teachers were asked to estimate the impact of the summer program upon their pupils when they return to their regular program. Table II-2

presents these data and for comparison also presents the administrators' evaluation of the relative impact of the program upon pupils in the remedial and enrichment courses. In most of the aspects evaluated both teachers and the administration had the same positive view of the impact of the program: at least two out of three felt the pupils attending the summer program will do better[1] in this coming year than non-attenders of comparable ability.

Eighty percent of the teachers reported that they employed different teaching methods in their remedial and enrichment courses than they did during the year. The teachers felt they were able to employ different methods because their classes were small and thus they were able to give more individualized attention to their pupils and promote motivation through a more informal atmosphere.

TABLE II-2

PERCENT OF TEACHERS AND ADMINISTRATORS WHO BELIEVE CHILDREN ATTENDING SUMMER PROGRAM WILL DO BETTER THAN NON-ATTENDERS OF COMPARABLE ABILITY
ADMINISTRATORS - N=20
TEACHERS - N=62

	Remedial		Enrichment	
	Percent who will do better than comparable non-attenders		Percent who will do better than comparable non-attenders	
Aspect Evaluated	Administrators	Teachers	Administrators	Teachers
Overall academic performance	70	63	70	73
Subjects studied in summer school	75	71	80	81
Attitude toward school	70	69	70	72
Attitude toward self	65	68	70	68
Educational aspirations	65	65	75	68
Total Average Percent	69	67	73	72

[1]All other respondents felt those attending would do as well. Not one teacher or administrator felt the attenders would do worse.

Many of the teachers (65 percent) were given a curriculum guide to follow for the summer. Most of these guides were in the form of directives from the Board, the school principal, or the reading and language coordinator. Despite the guide, typically (68 percent) teachers felt that they were "not restricted" or had only "minor restrictions" in planning the courses they taught. The third who felt restricted in planning their curriculum content reported that they were instructed to follow the syllabus in order to cover all the required material before the uniform examinations.

The teachers were also asked to rate the books, materials, and supplies which they had been given for their classes. Their ratings appear in Table II-3 together with the same ratings by administrators. While higher proportions of administrators gave high ratings ("good" or "very good") than the teachers, both groups were relatively satisfied. At least 57 percent and as many as 90 percent gave the two most positive ratings with clearest praise for the availability of the materials the first week.

Only 16 percent of the teachers reported that their classes had taken trips during the summer program. The trips that were taken were to the Hayden Planetarium in connection with the moon landing, to a local hospital, and to the Pepsi Cola factory.

Sixteen percent of the teachers reported frequent contact with parents ("often" or "very often"). The other teachers reported contact with parents "fairly often" (44 percent) or "rarely" (31 percent). Nine percent of the teachers had not seen any parents at all. Among those who saw parents at least "fairly often" it was usually on open school day (55 percent) or for a negative reason such as an attendance card, i.e., when a parent had to explain pupil's absenteeism, or when there was a behavioral or achievement problem with a pupil.

Almost all of the teachers (97 percent) reported that information about the pupils would be sent to their home schools, either in the form of grades, attendance records, progress reports, or individualized comments.

Most of the teachers (79 percent) felt that the summer program was at least "fairly adequately" publicized among "disadvantaged" children while 6 percent felt it was "not sufficiently" publicized. The remaining teachers did not know anything about the publicity and so declined to evaluate it.

Nor did teachers know much about how pupils were selected: 40 percent did not know the basis for selection of pupils in the enrichment program, and 28 percent did not know how they were selected in the remedial program. The others felt selection was adequate or better in the enrichment (45 percent) and remedial (64 percent) programs.

TABLE II-3

ADMINISTRATORS' AND TEACHERS' RATINGS OF AVAILABILITY OF BOOKS AND MATERIALS IN TERMS OF ADEQUACY, ABILITY LEVELS, AND CULTURAL BACKGROUND OF THE PUPILS (PERCENTAGE DISTRIBUTION)
ADMINISTRATORS - N=20
TEACHERS - N=62

	Availability First Week		Adequacy for Effective Learning		Appropriateness in Terms of Ability Level		Appropriateness in Terms of Cultural Background	
Ratings	Adm.	Tchrs.	Adm.	Tchrs.	Adm.	Tchrs.	Adm.	Tchrs.
Very Good	60	48	45	38	55	31	25	25
Good	30	17	45	38	30	37	50	32
Fair	0	12	5	19	15	25	25	26
Poor	5	10	5	2	0	5	0	12
Very Poor	5	13	0	3	0	2	0	5
Total Percent	100	100	100	100	100	100	100	100

Teachers felt that the selection procedures for the enrichment programs could be improved with more publicity, more communication with the home school, and more of a focus on future educational aspirations. They felt the remedial program would be improved with more encouragement and stimulation of the pupils to register, greater concentration on those in need of remediation, or the institution of a mandatory program.

Most of the teachers thought well of the assistance given to them by other members of the staff. Specifically, a majority rated as "adequate" or "very adequate" the help provided by the administrative personnel (91 percent), the guidance counselors (74 percent), the librarians (58 percent), and the educational assistants and school aides (78 percent).

Table II-4 shows how teachers (and for comparison how general assistants and teachers-in-charge) rated the seriousness of potential summer school problems. For teachers the aspects of the program that were most often seen as "moderate" or "major" problems were the attrition of pupils (61 percent), the attendance of pupils (40 percent), and the availability of pupils' past records (51 percent), with only the last problem considered "major" by a substantial (35 percent) number of teachers. For

TABLE II-4

TEACHER IN CHARGE, GENERAL ASSISTANT, AND TEACHER RATINGS OF POTENTIAL SCHOOL PROBLEMS (BY PERCENT)

Potential Problem	Teachers				Teacher-In-Charge				General Assistant			
	None	Minor	Moderate	Major	None	Minor	Moderate	Major	None	Minor	Moderate	Major
Starting time of day	79	14	0	7	80	20	0	0	80	20	0	0
Length of program	66	15	4	15	80	20	0	0	90	10	0	0
Length of class period	52	24	10	14	20	50	20	10	30	50	10	10
Organization of program	58	32	7	3	70	20	10	0	80	20	0	0
Attendance	30	30	30	10	10	20	60	10	20	40	30	10
Attrition of pupils	25	14	43	18	0	50	30	20	0	60	20	20
Availability of pupil's past record	39	10	16	35	10	40	40	10	20	20	40	20
Physical plant	72	19	3	6	50	30	10	10	70	0	10	20

teachers-in-charge and general assistants too these three were the problems most often seen as "moderate" or "major" problems. To improve these problem areas teachers suggested clerical follow-up of pupils with poor attendance, constant encouragement to pupils, more publicity about the program, small classes in all subject areas and readily available pertinent information about "problem" pupils.

In general, the teachers were enthusiastic about the program. Thirty-eight percent reported they were "very enthusiastic," 42 percent were "enthusiastic," 11 percent felt "moderately enthusiastic," and the remaining 9 percent reported they had only a "little enthusiasm" or "no enthusiasm" at all.

The overall feeling of the teachers was reflected by the teacher who said, "This program provided a chance for pupils who had fallen back to get ahead either through remediation or enrichment."

3. Classroom Functioning

Fifty-five classroom observations were made in the four sample schools. Table II-5 shows a breakdown of the subjects and number of lessons observed in each subject area.

TABLE II-5

NUMBER OF OBSERVATIONS CONDUCTED BY PROGRAM, SUBJECT, AND GRADE

Program, Subject, and Grade	Number of Lessons Observed
1. Credit Courses for Those Who Failed Major Subjects - (Total 23)	
English, Grades 6, 7, 8	5
Mathematics, Grades 6, 7, 8	7
Science, Grades 6, 7, 8	4
Social Studies, Grades 6, 7, 8	7
2. Non-Credit Corrective Courses - (Total 22)	
Corrective Reading	12
Corrective Mathematics	4
English as a Second Language	4
Pre-Algebra	2
3. Non-Credit Enrichment Courses - (Total 10)	
English Literature	2
Industrial Arts	4
Typing	4
Total	55

The discussion immediately following is based on observations of 51 classes. The four remaining classes, English as a Second Language, will then be discussed separately.

a. Classes Other Than English as a Second Language

In general, the observers found the classes to be small, with an average of 15 pupils per class, although the range was between five and 28 pupils per class. In three-fourths of the classes (73 percent) the teacher was the only individual responsible for the instruction of the lesson. In the other classes an educational assistant or student teacher assisted.

The observers found many of the classes (39 percent) to be "extremely unattractive" (14 percent) or of "less than average attractiveness" (25 percent); however, they found the classroom atmosphere to be "warm and disciplined" (56 percent), and the pupils "well behaved" (76 percent).

The observers felt that 18 percent of the lessons seen were "exceptionally well planned and organized" and almost all others (78 percent) were "well," or "moderately well organized and planned." However, most of the lessons were considered more stereotyped than creative. In almost half of the classes (44 percent) observers felt the lesson was "remote from the pupils' background and experiences"; however, they believed that the material covered was "appropriate to the pupils' ability levels" (80 percent). In more than half of the classes (60 percent) the pupils appeared to be "actively engaged" in some meaningful learning experience and usually (80 percent) seemed to the observers to understand "most" of the lesson.

A solid majority of the observers reported that the lesson provided for interaction between the pupils and teacher (89 percent) and that the teacher seemed to get along well with more than half the pupils (74 percent). However, only infrequently (31 percent) did observers report that the teacher welcomed and incorporated pupils' questions into the lesson.

In general, the observers felt the overall quality of instruction was average (31 percent) or better than average (35 percent). They felt that the pupils needed "more motivation" to help them feel they could be academically successful.

Eighty percent of the observers believed that the program needed modifications such as: more teaching aides, shorter classes, more effective teachers, more creative curriculum,and imaginative materials to sustain the pupils' motivation and interest. The observers felt that at best summer school is considered a chore by most pupils and if

it is considered desirable to have pupils attend summer classes to make up subjects or improve in their deficient areas, a program that can compete with the beaches and their friends must be provided.

b. English as a Second Language Classes

In the four English as a Second Language classes the observer reported an average registration of 23.5 with a range of 14 to 31 pupils per class. In general the teachers of these classes used question and answer drills or repetition drill, as their main method of teaching. Three of the four teachers were considered effective in implementing these methods. Most of the time the teachers worked with the group as a whole although the classrooms had moveable tables and chairs making group work possible. In all classes, the work level was considered appropriate for the pupils and the majority of the pupils seemed interested most of the time.

The native language of the 93 children in English as a Second Language classes on register in the three sample schools was generally Chinese (41 percent), Spanish (34 percent), or French (19 percent). Other languages (1 or 2 percent each) represented were Greek, Bulgarian, Serbo-Croatian, and Turkish. Asked to rate the extent to which the children needed this instruction, the observer was able to make this rating for 49 children. Only 16 were rated as "very much" in need with the others considered "somewhat" (28) or "very little" (five) in need. Thus, these ratings raise a question as to whether the pupils recruited for and admitted to this program were in need of the instruction.

In three of the four classes the summer school teacher received no information from the pupil's home school with regard to his work in English as a Second Language programs during the regular school year. All four summer school teachers planned to forward information about each pupil to his sending school.

Three of the four teachers observed did not hold a Teacher of English as a Second Language position during the regular school year and were not planning to take the examination for the position. The brief comments which follow on teachers' functioning are based on seeing four teachers, three of whom were not trained or experienced in the field. In general, it appears unfair to evaluate these teachers but it seems equally unfair to have unqualified personnel handling these special classes. Nevertheless, the ratings were typically average or better. The four teachers were rated in three categories, knowledge of methods, knowledge of materials, and knowledge of children's areas of weakness. One out of the four was noted as "poor," with the others rated as "average" or better.

The observers felt that the major strong point of the lessons was that the material was controlled and limited in scope. They also

believed that the lessons could be improved by providing a more individualized teaching approach to these English as a Second Language pupils.

C. GUIDANCE COUNSELORS

1. Background

Each of the 11 summer junior high schools had a guidance counselor on the staff. The following information is based on the data collected from eight of these guidance counselors. All of the guidance counselors involved in the program were certified in their field and all but one held multiple licenses on either the junior high or secondary level. All of the guidance counselors had at least five years of teaching experience and one-fourth of them had more than 15 years teaching experience. In addition, all of the guidance personnel had at least three years experience in the field and half had between ten and 20 years of experience in counseling.

2. Views

The counselors reported that their major responsibilities for the summer program involved: holding conferences with pupils, either individual or group; holding conferences with parents and teachers; working with registration and program changes; and writing records to be forwarded to pupils' home schools.

The guidance counselors indicated that their services were available to pupils in both the remedial and enrichment courses. They also stated that they believed most of the pupils who should have taken advantage of their services did. The guidance counselors reported seeing an average (arithmetic mean) of 11 boys and ten girls per day, with a range of two to 25 boys and three to 25 girls.[2] The major areas that were discussed with pupils were behavioral, emotional, and social problems. Vocational problems were discussed the least during these counselling sessions.

All the guidance counselors reported that they worked with parents to "some extent," although most of the guidance counselors were not able to make many outside referrals. In addition, the guidance counselors

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[2] As will be discussed in Chapter III, these numbers conflict with pupils' reports of actual services offered by the guidance counselors. A majority of the pupils interviewed were not even aware of the presence of a guidance counselor in their schools and of those who did know, less than 20 percent during the entire summer had spoken with them.

felt that for the most part they did not have the information that they needed regarding the pupil's past record. They felt that a listing of the students with their outstanding problems would have helped them a great deal, since a six-week program is working under many time handicaps.

All of the guidance counselors were either "very positive" (six) or "positive" (two) about the summer program which they felt afforded the students an opportunity to achieve academically and "feel better about themselves."

D. THE LIBRARIANS

Each of the summer schools had a library program and librarian on staff. Seven of the 11 librarians returned questionnaires to the research team. The following is based on their responses.

1. Background

All of the librarians were licensed in their field on either the junior high school, secondary, or common branches level.

2. Views

The major functions of the summer school librarians were to teach the proper use of the library to pupils, to assist in selection of books for pupils and faculty, and to circulate library materials.

In general the libraries were perceived as "adequately" equipped with books, magazines and reference materials. However, in the schools that are not coeducational during the regular year the types of books available were not considered suitably varied for a coeducational summer program. In addition, some libraries were not equipped with chalkboards or overhead projectors needed for developing lessons. In five of the seven schools in which a librarian responded special purchases had been made for the summer schools of paperback books (as recommended in earlier evaluations of the Summer Junior High School). Ironically, however, in three of these five schools they did not arrive in time. In some cases, some promised materials never arrived at all.

The librarians estimated that an average of 75 percent of the pupils were reached by the library program this year. A majority of them felt that the pupils used the library more during the summer than during the regular school year. This year's librarians appeared much more satisfied with the library program than those in past programs. They felt the major strengths were that whole classes were scheduled

for library sessions and that they could also work with individuals on pupils' "own" time; and that they were able to coordinate library work with subject area teachers. Their recommendations were to keep the library component in future programs, to try to extend services after school, and to make sure that there are books available to interest pupils of both sexes.

E. EDUCATIONAL ASSISTANTS

According to the Board of Education proposal each summer school was to have ten to 20 educational assistants on its staff. In each of the sample schools an interviewer met with all of the educational assistants available. The following is based on the results of questionnaires completed by 78 educational aides and also by nine community aides who were all assigned to one school. From the responses on the questionnaires it was difficult to make a distinction in terms of role and function of these two groups. It did appear, however, that the community aides were more often assigned clerical work and patrol duty than the educational assistants. The educational assistants seemed to have spent more time in actual assistance to the classroom teacher.

Almost 80 percent (77 percent) of the educational assistants had an orientation session before the program began, as did four of nine community aides. The general feeling about these sessions was that they were good, although some felt they did not help at all.

Almost all of the educational aides (95 percent) had a supervisor at their respective schools, either the assistant principal, a special teacher, or their classroom assignment teacher. All of the community aides were supervised.

The educational aides and community aides had various job responsibilities, including helping in the classroom, tutoring individual children, doing clerical work, patroling halls, and helping with decorations.

The educational aides felt that they were appreciated the most by the teachers and pupils in the school, while the community aides felt they were most appreciated by the principals and the least by the teachers. Both groups felt they were successful in doing the jobs required of them and both groups felt they were helping the pupils more than the teachers in their schools. The community aides seemed to have enjoyed their jobs more than the educational aides. When asked, "How much do you enjoy your job?" every one of the nine community aides responded "completely" or "very much" whereas only 62 percent of the educational aides responded with either of these ratings. The remaining 38 percent reported they enjoyed it "somewhat," "not very much" or "not at all." The educational aides felt they should not be used to do

clerical work, run errands or patrol halls and wanted to spend more of their time with the pupils. The community aides, on the other hand, desired more clerical work, especially typing assignments.

The educational assistants believed that the pupils could be helped more if there were more aides available to do individual tutoring with them. They also felt there was a need to incorporate cultural and recreational trips into the program to make the summer program more attractive to pupils.

CHAPTER III

FINDINGS ON PUPIL BACKGROUND, VIEWS, PERFORMANCE, AND ATTENDANCE

A. BACKGROUND

The typical summer junior high pupil in the sample schools was 13 or 14 years old and was in the seventh or eighth grade prior to the summer session. Fifty-two percent of these pupils were females and approximately 90 percent were black or Puerto Rican. Almost 90 percent of the pupils attended public schools in New York City last year. Six percent attended non-public schools and four percent attended schools outside the New York City area.

Forty-two percent of these pupils had attended summer school prior to this year. The subject taken most often by pupils in previous summers was reading. This was also true of the pupils in this year's program. The majority of the pupils (80 percent) stated they were attending summer school to improve their reading ability. At the same time 25 percent stated they were attending summer school to make up a subject they had failed. Ten percent reported they were also attending summer school to improve their ability in mathematics. Three-fourths of the pupils indicated that they found their reading courses to be the most valuable subject in summer school. The remainder of the pupils found their mathematics courses to be the most valuable to them.

B. VIEWS

When the pupils were asked, "What interests you more, the things you read about and discuss in summer school, or the things you read about and discuss in regular school?", 48 percent responded that regular school was more interesting, 36 percent found summer school more intersting, and the remaining 16 percent stated that they found summer and regular school equally interesting. Of the pupils who reported that they found summer school more interesting, half (51 percent) attributed it to the excellence of the teachers. Only 17 percent of the pupils who found regular school more interesting attributed it to this factor. The majority of the pupils who felt that regular school was more interesting stated that it was due to the fact that there was more time in regular school, more diversified subjects, and more materials and supplies available for their use.

Three-fourths of the pupils (76 percent) found that there were more materials and books available to them during their regular school year. Only 12 percent felt that they had access to more materials and books in their summer school, and the remainder felt there was no difference in the materials and books available to them in either their summer or regular school.

Almost all of the pupils (92 percent) found that the books that they read in class were interesting to them. The same percentage of pupils found the books they read outside of class also interesting. More than half of the pupils (60 percent) stated they had taken between one to five books out of their school library over the summer. Six percent claimed they had taken between six and ten books from the library at their school. However, 34 percent reported that they had not taken any books out of their school library.

Half of the pupils (48 percent) found that they received more personal help from their teachers during the summer school program than during the regular school year. This was probably due to the fact that their summer school classes, for the most part, were smaller than their classes in the regular schools. However, the majority of the pupils (68 percent) said that they had not been helped by the educational assistants in their school. Only 15 percent stated they had been helped once or twice during the summer, and 10 percent reported they received help about once a day, while only 7 percent reported they received help from the educational assistants more than once a day. In general, the pupils stated that when they did receive help from the educational assistants it was individualized, i.e., either explaining work that they did not understand or correcting work that they had done. However, for almost all of the pupils (92 percent) it was the teacher whom they believed helped them the most in summer school.

Many of the pupils enrolled in the summer schools (45 percent) stated that they either did not know there was a guidance counselor in their school or that there was no guidance counselor. Of the remaining pupils who were aware of the presence of a guidance counselor, less than 20 percent actually spoke with him during the six-week summer program.

Most of the pupils in the summer junior high schools (75 percent) liked their school. Only 25 percent like it "a little" or "not at all." In general, the pupils felt that their school and classes were conducted just as they wanted them to be. The only changes they felt that would have benefited them and enhanced the program was the opportunity to take class trips (93 percent of the pupils did not go on any class trips) and to have more teachers available to them.

Three-fourths of the pupils (73 percent) felt they had received enough information about their summer school and more than half of them (60 percent) felt they knew what to expect in summer school prior to the opening.

In general, the pupils believed that summer school did help them to some extent. Approximately 92 percent believed that they would do better in their class work when they returned to their regular schools and 58 percent believed that they would like their regular schools more than they did in their previous academic year.

C. READING ACHIEVEMENT

Pupils in all the summer junior high schools enrolled in Corrective Reading courses were given the Metropolitan Achievement Test - Form CM during the first week of the program. The tests were administered and scored by the staff members in each of the schools and the results from the four sample schools were sent to the research team. During the last week of the program Form BM of the MAT was administered by members of the evaluation team to four classes, selected at random, from each of the four sample schools.[1] These tests were scored by our staff and the scores made available to the schools.

Table III-1 presents the means and standard deviations of the MAT reading scores for 313 of the non-credit corrective reading course pupils by school and total group, on both the pretest and posttest. As is apparent from the table, gains were achieved in each of the summer schools studied ranging from .4 to 1.0 years. For all pupils in the four sample schools, the mean gain was .7 years.

TABLE III-1

MEAN READING GRADE LEVEL FOR EACH SAMPLE SCHOOL (CORRECTIVE READING) MAT, PRETEST AND POSTTEST
(N=313)

		Pretest		Posttest		
School	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Gain
A	64	5.4	1.6	6.4	2.1	1.0
B	81	4.8	1.8	5.2	1.6	.4
H	105	5.3	1.4	6.1	1.8	.8
J	63	5.1	1.7	6.1	2.1	1.0
Total	313	5.2	1.6	5.9	1.9	.7

[1]All other classes were retested with this form of the test, administered by regular school staff.

Table III-2 presents the frequency distribution of the actual changes and summarizes the percent of pupils whose scores increased, showed no change, or declined from the pretest to the posttest. Two hundred forty-five of the 313 pupils (78 percent) showed increases in reading scores with 37 percent gaining one year or more. Twelve pupils (4 percent) showed no change, and 56 pupils (18 percent) showed a regression in scores, 49 of which were less than one year.

In each sample school at least 67 percent and as many as 88 percent of the pupils increased in measured reading level. The disturbing phenomenon of a child losing ground while attending an instructional program is, however, still present as it has been in all previous summer programs at this and the elementary level.

Thus, for the third summer in succession the data on change in reading level were strongly positive. The mean gain in the sample schools was slightly higher this year (by .2) than reported in the schools sampled in the 1968 evaluation of the Summer Junior High School program.[2] Similarly, the percentage of pupils gaining was higher (by 18 percent).

Further analysis of the initial reading level of those who did or did not improve indicates that for the third summer in succession, the pupils who gained entered the program with higher overall mean reading grades (5.1) than those pupils who declined (5.5).

Looked at another way, 85 percent of the children who entered the program reading below 6.0 gained during the summer, compared to 68 percent of those who entered reading at 6.0 or better. Thus the offerings to the more able child did help two out of three but did not help the third.

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[2]Summer Program for Junior High School and Intermediate School Pupils, David J. Fox and James Shields, The Center for Urban Education, December 1968.

TABLE III-2

FREQUENCY DISTRIBUTION OF CHANGES IN MAT READING SCORES, NUMBER, AND PERCENT (CORRECTIVE READING)

Change	Number	Percent
Improvement of:		
4.5-4.9+	1	*
4.0-4.4	1	*
3.5-3.9	2	1
3.0-3.4	5	2
2.5-2.9	15	4
2.0-2.4	19	6
1.5-1.9	21	7
1.0-1.4	53	17
.5- .9	50	16
.1- .4	78	25
No change	12	4
Declines of:		
.1- .4	28	9
.5- .9	21	7
1.0-1.4	5	2
1.5-1.9	1	*
2.0-2.4	1	*
Total "Improvement"	245	78
Total "No change"	12	4
Total "Declines"	56	18
Total	313	100

*Less than 1 percent.

D. MATHEMATICS ACHIEVEMENT

Pupils enrolled in the non-credit corrective mathematics courses were given the Metropolitan Achievement Test in Mathematics Forms AM and BM during the first and last week of the program. The tests were administered and scored by the staff at their respective schools. The results from the four sample schools were obtained through the coordinator of the program.

Table III-3 presents the means and standard deviations of the MAT math scores for 118 corrective math course pupils by school and total group, on both the pretest and posttest. These data too are impressively positive, for mean gains achieved in each of the four summer schools sampled ranged from .3 to .8. For all pupils in the four schools, the mean gain was .6 years.

TABLE III-3

MEAN MATHEMATICS GRADE LEVEL FOR EACH SAMPLE SCHOOL (CORRECTIVE MATH) MAT, PRETEST AND POSTTEST
(N-118)

		Pretest		Posttest		
School	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Gain
A	53	5.4	1.0	6.0	1.1	.6
B	27	5.2	1.3	5.5	1.4	.3
H	25	5.2	1.4	5.6	1.6	.4
J	13	4.9	1.7	5.7	1.8	.8
Total	118	5.2	1.3	5.8	1.3	.6

Table III-4 presents the frequency distribution of the changes of pupils in the sample schools from the pretest to the posttest. One hundred one pupils (86 percent) of the 118 pupils increased in math scores, with 27 percent gaining one year or more. Six pupils (5 percent) did not change, and only 11 pupils (9 percent) declined, only one of which was more than .4 of a year. In each sample school at least 74 percent and as many as 92 percent of the pupils increased in mathematics achievement.

TABLE III-4

FREQUENCY DISTRIBUTION OF CHANGES IN MAT MATHEMATICS SCORES, NUMBER, AND PERCENT (CORRECTIVE MATH)

Change	Number	Percent
Improvement of:		
2.0-2.4	2	2
1.5-1.9	11	9
1.0-1.4	19	16
.5- .9	27	23
.1- .4	42	36
No change	6	5
Declines of:		
-.1- -.4	10	8
-.5- -.9	1	1
Total "Improvement"	101	86
Total "No change"	6	5
Total "Declines"	11	9
Total	118	100

Contrary to the reading results, analysis of change in mathematics by initial level showed that those who increased in grade level in mathematics entered the program at a slightly higher grade level (5.1) than those pupils who declined (4.9).

E., PASS FAIL RATIOS IN CREDIT COURSES

Pupils taking credit courses in the summer program had to attend 30 instructional days in order to receive credit for the course. Generally, this meant if a pupil was absent more than four days he did not receive credit and a passing grade. In addition, a pupil had to earn a mark of 65 percent on the uniform examination given at the end of the course.

However, pupils who earned between 50 and 64 percent received passing grades if the summer school principal granted specific approval. Usually the examinations were 75 minutes in length and in many instances were based on questions submitted by teachers. For the most part, the examinations were based upon material ordinarily covered in the second half of the regular school term. This year 70 percent of the pupils on the final register received passing grades in credit courses; that is, English (76 percent), Mathematics (64 percent), Science (72 percent), Social Studies (70 percent), and Foreign Languages (68 percent). This was a mite better than the 68 percent who passed in 1968.

F. PUPIL REGISTRATION AND ATTENDANCE

Table III-5 presents the data[3] on pupil registration and retention in the four sample schools and the other seven schools in the basic program. In two schools attrition was relatively low (10 percent or less), and overall retention was comparable to 1968 where in three sample schools between 76 and 90 percent of the pupils admitted completed the program.

TABLE III-5

PUPIL REGISTRATION AND RETENTION IN SAMPLE SCHOOLS

School	Initial Registration	Late Admissions	Total Registered	Discharges	Final Register	Percent Final of Total Register
A	1738	109	1847	580	1267	69
B	303	7	310	69	241	78
C	805	0	805	81	724	90
D	448	22	470	20	450	96
Total	3294	138	3432	750	2682	78

[3] Dr. Bernard A. Fox, 1969 Report Summer Junior High Schools.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS ON BASIC PROGRAM

The activity objectives of the basic components in the Summer Junior High School program were primarily to provide "remedial instruction..." and "opportunities for repetition of previously failed academic subjects ...," to make pupils eligible for promotion,[1] and to provide corrective instruction for pupils in reading or mathematics. These goals were to be achieved through intensive, small group instruction.

Additionally, the basic program was to provide instruction in English as a second language to foreign born or non-English speaking children and enrichment in non-academic and literature courses.[2] There were to be training sessions for all levels of staff before the program began.

The program was clearly successful in achieving its primary objectives. Not only did 70 percent of pupils repeating courses succeed in passing these courses, but the remedial programs achieved an average increase of seven months in reading and six months in arithmetic. The program too met its goal of providing enrichment courses; generally sound levels of instruction were observed. The instructional methodological objective was achieved in part.

The observers agreed that the instruction during the 90-minute periods was intensive and goal directed. The basic organization, however, was the class rather than the small group and, since this has been true for successive summers, the evaluation team suggests that the Junior High School Division either refer to whole-class instruction in future proposals or make some basic organizational changes which would allow for more frequent usage of small groups.

The late start in the final funding of the program did delay or eliminate the training and orientation sessions for educational assistants and teachers. However, the administrators and teachers pointed out that the professional staff was experienced. This may, in part, have minimized the need for such sessions, and made possible the gains and success of the program. The funding agencies and the Board of Education might attempt to make whatever changes are necessary to stop the "cliff-hanger" dimension of the Summer Junior High School program where official and final approval to expend funds has not arrived as June ends.

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[1] Proposal #17-0342, Summer Program for Junior High and Intermediate School Pupils, 1969, p. 3.

[2] Ibid, p. 5.

There can be no doubt that earlier funding can lead to better planning, training and consequently better functioning.

The 1969 Summer program reflected progress in three of the problem areas of the past. In the opinion of administrators registration problems were alleviated by allowing an extra day for registration. Both administrators and teachers generally agreed that this year supplies were available during the first week of the program, and were usually adequate as well as appropriate for the pupils. Continuity from the Summer school to regular school also seemed likely to occur since both administrators and teachers indicated they had plans for sending reports on the children who attended during the summer to these children's regular schools. It would be useful for the junior high school division to determine the actual extent to which the information was sent and if the data were considered useful.[3] The other phase of the continuity process, sending information about each child's record in his regular school to summer school, continued to be a problem. Teachers typically felt they had little or no such information. Should steps be taken to mount the summer programs earlier, this is one of the problems which might be solved. If pupils intending to attend summer school were identified earlier, it would be possible to have each teacher complete a simple summary record card which could be sent to the Summer school.

The personnel other than teachers (educational assistants, guidance counselors and librarians) were generally satisfied with the summer's activity, but none of these occupational groups seems to have had a major impact on students' perceptions of the summer's experience. To the extent that student reaction is a valid criterion, there is a clear need to further integrate these services into the everyday functioning of the summer school so that the impact of the service is recognized by the ultimate consumer -- the pupil.

The gains in reading and mathematics, the three children in four who passed credit subjects, and the agreement among pupils, teachers, and administrators that those who attended summer school would do better in the fall provide a combination of academic achievement and expectations of future gains indicating success. The needed improvements in planning, rate of attrition, continuity and integration of services, when implemented, would make the chances of success even greater.

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[3]The termination dates of the evaluations of the Summer projects make this or any other follow-up impossible. This serious lack in the evaluation process has been noted before.

PART II

THE SPECIAL PROGRAMS

CHAPTER V

PROGRAM EVALUATION PROCEDURES: SPECIAL PROGRAMS

One part of the summer intermediate and junior high school program was devoted to three specialized schools: an Academy in the Creative Arts, an Institute in Mathematics and Science, and a School for the Humanities. These three schools represented about 10 percent of the total intermediate school and junior high school population. Some of the children took courses for credit, and at the School for Humanities some classes were make-up classes and at the Institute some were advanced, but most children were enrolled in non-credit enrichment courses. All three schools were located in Manhattan.

One additional special school has been introduced each year for the past three years; so these schools are occupying an increasingly significant portion of the summer program at the junior high school level. They represent the major innovative thrust of the program at this level. For this reason, major attention was given to the programs this year by replicating all but the achievement testing aspects of the basic evaluation in each special school.[1]

A. THE SPECIAL PROGRAMS

1. The Academy of Creative Arts

The Academy of Creative Arts was housed in the Music and Art High School, 137th Street and St. Nicholas Terrace, Manhattan. It had been in existence two summers prior to the present program. Activity objectives outlined by the Board of Education in the summer 1969 proposal[2] are as follows:

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[1]It is relevant to note that the 1969 plans for the two special programs which had been previously evaluated reflected some of the recommendations made in the 1968 evaluation. For example, the Creative Arts Academy had dropped the requirement that applicants for admission must be reading at or near grade level, a requirement which in 1968 teachers, administrators and the evaluation team all agreed should be dropped. The Institute for Mathematics and Science broadened the role of the Assistant as suggested in 1968. These reflect the general climate at the Junior High School level of interest in evaluation and an effort to utilize evaluation reports.

[2]Summer Program for Junior High and Intermediate School pupils. #17-03421.

1. To provide enrichment activities.

2. To provide an opportunity for creative expression for disadvantaged pupils with talent and/or potential talent.

3. To provide a better understanding of self and of the values of the world they live in for disadvantaged pupils.

In describing the program the Board stated that the 300 students from poverty areas with talent or potential talent in the creative arts were to be selected for the Academy program on a citywide basis by means of referrals by teachers, counselors, and principals. In a departure from previous practice it was stated that academic achievement was not being used as an admission criterion, a change attributed to a recommendation in a previous evaluation.

The purposes of the evaluation were to determine whether enrichment activities and opportunities for creative expression were provided for disadvantaged students with talent and/or potential talent. Whether these opportunities did in fact result in a better understanding of self and of the values of the world they live in for students from poor neighborhoods was a question more difficult to evaluate. No direct data having a bearing on this question were obtained.

Eighteen teachers, three chairmen, 15 educational assistants, nine artists and consultants in residence, one secretary, a principal, and an assistant principal comprised the staff.

2. Institute of Mathematics and Science

The second of the special junior high schools was the Institute in Mathematics and Science which was located at JHS 104M (330 West 21 Street). It was in its second year of existence. The proposal notes that it was organized to provide an enriched summer program in mathematics and science for pupils from poverty areas with high academic potential and interest. It was planned that both curricular areas would stress supplementary enrichment and in-depth exploration. The proposal states, "Individual projects involving research and synthesis would be encouraged. In science, laboratory experiences and guest lectures, and use of audiovisual aids would play key roles. Science exhibits, math team competitions, and trips would be developed as enrichment activities." Approximately 300 students who were reading near, on, or above grade level and with high potential or interest in mathematics or science would be recruited after careful screening.[3]

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[3]Summer Program for Junior High and Intermediate School Pupils. #17-03421.

The staff consisted of ten teachers, two laboratory assistants, one guidance counselor, one librarian, 14 educational assistants, one secretary, an assistant to the principal, and a principal. The program was a non-credit enrichment program in mathematics and science and offered such courses as biological medical techniques, microbiology, chemical reaction electronics, chemical nuclear reaction, astronomy, geology, basic electronics, photography, sets, groups and matrices, finite math, graph and function, transfinite math, computer programming, laboratory science, linear program, real numbers, industrial arts, and biogenetics. The six-week summer session was divided into two three-week segments. Courses were divided into elementary and advanced levels and were offered each three-week segment. A student could, therefore, try six different courses during the summer.

The purposes of the evaluation were to determine whether enrichment activities in mathematics and science were provided for students from disadvantaged areas who had high academic potential and interest and whether there were opportunities for in-depth exploration, individual research projects, laboratory work and hearing guest lecturers.

3. School for the Humanities

The School for the Humanities was located at IS 70M (333 West 17 Street) and was in its first year of existence. It was organized to "provide a program of studies through the humanities designed to cultivate academic competence and achievement among educationally deprived children in the intermediate grades, to improve the quality of human relations among pupils of similar and different ethnic backgrounds, and attempt to overcome previous failure through the use of the humanities approach to teaching."[4] It was planned that 300 disadvantaged students, largely from southern Manhattan and northern Brooklyn, would be admitted to a program that differed from the regular program chiefly in methods and flexibility.

The staff consisted of 14 teachers, a teacher of library, a guidance counselor, three chairmen, an assistant principal, principal, one secretary, and three educational assistants. The course offerings were varied and included such studies as T.V. theater, Speak Out, Write Out, Afro-American History, Narcotics Abuse, Getting the Most for Your Dollar, Drama Scenes, Science, Individual Voice and Piano, Crafts, Ceramics, Movie Making, Photography, Esthetics in the Home, Cultural History of China, and cultural enrichment trips. These areas of study represented the students' interests and choices. Some had to be changed or

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[4]Summer Program for Junior High and Intermediate School Pupils. #17-03421.

dropped as the summer progressed and student interest either changed or fell off.

Since the School for the Humanities was a totally new and innovative program, it was decided that evaluation of the program should be flexible and relatively unstructured. Evaluation was primarily based on reports by a team of observers who visited the school on a regular basis, observed classes, and talked to the principal and staff. These evaluations were supplemented by interviews with and questionnaires completed by the pupils and the staff.

B. EVALUATION PROCEDURES

Evaluation procedures at the three special schools varied somewhat. In all three schools evaluation consisted of a professional overview of the on-going program through structured and unstructured observations of in-class instruction and a descriptive survey of staff and pupils to elicit their reactions and perceptions. Finally, spring achievement levels were determined for a sample of students admitted to each program to estimate the range in achievement among the participants.

1. The In-Class Observations

In the Creative Arts Academy 12 observers visited all classes at least twice and completed Individual Lesson Observation Reports[5] on the lessons and activities observed. Five of the observers were faculty members in a school of education, three of whom were also professional artists. Seven were performing artists, authors, playwrights, or directors of acting schools. Eleven of the 12 had experience teaching their particular art to young people.

To evaluate the instructional process in the Institute of Mathematics and Science, one specialist in mathematics education and one in science education observed classes and other aspects of the school's functioning such as the library and special projects period. The observers made three visits each and tried to distribute their visits so that all subjects would be observed. All science classes except geology were observed briefly and seven more prolonged observations of about an hour were made. In mathematics eight observations were made of about an hour each.

At the School for the Humanities there were four observers from the disciplines of sociology, psychology, history, and art. They went into

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[5]Instruments used are discussed later in this chapter and are presented in Appendix B.

the school to observe classes and other aspects of the school's functioning (e.g., the library) and evaluate the trips that were taken. The observers made four to six visits each and tried to distribute their visits throughout the week so that all or nearly all subjects would be observed.

2. Pupil Interviews

The team of interviewers who spoke with the students consisted of three black and two white staff members. There were three women and two men.

At the Creative Arts Academy the selection of children to be interviewed was done proportionally and randomly where possible within each subject division. A sample comprising 20 percent of the total attendance was desired. If the children and the alternates were both absent from the room when the interviewing was done, a third child was randomly chosen on the spot by the interviewer as a substitute. Sixty students were interviewed.

At the Mathematics and Science Institute and the School for Humanities the interviewers, who knew none of the children, walked into classrooms and selected children. Classes used were selected so as to have every subject area represented, and the interviewers attempted to have the sample interviewed reflect the ethnic composition of the school. A total of 49 pupils were interviewed at the Institute and 27 at the School for the Humanities.

3. Pupil Questionnaires

To supplement the information obtained from the student interview, students were also asked to fill out opinion questionnaires. Data were gathered from all respondents in attendance on the day and hour a particular research instrument was administered. Since a great deal of flexibility prevailed for the children in the Special Schools (in terms of freedom to choose class or activity participation each period), it was not possible to reach each child with a questionnaire. At the Academy, 127 completed questionnaires were obtained of a reported attendance of 300. At the Institute of Mathematics and Science, 107 questionnaires were completed out of a reported register of 137. At the School for the Humanities, 59 questionnaires were completed out of the reported register of 125 despite our scheduling two sessions for data collection. While some of the children who were in attendance may have failed to take the questionnaire, the team who administered the questionnaire felt that almost all did and the actual number of children in attendance seemed smaller than that reported by the schools. This feeling was shared by the team of observers.

4. Staff Questionnaires

At all three schools, at the same time that questionnaires were administered to the students, all teachers and educational assistants present were asked to fill out opinion questionnaires of their own. Eleven educational assistants of 15 and 17 of 18 teachers completed questionnaires at the Creative Arts Academy. At the Institute of Mathematics and Science nine of the ten teachers returned completed questionnaires, as did the librarian, the guidance counselor, and 12 of the 14 educational assistants. Out of a professional staff of 16 at the School for the Humanities (14 teachers, one guidance counselor, and one librarian) 11 questionnaires were returned as were three of the educational assistants' questionnaires.

5. Administrative Interviews and Questionnaires

The principal, assistant to principal, and department chairmen at all three schools were interviewed personally, except for the science chairman at the Institute of Mathematics and Science who was absent when the interview was scheduled.

6. Spring Achievement Levels

In all three schools a spot check was made on reading achievement scores as of the spring of 1969 citywide testing program in an attempt to discover the range in reading achievement among pupils admitted to each of the three schools. For the Institute of Mathematics and Science, math scores were also spot checked. It was felt that this might give the evaluation team an impression of whether the range in achievement levels suggested in the proposal was obtained. Deliberate selection of children to guarantee representation of home schools was employed in the reading score spot check. The size of the samples here was limited by incomplete records for some of the children.

At the Creative Arts Academy reading scores on the Metropolitan Achievement Test were obtained for 62 children. At the Institute of Mathematics and Science 72 reading scores were obtained as were 34 mathematics scores. The small number of mathematics scores in part reflected a lack of citywide testing in mathematics in grade nine. At the School for Humanities 36 reading scores were obtained, limited by insufficient data at the school as well as by the difficulty of finding the information in the test score files at the Board of Education.

C. EVALUATION INSTRUMENTS

Eight instruments were used in the collection of data for evaluation purposes.

1. Individual Lesson Observation Report.

The Individual Lesson Observation Report used at the three schools asked observers to rate the teacher's role and performance during the lesson, the use of teaching aids, the interest of the class, the degree of planning of the lesson, the rapport between teacher and students, the nature and extent of student participation, the strengths and weaknesses of the lesson, and provided room for additional comments. In view of the wide variety of subjects and approaches in the special schools, when observers did not feel an item on the instrument was applicable they were free either to modify it, ignore it, or replace it with an informal note of their observations. A final unstructured section provided the opportunity for the observers to make their reports in terms of the highly specialized programs.

2. Pupil Interview Guide

The Pupil Interview Guide was intended to discover how the students felt about various aspects of the summer school experience such as the educational assistants, the development of new interests and the intention to continue with present interests, future plans, particularly happy or exciting moments, and suggested changes for next year.

3. Pupil Questionnaire

The Pupil Questionnaire covered such areas as where and how the student heard about the program, the help provided by the educational assistants and scientists in residence, trips, availability of books and materials, aspirations, and suggested changes for next year.

4, 5, 6. Staff Questionnaires administered to Teachers (4), Librarians (5) and Guidance Counselors (6).

The Staff Questionnaires asked for certain routine identifying data and provided for a self-evaluation of the respondent's role and functioning, an evaluation of the total program, and suggested changes for next year. For teachers, because there were so many aspects of role, two forms were used. Form A added questions on the special function of the school, flexibility of the program, teacher orientation, and asked for an evaluation of trips, guidance and library services, and parent and/or community contacts. Form B added questions on the availability of equipment, books and supplies, and asked for an evaluation of the educational assistants, the scientists in residence, and the criteria for student selection.

7. Educational Assistant Questionnaire.

This questionnaire was designed to elicit information about job orientation and background and the types of assignments provided the assistants.

8. Administrators Interview Guide.

The Interview Guide for Administrators began with routine information about previous experience. It moved on to include questions about registers and attendance, ethnic composition of the student body and staff, student and staff recruitment procedures, orientation of staff, publicity, special goals of the school, community relations,and suggested changes for next year.

D. PRESENTATION OF FINDINGS

The evaluation staff believes that the specific evaluation of the special schools must be seen in the context of some basic problems they all shared. These common problems are presented next, in Chapter VI. The other findings from the descriptive survey are treated in Chapter VII. Chapters VIII,IX, and X present the reports prepared by the chairmen of each of the three teams of observers. Because of the nature of these programs and the relatively unstructured observations, it was decided to ask the chairman of each observation team to summarize his team's impressions directly.

CHAPTER VI

PROBLEMS COMMON TO ALL THREE SPECIAL SCHOOLS

There were four serious problems that all the special schools shared: the timing of the program; publicity; teacher recruitment and orientation; and pupil recruitment and criteria for admission.

A. TIMING

The first common problem and perhaps the most basic since it underlies the other three was the timing of the whol program.

The coordinator of the Summer Junior High School and Intermediate School program said that by June 23, 1969, the summer program had not yet been officially approved by the state. Although much of the work had already been done in preparation for the program, it had to be done on a tentative basis. For example, orders for supplies and books were sent out in May, but they could not be final and not all suppliers and publishers were willing to supply material on that basis. Teachers also were hired on this "probable but not definite" basis and not all were willing to gamble on the program's materializing.

The supervisory staffs and the teaching staffs at all three schools were in complete agreement that more time was needed before the start of the summer term for staff recruitment, orientation, organization, planning, and publicity. They felt that the result of the late start led to problems (discussed later) such as a staff that was not of their own choosing and not completely satisfactory, too little time for planning, inadequate orientation of staff, inadequate publicity that led to low registers, and the late arrival of materials.

The problems of timing too were reflected by students. For example, 70 percent of students in the Creative Arts Academy (N=127) noted on the questionnaire that they first heard about the program during June or after, as did 78 percent of students in the Institute of Mathematics and Science (N=107) and 74 percent of the pupils in the School for the Humanities (N=59).[1]

The supervisory staffs indicated that orientation sessions with the teachers could not be held until July 1 which was the opening day of

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[1]Furthermore, 38 percent of the 59 pupils questioned in the School for the Humanities said they knew of potential pupils who heard about the program too late to register.

school. This, they felt, was too late and so some attempts were made at alleviating the problem. For example, at the Institute for Science and Mathematics the principal mailed out copies of his conference notes in advance so they could be discussed at the July 1 conference. Since much of the staff at the Creative Arts Academy and the Institute for Science and Mathematics was there for the first time and the School for the Humanities was new, it was felt that earlier and more extended orientation sessions were not only desirable but necessary. Ideally, it was felt that they should be held before the beginning of the summer program so that both teachers and supervisors could start their planning in advance.

The late start had a particularly strong impact on the new program at the School for the Humanities. All the supervisors said the late start of the program interfered drastically with staff and student recruitment[2] and resulted in both low registers and insufficient time for planning. Orientation sessions suffered as a result since they were not held until the first day of the program. Since this was the first year of the school with an innovative approach, and since teachers were centrally assigned, it was particularly unfortunate that the principal and other administrators met most of the staff for the first time on July 1.

B. PUBLICITY

Many aspects of the problem of publicity for the summer program in general, and the special junior high schools specifically, were bound up with the question of timing. Beyond this, publicity specifically had serious and direct effect on the size of registers and the extent to which the programs reached the students for whom they were designed.

The coordinator of the summer junior high school program said that circulars and publicity posters about the special schools went out at the end of May and early June to schools, district offices, and Parents Association presidents. In addition, the Public Relations Office was notified and asked to prepare material which, while sent to newspapers, was not often printed. The coordinator also said that efforts were underway both to get the parents of holdovers involved and to see what the community wants in future summer programs. The coordinator said that he felt it would be very helpful if a skilled public relations man were assigned to work full time on publicity for the summer program starting in April.

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[2]The initial registration was 100, only one-third of the 307 expected. It never rose beyond 180 and by the end of the program our observers and the staff administering the pupil questionnaire felt attendance was back at, or below, 100 students.

Supervisors questioned did not feel their program was publicized adequately. For example, four out of five of the supervisory personnel interviewed at the Academy stated, using examples drawn from personal experience, that the job of publicity in the home school was not adequately accomplished. In their opinion many teachers and chairmen in the home schools were not reached about the program although one supervisor had sent out a letter to every principal in a district asking for names of "talented children for the program." And the principal of the Academy sent out a letter to principals telling them of the Academy project for "talented disadvantaged" students.

None of the supervisors at the Institute for Science and Mathematics felt that the publicity the school received in the community, among home schools, through guidance counselors and in other media was sufficient. At the School for the Humanities the supervisors described publicity before the program in terms ranging from "inadequate" to "nonexistent."

In all three schools supervisors stressed the need for early publicity with September mentioned as the ideal beginning time for principals, assistants, and chairmen in the summer program to talk about their schools with colleagues at citywide and district conferences. Each school had specific ideas for publicizing its work (e.g., a booklet on the Institute for Science and Mathematics, a film made at the School for the Humanities, etc.).

When the supervisory staff was asked to what extent they felt the school reached "disadvantaged" children a variety of answers were given. This was partly because the word "disadvantaged" was defined differently. For some it meant economic poverty, for others the absence of motivation, and for still others it meant culture clash.[3]

The principal at the School for the Humanities thought that more than half of the student body was "disadvantaged." She felt that the program had reached a number of hard core problem children, but that the school had not reached those "disadvantaged of middle-class values." The assistant to principal said she thought the School for the Humanities reached the children they wanted to reach and cited as evidence of low economic status that most of the children had subway passes. One chairman said the school did not reach enough children of <u>any</u> kind, but that they had a cross-section of children with varied backgrounds.

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[3]These interview responses are reported in detail because they illustrate how deceptive data can be when dealing with complex constructs such as "disadvantaged." Had these not been interviews the range of definition and response would not have been fully revealed.

Another chairman pointed out that the Chinese children attending may be disadvantaged in terms of the dominant culture but were not disadvantaged in terms of motivation. He felt that in order to maintain the advantages of the school it had to have both advantaged and disadvantaged students. Another chairman was upset because the school had been unable to recruit more Spanish-speaking pupils. While many of the students at the school were disadvantaged he disagreed with the principal, arguing that the school was not getting the "hard core disadvantaged" student.

When the question as to whether the program reached "disadvantaged children" was asked of the principal at the Institute for Science and Mathematics, he said that he felt the school reached them, but that they (schools and pupils) did not all take advantage of it. He said that he sent a circular to all junior high schools in the middle of June in an effort to recruit students, but only 59 schools replied. The assistant principal said that the school had been asked to concentrate on the disadvantaged and, if a judgment was made on the basis of the areas in which the students lived, it had been successful in reaching the disadvantaged student. However, he also noted that the program of the Institute was not designed for the hard core disadvantaged, but rather for students with potential who were eager to get a look at subject matter not in the regular curriculum. He said that nearly all the students had college plans.

C. TEACHER RECRUITMENT AND ORIENTATION

The timing of the summer school program had particular impact on teacher recruitment and orientation in all three special schools.

The coordinator of the summer program indicated that recruitment of teachers for the summer program is done on a seniority basis. There were about 20 applicants for every position available. In the special schools it was possible to allow leeway to principals to do their own recruiting and to request specific people from among those eligible for assignment. These requests were honored.

At the Creative Arts Academy nine of the 17 teachers who answered the questionnaire had taught in the program before. All assignments had been made centrally, but aside from the teachers who had taught in the program before, two or three were sent from headquarters and the rest were requested by the principal after consultation with his chairmen.

The principal reported that he held orientation sessions after the start of the summer session, but before classes started. The assistant to principal reported that he had meetings with the chairmen the same day. Since this school was in the third year of its operation some of the chairmen and staff were able to meet prior to the start of the term.

However, the communication arts chairman was hired only two weeks before the start of the term and met her staff for the first time on registration day. She therefore held orientation sessions for teachers in her department during the first week of the term. All chairmen felt their staffs were satisfactory in terms of the requirements of the special program.

Of three teachers who rated the orientation sessions one considered them "very helpful" and two "adequate."

The staff at the Institute of Science and Mathematics was centrally assigned. All of the supervisors agreed that the principal and chairmen should play a greater role in staff selection than they did in the summer of 1969. Since the project got under way so late, the principal and chairmen had to accept the staff assigned rather than recruit their own. The principal and assistant principal reported that they have been promised the opportunity to do this should the program be repeated in 1970. All felt that the principal and chairmen should have an opportunity during the regular year to interview and recruit staff to satisfy the requirements of the special program of this school and suggested that either time be allowed for these interviews or that teachers and supervisors be paid for the time involved. The principal thought that staff recruitment should start as early as September and be completed by February or March so that final selections can be made by April, leaving time for everybody to work on program problems and do adequate pre-planning.

Since the staff was centrally assigned, orientation to the special program of the Institute was particularly important but the only time available was the first day of the term before the children reported for classes. Orientation sessions were held by the principal with the entire staff, and by the chairmen with people in their departments. Of three teachers, one found the orientation sessions "very helpful" and two found them "adequate."

The principal of the School for the Humanities reported she had been able to recommend the assignment of all her chairmen and four of her teachers. The other teachers she met for the first time on July 1. There was general agreement that the teaching staff was not completely satisfactory for the very special needs of this new school. The principal and chairmen felt it was desirable that they be able to select people with the very special backgrounds and skills required by this program.

The principal and assistant to principal had two meetings with their chairmen late in June to orient them to a humanities program. It was not possible to meet with the teachers and get planning under way until July 1. The principal felt that she needed at least two three-hour sessions with her teachers prior to the start of the summer term.

Six of the seven teachers who responded said they found that orientation sessions that were held were "very helpful." The seventh teacher found them "inadequate."

D. STUDENT RECRUITMENT AND CRITERIA FOR ADMISSION

Student recruitment was another dimension of the timing problem, along with publicity and registers. At all three schools the supervisory staffs reported that all students who presented themselves for admission were accepted and that no selection process took place at the summer school. This contrasts with the selection which had been anticipated. For example, correspondence and memoranda publicizing the Creative Arts Academy program within the school system, such as Board of Education memoranda to principals, discussed the program in terms of its availability for pupils with "high academic potential and interest." Pupils were to be "...selected carefully by the home schools on recommendation of teachers, guidance counselors and principals...on the basis of demonstrated or potential talent in instrumental music, choral music, fine arts, dramatics, journalism and creative writing." Concerning zoning, the program was to be "open to all New York City pupils who reside in poverty areas."

Although all children who applied for admission were accepted at the Academy, all the chairmen said that children needed some artistic aptitude and skill to be in the program.

The principal said that the criteria for admission had changed since the summer of 1968. Talent, interest, and motivation were now considered to be more important criteria than reading levels. Two of the chairmen felt there had been no change in standards of admission although they agreed that the 1969 basis for admission was talent and interest. One chairman felt that there was a change and that reading levels were less a factor in admissions in 1969.

The brochure that went out to the regular schools from the Institute of Mathematics and Science asked that they recommend students with "high interest and potential" in mathematics and/or science. They also said they asked for reading and math scores as information but not as criteria for admission. Supervisors agreed that the children who were recommended were filtered through the regular school principals, teachers, or guidance counselors, and that their program offerings contained implied requirements. The assistant to principal estimated that two-thirds of the students were above grade in both reading and math, that another fourth were on grade and that the remaining 10 percent were not more than one year below grade in reading and math. He said that the students who were below grade constituted no problem in this school.

The principal and science chairman felt that the criteria for admission for 1969 were not different from 1968. The assistant to principal

felt that there had been a change since achievement levels were required in 1968. All five of the teachers who were asked said they thought the present criteria for admission were satisfactory. One teacher thought there had been a change in the criteria since students needed only interest this year.

Circulars that publicized the School for the Humanities within the school system indicated that any students interested in remedial work in reading, mathematics,or science to qualify for a diploma, promotion,or general improvement, could attend. In addition, any student interested in an enrichment program of studies through the humanities designed to cultivate abilities and encourage self-fulfillment was also eligible.

The supervisory staff felt that the program would be best served by accepting children ranging from retarded to gifted and said that all applicants were accepted. When initial registration was only one-third of the 300 students expected, active recruiting was done to bring in children interested in the program.

While it is laudable to accept children into summer programs, special programs with selected staff aimed at serving specific segments of the pupil population should have sufficient time to selectively admit that population most likely to profit from such programs.

CHAPTER VII

THE DESCRIPTIVE SURVEY

A. PERCEPTIONS OF GOALS AND REALIZATION OF GOALS OF THE PROGRAMS.

1. At the Academy

The special goals of the Academy were variously stated by the supervisory staff. The principal saw the goals as the refinement of talent so children similarly endowed can work together to develop self-esteem and recognition through performing and participating in the community, before real audiences in the parks, and on television. He thought the school was realizing its goals very well. The assistant said he thought the goals of the school were to give youngsters success in the areas of their interest and talent, and an individualized approach to art free of pressures. He too felt these goals were being met to a great extent. The music chairman saw the goals of the school to be the development of musicianship and understanding and appreciation of music through performance and a general humanities approach to music and art. He said the improvement in the performance skill of the children could be heard and that they seemed very interested in their work. The fine arts chairman thought the school should be helping children to find new areas of self expression through exploration, search and discovery of materials, tools, and processes not experienced during the school year. He thought the Academy has been very successful in doing this.

The communication arts chairman had a somewhat different view of the school's goals. She thought it should be a program that offers "enrichment in the arts to economically and culturally deprived children in addition to offering quality instruction to children of a different background who are interested in the arts." She saw the school as a meeting ground of these two goals with a program that cuts across lines as the regular school program has not been able to do. She felt that in terms of the disadvantaged the school had hardly realized its goals, but in other ways the goals had been accomplished.

The teachers stated their concept of the goals of the school as the development of artistic talent in junior high school students and the presentation of a program of performing arts without the pressure of academic work. They saw their own special functions as teaching the techniques by which the above can be achieved, developing artistic talent, accompanying the chorus, assisting the conductor, keeping records, giving special attention to interested students, and interpreting industrial arts and fine arts through several activities.

When the question was raised as to whether the Academy's program could be carried on as an adjunct to a regular summer school program,

the principal thought it could not be successfully done. He believed that the voluntary nature of the program was most important and that its atmosphere would be spoiled if it were restricted in any way. The music chairman also felt that the program could not succeed as part of a neighborhood summer program because it would be too watered down. He said he would like to see an elementary instrumental and choral program in every regular school. The assistant to principal said only the necessary people were required to carry on the program as an adjunct to a neighborhood program. The communication arts chairman agreed after some hesitation that such a program could be successful if it had a dynamic well-organized leader. The fine arts chairman pointed out that every neighborhood has a cross-section of children interested in the creative arts. He said it is undesirable to label children in this age group as talented or not talented, and that the program could be meaningful in terms of developing self-expression.

Seven teachers were asked whether their students had an opportunity to perform, exhibit their work, act in plays, and have their writing published. All replied that they had. Six of the teachers felt that the time spent in preparation was well spent because such activities are evidence of accomplishment and because they provide an immediate goal for pupils to work toward. The teacher who disagreed said that six weeks is no time to spend preparing for exhibits or performances.

2. At the Institute

Each of the supervisors stated the special goals of the school somewhat differently. The principal saw them as an opportunity for students to work and enjoy mathematics and science unhampered by strict curriculum, the provision of stimulation not available during the school year, and the development of understanding, career goals, motivation, and a desire to do better. He said he thought the Institute had realized these goals, that the students had been stimulated and that they would want to return next year. The assistant to principal stated the goals of the school to be working with children of high potential and interest to open doors and kindle a spark in some area of math or science. He hoped that some of the students would go into such an area in the future. He felt that good attendance, a low attrition rate, the attendance of some children who were in the school last year, the many children who want to return next year, and the presence of children who are willing to travel a considerable distance to reach school, all indicate that the school is realizing these goals. The science chairman viewed the school's special goals to be building internal motivation and providing fuel for an already internally motivated child. He felt that the school was realizing these goals to some degree, more than is usual, but less than it could.

Four teachers answered the question on their view of the special goal of the school. Two of them expressed it as enrichment in math

and/or science, one as extra instruction for students who show potential in math and/or science, and one as exposure to math and/or science. Two teachers saw their special function within the school as providing guidance; three teachers saw it as providing instruction for students.

The principal felt the program of the Institute could not be successful if carried out as an adjunct to a regular summer school program. He maintained that it would be too diluted if that were done. He also expressed the opinion that it is good for many of these students to get out of their own neighborhoods. The assistant to principal thought the program might be carried on as an adjunct to a neighborhood program providing that the necessary staff, supervision, and facilities were available. However, he also thought that a central school was a good idea because it got children out of their own immediate neighborhoods so that they could meet new and varied people. The science chairman said he did not know whether the program could be worked out that way, but he thought it might if the program received the right advance publicity.

Of three teachers who responded to the question, one said the program could be carried out as an adjunct to a neighborhood school and two thought it could not be. The reasons given against carrying out the program as an adjunct to a regular summer school were that it requires a centrally located and adequately staffed building and that the limited number of students willing and able to do the work would make several such programs doubtful.

Two teachers reported that their students had had an opportunity to exhibit their work, perform, have their writing published, etc. One said they had not, and one did not know. Three of the four felt that public performances, exhibitions, and publications were worth the time spent in preparation. One thought it a waste of time.

3. At the School for the Humanities

The principal and assistant principal stressed the interdisciplinary ungraded approach of the school and the principal noted the goal of teaching of a life style rather than the acquisition of facts and information. She and her assistant felt that the school was successful in realizing these goals as evidenced by student enthusiasm and commitment. One chairman also spoke of giving youngsters a different perspective of life style by bringing together isolated disciplines into broad units. He was not sure that the school was realizing its goals, but felt that they were working in that direction. Another chairman felt it was the school's job to give the children dreams and experiences that would make them aware of the world. He felt that in some ways the school was very successful, since the students were happy. He also felt that the summer opened new horizons for the staff and that it was a learning experience for all. A third chairman saw the school's special function as quickening interest in unfamiliar areas and helping children to understand

themselves and their environment, particularly the social environment. He felt that the school had begun to realize its goals.

Four teachers responded to the question on goals. They saw the special function of this school to be showing that learning can be fun (four), stimulating an active interest and involvement in the humanities (three), and breaking down the barriers between subjects (two). All teachers said that they saw their special function to be instruction to students.

The principal and assistant to principal both felt that this program could be offered as an adjunct to a neighborhood summer program. The assistant thought it could be done by giving each student two subjects that he needs and one that he likes. The principal said in order to be successful, coordinators would be needed to train teachers for the program and design the program for different levels. The chairmen all felt that the program should not be restricted to a neighborhood; that it was essential to the basic concept of the school that children of varied ethnic and cultural backgrounds be brought together.

Seven teachers who were asked responded that their students had had an opportunity to perform, exhibit their work, act in plays, have their writing published, and two said their students had not had such an opportunity. Eight of the nine teachers felt that the time spent in preparation was well spent. Four said they thought it provided a high degree of motivation and four mentioned that students want to be admired.

B. PERSONNEL SERVICES

1. Characteristics of Instructional Staff

Table VII-1 summarizes the data obtained on the experience and ethnic status of the staff. Teachers in all three schools generally had prior experience both in the program and classroom. They were predominantly teaching in the subject field in which they were regularly licensed. At the Academy a majority of teachers and educational assistants were black whereas in the other two schools a majority or all were white.

TABLE VII-1

CHARACTERISTICS OF STAFF, BY PROGRAM, IN NUMBERS OR PERCENT AS INDICATED

Characteristic	Sub-Category	School: Academy	School: Institute	School: School for the Humanities
Experience of teachers	3 yrs. or less	2	0	2
	4 yrs. or more	15	11	8
Ethnic status of teachers[a]	White	40%	100%	75%
	Black	60%	0	25%
	Puerto Rican	0	0	0
Ethnic Status of teaching assistants[a]	Puerto Rican	15%	0	0
	Black	80%	14%	33%
	White	5%	72%	67%
	Chinese	0	14%	0
Regular licenses in subject area	Yes	9	10	7
	No	8	1	3
Previous experience of administrative staff in program	Yes	3	1	-[b]
	No	2	2	-
Previous experience of teachers in program	Yes	9	7	-
	No	8	4	-

[a]These data are estimates provided by the principal of each school.

[b]Since this was a new program no previous experience was possible.

2. Educational Assistants Services

a. At the Academy

The two principal roles planned for the educational assistants were assisting teachers with whole class instruction and tutoring individual students. All 17 teachers answering the questionnaire rated the educational assistants as "valuable" (eight) or "very valuable" (nine) in these roles and in assisting with the preparation of materials as well.

Teachers also noted that the assistants helped with clerical work, monitoring, and patrol duties. Students had a similar view of the help furnished by the assistants, but were not as strong in their praise as the teachers. Of the 124 students who responded to the questionnaire, 57 percent said the educational assistants were "very helpful," but the others (43 percent) felt that the educational assistants either hadn't helped them "at all" or weren't "directly helpful." Students interviewed who felt the assistants were helpful specified that it was good to have someone give them his personal attention, particularly liking the idea of being helped by a young person near their own age (whom one student described as "more like helpful friends").

Of the 11 educational assistants questioned, ten believed they (the educational assistants) were very helpful to both students and teachers but agreed unanimously that their abilities were used to their fullest advantage when working with students. Most (82 percent) felt the staff had aided them in the better performance of their duties, generally (64 percent) specifying the teachers as primary assisters. When asked if they would want to return to this school again next summer as an educational assistant, eight of the 11 aides said they would. The three answering "no" explained that delays in the receipt of their pay checks and the low hourly wage ($2.25 per hour) were why they did not wish to return again next year.

b. At the Institute

The principal of the school reported that the 12 educational assistants had been assigned by the central office and that they had to have at least a high school education. All three supervisors interviewed agreed that the majority of those assigned to the school had a "good" or "fine" background in mathematics or science, except for one language major who was assigned to the library and shop.

The principal and assistant reported that the educational assistants were used to help individual students, particularly advanced students, with such tasks as work with a microscope and taking a blood sample. Their other duties involved assisting with materials and clerical tasks particularly related to attendance. One chairman required them to attend all department conferences and felt that they were able to make some important contributions. He found, for example, that they were aware of times when a teacher was going over the heads of the children, and that they were able to point this out with greater force and meaning for the teachers than he was.

Five teachers responded to questions about the educational assistants and generally praised their services as valuable. All of them said they had used the educational assistants in tasks such as assisting with whole class instruction (five), clerical work (four), preparing

materials (five), performing monitorial duties (three), and tutoring individual students (four).

Students, too, generally found the educational assistants helpful. Forty-four percent of 107 students felt it was "good to have someone's personal attention," or that they "liked having a young person help them" (18 percent). However, 16 percent felt that the educational assistants helped only the teacher or the office.

The 12 educational assistants heard about the program through three sources: a friend (five), a guidance counselor (four), and a Community Progress Center (three). However they heard about it, most (ten) applied for their jobs at the Community Progress Center. The other two applied through a high school.

Only three of the 12 educational assistants indicated that they had attended a training session prior to the start of the summer term. However, half had been educational assistants before and all but one felt they had some prior background, experience, or special interest that helped them perform their duties and so lessened their need for training.

All but one reported they had a chance to work with the students. Most (ten) felt they had specific duties to perform each day, specifying keeping attendance records (seven), preparation of materials (six), general messenger chores (three), and clerical work in the office (two). Only four listed individual tutoring among their tasks. Generally, the educational assistants felt that they had been "really helpful" to the teacher (nine), to the children (eight), and to the school secretary (seven).

Despite their general feeling of being helpful, most (nine) of the assistants felt that their abilities were not used in the best ways, generally (five) because they were not assigned to areas of greatest experience or because (five) there was no one at school who helped them to do a better job. Despite the feeling of so many that their abilities had not been well utilized and that they had not received enough help in doing their jobs, nine of the 12 would like to be educational assistants in the Institute again next summer and two gave non-school related reasons (travel, time and preference for remedial work) for not wanting to return. Only one assistant would not want to return because of a school related reason, citing the "poor organization" in the school.

As in the Academy the educational assistants complained about payroll practices. Five said that they had not been paid on time.

c. At the School for the Humanities

The principal of the school reported that the three educational assistants were assigned by the central office and had no special background other than high school graduation. All three chairmen felt that this procedure was not satisfactory since it was necessary that the educational assistants have some background in the area in which they were assigned in order to work effectively. The principal and her assistant said that the educational assistants were assigned to administrative duties for one-third of their time and to the chairmen for deployment in appropriate areas for two-thirds of their time. They also accompanied classes on trips.

The chairmen reported that they assigned the educational assistants to help in the classrooms, as aides in the library and to clerical duties. While one chairman felt that the type of assignment given the educational assistants could not be avoided because of their limited backgrounds, another felt that on the whole the educational assistants were both badly utilized and underutilized.[1]

On the student questionnaire slightly less than half (42 percent) of the students said they had received help from an educational assistant. The majority (58 percent) reported that they had not received such help. Of the 22 students who said they had received help, nine received it only "once or twice," but the others reported consistent help, at least once a day. Ninety-one percent of the students receiving help from educational assistants said that they liked being helped by a young person. The other view was also represented! Two students did not like being helped by a young person!

All three educational assistants returned a questionnaire and one of these was partially incomplete. Based on these limited data we learned that these assistants heard about the program through a high school teacher (one) or a Community Progress Center (one), although both applied for their jobs at a Community Progress Center. Two assistants knew of a training session for the job and participated in it. The third said he had not been informed of any training sessions. One of the assistants had been an educational assistant before and two had not. The only background, experience and special interest they cited which they felt would help in the performance of their duties was typing ability (one).

None of the educational assistants reported having specific duties to perform each day. However, they listed such activities as helping

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[1]Only one teacher responded to the questions about the services of the assistants and so meaningful data on teacher opinions are not available.

with attendance, class cleanup, hall patrol, running errands, and clerical work as parts of their assignments. They all felt qualified to perform these tasks. They all reported having no chance to work with the students and felt they had been of help only to teachers and the secretary. One educational assistant said he did not think he had been helpful. They all agreed that their abilities were not used in the best way and that using them in tutoring individual students would have made better use of their abilities. They all said that no one had helped them do their jobs better and that they would not like to come back to this school next summer because their abilities were not utilized and the job was not interesting.

d. Conclusion

Where they worked directly with pupils, the educational assistants liked their jobs and felt they were wisely used. Where they were clerks and bottle washers, they were not pleased and would not want to return. In all instances they wanted to be paid promptly. Whatever they did, the teachers and administrators were pleased to have them, with the pupils divided as to whether or not they were helpful but agreeing that it was good to have someone young available to them.

3. Library Services

a. At the Academy

The Creative Arts Academy did not have library services. None of the supervisory and teaching staff felt that they needed it, and half (47 percent) of the students agreed with them. However, the other half (53 percent) of the students said they had had occasions on which they wanted to use a library at school.

b. At the Institute

The librarian at the Institute of Science and Mathematics reported that in addition to her regular librarian duties she conducted a course in library science and edited a weekly newsletter. She characterized the library as a "traditional" junior high school library with a "typical" junior high collection. She felt that the Institute needed a greatly augmented collection on at least a high school level since reference material was very scarce. The librarian felt that the major strengths of the library program were its availability at all times, the course in library science, an atmosphere conducive to work,and additional materials brought in by the science chairman.

The observers were not impressed with the library of the Institute, agreeing with the librarian that it was of typical junior high school

quality and describing it as having a "meager offering of mathematics books, one shelf and two racks worth." The observer stopped at the side of a few children observed in the mathematics class and found none of them reading any mathematics books nor had they read any during the summer session. The librarian was compiling a list of areas and books of research in mathematics and science. In interviewing the teachers and the students in the mathematics class, there was little awareness of what was in the library or how it should be used in mathematics.

Of four teachers who commented on library services, one felt the lack of library services and three did not. Three-fourths (74 percent) of the students said they wanted to use the library at school, but half (47 percent) reported that books, records and slides were not available when needed.

c. At the School for the Humanities

The librarian at the School for the Humanities described the physical facilities of the library as being "attractive and well equipped," totally adequate for the needs of the program. While there was an adequate supply of materials at her disposal, she noted a need for more audiovisual materials.

Although she felt that the program was effective, she found that the pupils used the library less during the summer. She attributed this to their use of public and personal libraries.

Nobody on the supervisory staff of the School for the Humanities considered the availability of the library and pertinent books any problem. The teachers agreed with them and so did pupils, for 61 percent of the students who responded said that books, records and slides they wanted or needed were available.

d. Conclusion

No strong library program characterized these schools and there was no evidence of a climate demanding one or seeing any vital potential in one. The evaluation staff believes this is one area in which a "special school" might make greater utilization of special references and facilities so as to contribute to the climate of inquiry and thought. Work with school staffs is needed to help them appreciate what could be done with a functioning library program.

4. Guidance Services

a. At the Academy

The Academy did not have a guidance counselor, but both the principal and assistant to principal would have liked to have had one. The principal said he would like to have the guidance counselor speak with each child and find out about him. He said it might yield information about the relationship between achievement and talent and prepare more feedback for the regular school. In addition, the principal thought the guidance counselor could be a liaison person with the parents and community.

b. At the Institute

The guidance counselor at the Institute of Science and Mathematics indicated that she felt her job responsibilities included individual and group work with students, providing career and supportive help to those who needed it, helping students to grow in skills and personality, helping teachers and parents, and aiding paraprofessionals in selecting teaching as a career. To accomplish these purposes, she held individual and group sessions with the students and made daily visits to the classrooms. The major areas of contact with the children involved counseling on educational and vocational problems, supportive counseling and role playing. In addition, the guidance counselor felt she had done "much" work with parents and had put out two guidance newsletters.

As an additional responsibility the guidance counselor planned trips and visits to industry, private and social agencies. She also spoke to the children after their trips to get their positive or negative reactions.

All of the teachers who answered the questionnaire felt guidance services were there when needed.

c. At the School for the Humanities

All of the teachers at the School for the Humanities felt guidance services were sufficient. The guidance counselor indicated that his job responsibilities included individual and group work with students and educational and vocational planning with teachers and students. Guidance was given both in the classrooms and in the guidance office where most of the children who came were self-referred. The major areas of discussion were vocational problems and educational planning with emphasis on career opportunities. In addition, the guidance counselor felt he had done much work with parents.

The guidance counselor felt he lacked any school information that might have given a more thorough picture of the students. Students who had failed subjects did not always know what courses they needed and why. One student did not even know that he had failed any courses.

The guidance counselor also conducted a trip program on a weekly basis to introduce students to the work, educational, social and personal skills considered important in the world of work.

d. Overview

Guidance services were appreciated more than library services but seem to have operated at the Institute and School for the Humanities as relatively independent components of the program. There is a need to include the counselor in planning the overall program so that his professional services feed directly into the instructional program.

5. Artists- or Consultants-in-Residence

All of the special schools had provisions in their organization for the personnel category of Artists- or Consultants-in-Residence.

a. At the Academy

At the Academy the category was used in dance, music and art. In dance a professional dancer worked daily as a co-teacher with a licensed teacher of dance. The music department employed six musicians, each of whom came in once a week, to provide individual and small group instruction. The art department employed a consultant on kite making and an inter-media consultant. The supervisory staff agreed unanimously that these artists added "enrichment," "glamor," and "professionalism" and were a valuable part of the program.

Forty-five percent of the students reported having had contacts with the Artists-in-Residence,[2] contacts they described consistently as "very interesting" and "interesting."

b. At the Institute

The principal of the Institute in Mathematics and Science reported that the administration of the school discovered too late that money was

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[2]The evaluation staff believes students often considered the Artist-in-Residence as a teacher and so the number who reported contact is a minimum estimate of the actual contact.

available for scientists or consultants-in-residence, another effect of the timing problem. Consequently none was present in the school this year. Both the principal and the assistant principal hope to make use of this category of personnel next summer.

c. At the School for the Humanities

The School for the Humanities had two positions for Artists-in-Residence. These were used in the highly specialized areas (e.g., film making and acting) where the entire supervisory staff agreed they contributed technical know-how and expertise that complemented the teachers' program.

Twenty-two students (44 percent of those who filled out the questionnaire) did know of the Artists-in-Residence and had some contact with the Artists-in-Residence. Most (14) of the students in the School for the Humanities, as in the Academy, found the Artists-in-Residence interesting and exciting.

d. Conclusion

There was general satisfaction in the schools with the concept of the Artist-in-Residence, a satisfaction the observers shared and note in the chapters which follow. There was also good variation in their use and the position provides an element of flexibility in school staffing which has immense potential for adding exciting dimensions to the instructional process in the special schools.

6. Lacks in Personnel

The administrative staffs of all three schools indicated that there were additional personnel that would be valuable to them but each school had its own specific recommendations.

a. At the Academy

At the Creative Arts Academy two of the administrators felt there were no special personnel which they lacked. One administrator felt additional specialized classes might have been added with the necessary specialized teachers. The principal and assistant principal mentioned the need for a guidance counselor on the staff, perhaps, in the assistant principal's opinion, to function as a liaison person with the community. The principal felt additional clerical help was needed and that more Artists-in-Residence would be desirable in the program.

b. At the Institute

Both the principal and his assistant at the Institute in Mathematics and Science said that additional clerical help would be valuable to them. As it was, they managed with the help of the educational assistants. The principal said he would like an electrical arts and a graphic arts teacher so that these additional courses could be offered. The assistant to principal also wanted to add an electrical shop. In addition, the assistant principal said the school could use a metal and printing shop so the students could create the things they need for their special projects. He would also like an additional person to act as trip coordinator and liaison with industry to provide guest speakers. The principal suggested that a computer repairman and another mathematics and science person to take care of special projects would be helpful. The mathematics chairman said he wanted someone able to set up a mathematics laboratory who also knew where to purchase and how to use mathematics materials.

c. At the School for the Humanities

At the School for the Humanities the principal suggested that a full-time coordinator of minor areas such as the training of educational assistants, public relations, trips and transportation would be helpful. The other administrators felt that they needed no additional personnel because they had been able to use the Consultants- or Artists-in-Residence to fill specialized needs.

d. Conclusion

The low attendance, of course, interacts with all of the data, but particularly with these suggestions. While all make sense in the abstract, unless the problem of low register is solved it is hard to argue for additional personnel.

C. ADMINISTRATIVE ASPECTS OF PROGRAM

1. Materials and Supplies

a. At the Academy

All the supervisors at the Academy found the situation good or very good in regard to the availability of material (starting with the first week), the quantity of material for effective learning, its appropriateness for the students' ability level and its relevance to their cultural backgrounds. The only exception was the fine arts chairman who reported that necessary materials were practically not available during the first week, but were very good after that.

The teachers too were satisfied with the materials except that four of eight found their availability only fair to poor during the first week. Otherwise, half or more found them good or very good in terms of quantity for effective learning (five), relevancy to the cultural background of the students (six) and in terms of appropriateness for ability level (seven).

b. At the Institute

The principal stated that materials were available starting the first week but only because teachers and supervisors brought them from their own schools. The assistant thought they were poor the first week and good as to quantity for effective learning and appropriateness for the ability level of the students. The principal concurred and the science chairman thought they were very good. Two of the four teachers who responded thought the availability of materials was very good the first week. The other two teachers thought it was good or fair. Five teachers responded to a question about the quantity of materials and two rated it as very good, two as good and one as fair. The same proportions held for the appropriateness of materials for ability levels. Seventy-one percent of the students said there were enough materials and equipment for them to function at their best, and 29 percent thought there were not.

The principal and assistant both felt that the Institute needed better laboratory facilities, more computers and more electronic equipment. The principal made the point that this school needed equipment comparable to that of a well-equipped high school. This opinion was shared by the evaluation team's science observer. The principal, librarian and the evaluation observer all felt that the library facilities needed much improvement.

c. At the School for the Humanities

Two of the chairmen rated the availability of materials starting with the first week as very good; the principal and the English chairman considered it good and the assistant to principal thought it was fair. The quantity of material for effective learning, the material's appropriateness for ability level and the material's relevance to cultural background were rated good or very good by all the administrators.

The only teacher rating materials disagreed somewhat with the administrators and rated availability and quantity as fair and appropriateness and relevancy as good. Sixty-one percent of the students said there were enough materials and equipment available for them to function at their best. Thirty-nine percent thought there were not.

d. Conclusion

The problems noted in previous years of lack of supplies and materials seem to have been alleviated considerably in the special schools this year. Problems that did exist seem to have been ironed out in the first week. Administrators, teachers and pupils found the materials generally available and administrators and teachers added the judgment that they were appropriate.

2. Continuity of Records and Record Keeping

a. At the Academy

Four of the five supervisors at the Academy did not consider the availability or completeness of students' past records to be a problem. The principal thought it was a minor problem.

The fine arts chairman said he would like to see changes made in the way in which students are designated to attend certain classes. The only other suggested change was in the area of record keeping and was made by the supervisory staff. This suggestion was that attendance record keeping be reduced or eliminated entirely. The school planned to send the students certificates of attendance and to notify the home school of attendance and the area in which a student worked. A request was also to accompany this information asking that the data be entered on the permanent record card.

Although administrators felt no lack of information, six of the ten teachers questioned felt they lacked enough information about their students at the beginning of the term, specifically noting the lack of I.Q. and previous training which they wanted as informal estimates or for other purposes. However, they too recommended less record keeping. Eight of the ten teachers who were asked this question said that the educational assistants were moderately or very valuable in helping with clerical work.

b. At the Institute

Two of the three supervisors did not consider the availability or completeness of students' past records to be a problem. One considered it a minor problem. The assistant to principal said that the Institute asked for, and for the most part received, reading and math scores. In response to a request for suggested improvements in record keeping, the principal said he would like to see a better attendance check. One supervisor said he would like to see the total amount of record keeping reduced, particularly for the guidance counselor.

Three of five teachers felt they did not have sufficient information about their students at the beginning of the term, lacking everything but the students' names, reading and math grades, and knowledge of students' interests and accomplishments.

All five teachers found the educational assistants valuable in helping with clerical work.

The supervisory staff considered the availability of students' past records to be at most a minor problem. For students who took courses for credit, the school planned to send the regular school a pass or fail record and the parent a report card. For non-credit students they planned to send attendance and progress reports.

Various suggestions were made about records and record keeping (e.g., that all records and forms be provided by June 15, so that advance work can be done on them). In general, the supervisory staff felt that record keeping should be kept to a minimum, and no changes made in present procedures. Seventy percent of the teachers who responded to the questionnaire suggested no change in record keeping.

c. At the School for the Humanities

Four of the five supervisors at the School for the Humanities considered the availability and completeness of students' past records to be no problem. Only the assistant to principal felt that it was a minor problem.

In general, the supervisory staff had few suggestions to make about record keeping in future years. One chairman felt that as little should be done as possible. The assistant to principal suggested that all records and record-keeping forms should be provided to the summer schools by June 15 so they can be prepared in advance.

The school mailed a report card to parents of students taking courses for credit. The home schools of these students were also to be notified of successful completion of the course. For students taking non-credit courses the School for the Humanities planned to send on a record of attendance and progress to the home school.

Most (67 percent) of the teachers recommended no changes in record-keeping procedures although one teacher joined the assistant in requesting attendance forms at the beginning of the term rather than in the middle of the term. One teacher suggested the individual recording of guidance interviews.

In listing their duties two of the three educational assistants reported doing clerical work, and two of the three said they did attendance work.

d. Conclusions

Continuity of records concerned teachers more than administrators, as might be expected. There was more evidence of feedback to regular schools from the summer program than in the past, but continuity in the other direction still has a long way to go to be effective.

3. Community and/or Parent Relationships

a. At the Academy

Of the 12 teachers and supervisors who were asked, seven indicated there was no parent-community participation in the program and five said that there was. These five noted conferences with parents, public performances, tours of the school, field trips chaperoned by parents, and the educational assistant program as evidence of participation.

Since many (including the evaluation staff) would not consider these events as "participation," quite probably the other seven staff members did not either.

b. At the Institute

The supervisory staff said that there was no parent association or club of any kind operating during the summer term, but they all felt there had been some parent participation in the summer program. The principal expected some parents to accompany the school on a planned trip to the Franklin Institute in Philadelphia. He also reported that the guidance counselor had had meetings with parents, made recommendations to them, and contacted the home where the child's attendance was spotty. The assistant to principal said that high school guidance was given parents on Open School Day. He also reported that about 30 parents visited school on Open School Day and that many of them said they would advertise the school for next summer.

c. The School for the Humanities

At the School for the Humanities the administrators indicated much of the parent-school contact was through the guidance counselor. In addition, some parents came into school for a soul-food cooking day.

d. Conclusions

In brief, then, no clear program of parent or community involvement was indicated in any of the schools. It is a serious omission.

D. THE PUPIL POPULATION

1. Demographic Characteristics

The data available on the characteristics of the pupils are presented in Table VII-2. A majority of the pupils in the Academy were black whereas in the other two schools a majority were "other" (the ethnic category used by the Board of Education to include all except black or Puerto Rican children). Both the Institute and School for the Humanities attracted a large number of Oriental children.

All three programs attracted both boys and girls. The average age was 13, with most students not having attended summer school before. The fact that most lived in Manhattan was to be expected by the location of the schools. The pulling power of the Academy and Institute for children in other boroughs is also evident in the sizable proportions who traveled from the Bronx, Brooklyn and Queens.

At the Academy the students were also asked about their previous study and experience in the arts. Fifty-seven percent of 101 students questioned had previously studied their subject, 21 percent privately. Fifty percent of the students interviewed said they actively practiced their art outside of school (i.e., playing an instrument, painting, taking lessons, etc.).

Almost all (95 percent) of the children interviewed expected to continue involvement in their art after the summer program ended, by taking lessons in their home school (58 percent); playing in an orchestra (18 percent); and/or seeking advanced educational preparation either in a specialized high school, professional music school,or college (55 percent).

TABLE VII-2

ESTIMATED DEMOGRAPHIC DATA ON PUPIL POPULATION, BY PROGRAM, IN PERCENT AND YEARS

Variable[1]	Sub-Category	Academy	Institute	School for the Humanities
Ethnic Status[a]	Black	73%	30%	15%
	Puerto Rican	15	15	10
	Oriental	-	28	25
	Other	12	27	50
Residence[b]	Manhattan	51%	50%	83%
	Bronx	24	10	4
	Brooklyn	11	25	13
	Queens	11	15	-
	Richmond	-	-	-
	Other	3	-	-
Gender[a]	Male	34%	67%	50%
	Female	66	33	50
Age[c]	Range (years)	10-18	11-17	9-17
	Mean	13	13	13
Summer School[c] in 1968	Yes	37%	25%	23%
	No	63	75	77

[1]These data come from principals' estimates (a); the Final Report of Dr. Bernard Fox on the 1969 Summer Program (b); or the pupil questionnaire (c).

2. Reading Ability

As was noted earlier, a sample of children in each school was drawn and reading achievement analyzed in order to estimate the range in ability represented.

Table VII-3 p[illegible]ents these data. In every instance the mean reading grade was above the seventh grade, ranging from 7.6 at the School for the Humanities to the 9.0 at the Academy of Creative Arts. While the ranges indicate that some children with low, even extremely low, reading or mathematics grades were admitted to these special programs, the percentage of children below 6.0 was only 13 and 18 in the Academy and Institute. Thus, only the School for the Humanities had a sizable proportion (36 percent) of children reading below the sixth grade level.

TABLE VII-3

READING ACHIEVEMENT, BY PROGRAM

Program	Area	N	Range Low	Range High	Mean	Standard Deviation	Percent Below 6.0	Percent At or Above 7.0
Academy	Reading	62	3.4	12.3	9.0	2.31	18	81
Institute	Reading	72	4.5	12.9	8.2	2.20	13	82
	Math	34	4.5	12.4	8.6	2.35	15	68
Humanities	Reading	36	3.0	12.4	7.6	2.75	36	47

3. Reaction to the Program

The answers to several questions asked pupils about their reactions to the programs paint a consistent picture of student satisfaction with, and response to, the program in each special school. When asked if they liked the program at their school, three-fourths or more said they did. When asked if there was anything they could think of which they would have preferred to do during the summer, at least three out of five said "no," they would prefer their school to any other possible activity. When asked if they had made progress during the summer in what they studied, at least four in five said "yes" and the same proportion said they had developed new interests which they felt would persist after the summer.

4. Teacher Estimate of Pupil Reaction

Within the limits of the small samples of teachers (five to eight) responding, teachers agreed with pupils that it had been a good summer for the children. The teachers in each special school felt they saw positive changes in attitude towards learning, in their (the children's) expectation of success, and in the development of serious interests.

5. Trips

Each school used field trips outside the school extensively, with three or more typical for the classes whose teachers responded. Teachers and children alike were nearly unanimous in liking the trips and suggesting an even more extensive trip program for 1970.

6. Return to Program Next Year

In an effort to evaluate general feelings about the special program, teachers, educational assistants and students were asked if they would like to return to the Institute next year if it was possible. Every teacher who responded would like to return. At the Academy and Institute most of the educational assistants would like to return, but as noted earlier the assistants at the School for the Humanities felt they were not used well and would not want to return. Finally, in each program a majority of students indicated a desire to return, with the majority so indicating larger at the Academy (86 percent) and School for the Humanities (87 percent) than at the Institute (67 percent). The expression of continued interest by students was even stronger than these data indicate. Most of the students who said they would not want to return cited reasons unrelated to school (e.g., having to earn money in future summers).

CHAPTER VIII

THE CREATIVE ARTS ACADEMY AS SEEN BY OBSERVERS

Virginia S. Red

A. OVERVIEW

The following comments and recommendations are based on written reports on 55 class observations by 13 observers (four in art, seven in communication arts, two in music), more than 15 informal observations for which no written reports were submitted, and personal interviews with the principal, assistant principal, department chairmen, teachers, educational assistants and students.

A New York City junior high school student, exposed to concentrated creative activity for the first time at the Creative Arts Academy, expressed his appreciation of his summer, calling it "the most exciting in my life." If but a handful of children had similar reactions, the school has, in small part at least, achieved one of its goals. Another poignant situation testifies to the meaning and inspiration which the school held for students and teachers. At the final concert by the chorus, the members, all dressed in African Dashikis by their own spontaneous choice, rendered a joyous version of "O Happy Day"; spurred on by the warm audience response, they sang it as an encore and invited all to join in clapping with them. No one present could have remained unmoved or missed the spirit of these children performing with deepest personal satisfaction something they found meaningful.

The ensuing criticism of the Creative Arts Academy implies not that it lacks the hallmarks of success, but rather that, in order to achieve the highest degree of success, certain modifications, some major, others minor, should be considered. At no time should the standards be lowered to effect a measure of satisfaction for the time being. As in art itself, the standards for performance should be met with constantly higher degrees of technique and refinement.

B. ADMINISTRATIVE ASPECTS

1. Recruitment

The single problem cited by all faculty, administration, and students was low enrollment with the resultant underutilization of facilities and teachers. The attending students, teachers, and observers sometimes questioned the value of the Academy if it could not draw more interested participants.

Central to the problem are these considerations: 1. type and quality of promotion; 2. vehicles of communication within schools and community; and 3. timing of announcement. The type and quality of promotion is not only inadequate but fails to sell the assets of the Academy; the vehicles are unreliable; the late timing is most detrimental to the planning and execution of the program.

Teachers, departmental supervisors, administrators, and observers all expressed the need to recruit earlier and more intensively in order to reach the truly deprived children of the city. Many expressed the feeling that, although the children who attended had definitely benefited from the experience, it was the express purpose of the program to diligently seek out children who otherwise would not have been reached with non-credit cultural enrichment education.

2. Scheduling and Attendance

One of the outstanding advantages of the music program was that students were free to select any combination of classes and to change their programs should they wish. Although greater flexibility in scheduling was observed in some departments more than in others, students availed themselves of the opportunity to study different subjects in the same general field. Some did not confine their study to one field but selected classes interdepartmentally.

There was no rigidity in the length of class periods. Many classes extended from 9:00 to 11:00 or 11:30 A.M. with a short break; others used the suggested hour and a half duration. None began before 9:00 although the first class period was suggested to start at 8:30. During the third and last period (from 11:30 to 1:00) Mondays through Thursdays, students had private or smaller group instruction, pursued individual projects, snacked with friends, or left the school. On Fridays, all students assembled in the auditorium at this time for a professional concert or program.

Records of pupil attendance were maintained by educational assistants for each teacher at each period. In view of the great latitude in scheduling and utilization of some classes, the amount of time and energy expended on clerical work in connection with attendance was out of proportion to its value and meaning. Children were counted more than once as they progressed from class to class or were omitted in some tabulations while they took snack breaks.

In addition, the number on student rosters fluctuated from week to week, as new students were recruited by enrollees or the assistant principal and as some children took short vacations with their families. Some children attended during the first weeks of the program but were unable to remain long enough to participate in the concluding phases.

3. Educational Materials and Facilities

In general, observers rated the availability of educational materials as adequate or less than adequate for this type of program. Teachers were resourceful in making use of available materials, but supervisors and observers noted the lack of some supplies they considered essential to the proper functioning of the classes.

Availability of supplies and facilities for the music department, such as music, instruments, music stands, practice rooms, and rehearsal halls, were rated good to very good.

In the Communication Arts Department, the dance classes were conducted without mirrors and practice bars in the gym. Observers also stated the need for drums to be used for accompaniment and suggested that some provision be made for appropriate dance attire. While the facilities and supplies for the creative writing students were rated by observers as good, it was suggested that published literature and tape recorders be made available for student use. Supplies for the drama class were inadequate. Observers stated that because the drama classroom was located in the same hallway as the gym, the drama class was distracted by the dance music, noise, and passersby. Children worked without necessary hand-props. At the final program given by the Communication Arts Department, the student productions suffered from poor lighting, hastily contrived, rudimentary props and sets, and malfunctioning audio equipment.

A deficiency of storage space for supplies and incomplete projects was cited by all teachers and observers of the Art Department as the cause for a general clutter in the students' working area. Observers of both painting and graphics classes judged the supplies to be limited in quantity and variety. Examples of particular techniques or styles to be used by students as models for their projects were not of good quality. In the photography class, the supplies and facilities were severely limited; students and observers mentioned the lack of color film, flash attachments, suitable processing paper, reference books, and a proper dark room.

C. LESSON CONTENT AND TEACHING METHODOLOGY

The major positive feature uniformly cited by observers was the relaxed, informal atmosphere in the classes; for the most part, students were characterized as interested and absorbed. Discipline was not a problem. The student-teacher relationships were generally more personal than in regular school session because of the more favorable faculty-student ratio and perhaps also because of less restrained attitudes on both parts. In the Creative Arts Academy, teaching methodology did not vary greatly from that in normal classrooms since even there the nature

of the subject matter requires that attention be given to each student on a regular basis. The lecture-recitation approach of many academic disciplines, seldom explored in practical music, art, dance, and drama classes, would not appreciably change the quantity of material absorbed unless the material itself is altered and expanded to include an appreciable amount of history, literature, theory, analysis, etc.

1. Music Department

The course offerings of the music department were varied and consistent with those more generally accepted in music education for this age group. Music chosen for rehearsal and performance by the instrumental groups was typical of junior high concert music, e.g., primarily mainstream 18th and 19th century classical Western compositions, as evidenced by the end of term concert program. Some popular contemporary music was performed by the stage band and chorus; the concert band's performances were more routine.

Considering the shortage of certain instrumentalists and vocalists, the level of execution in rehearsal and performance was good, a clear indication of concentrated effort by both students and teachers. Most music teachers approached the classes with a rather professional attitude; it was assumed that children were at the Academy by choice and therefore committed to intensive work. Instances of a more dictatorial didactic method were occasionally observed, but these were isolated. In the main, the level of instruction was above average. Teachers were enthusiastic and helpful.

2. Art Department

Ranging from three-dimensional art to photography, the choices in the art department were wide, if fairly conventional. The chairman noted the need for personnel specifically to teach puppetry and filmmaking. Stagecraft, although originally projected, was not offered; photography was given on a limited basis to a maximum of six students. For the students who selected them, the classes in three-dimensional art, graphics, and poster design represented approaches not ordinarily found in junior high school. Some teachers made a particular effort to relate materials to students' backgrounds and interests, e.g., a focus on African masks and the moon shot. Otherwise, subject material was fairly typical and well within the ability of the age group. It was observed that most art classes lacked sufficient planning; relevant information and examples were not available when needed and audiovisual equipment was not tested in advance. The given purpose and direction of the program were not apparent. Both observers and teachers expressed dissatisfaction at having spent an excessive amount of time on a kite project whose purpose was to publicize the Academy. For eight school

days prior to the "kite-in" at a city park, regular art activity was suspended for all art students. Attention was directed towards the design, fabrication, and decoration of kites to be flown by the children. An artist-in-residence, designated kite specialist, prepared an instruction pamphlet and, with the assistance of other teachers and the chairman, presented the project to their classes. The student response was unenthusiastic. Teachers and students remained only mildly interested or passive on succeeding days. When regular activities resumed, students were anxious to complete materials for the concluding art show.

3. Communication Arts Department

Under this heading are included the two performing arts, dance and drama, and creative writing (poetry and plays). The comments, therefore, refer to a wide divergence in pedagogical method and course content. The dance class benefited from daily instruction by an "artist-in-residence" as well as by the regular teacher. The class was conducted in such a way that, while often students participated as a unit, the class was also divided into smaller groups to improvise or practice given routines. The teacher and artist-in-residence not only supervised but also danced within the group. The children and teachers were enthusiastic and involved. Two observers noted that classes began without preliminary warm-up exercises; they also judged routines to be uninteresting, questioned the authenticity of some ethnic dances and saw the need for more concentration on movement skills. It appeared that most children had had no previous training or prolonged experience in dance. The final program demonstrated that they were capable, however, of learning and performing routines based on some foundational work done in class.

As in dance, students in drama seemed to have had little or no prior experience in this particular art form. Drama classes were helpful in releasing the imagination and fantasy of the children. Learning how to respond in a group and working in a situation where free expression and lively interaction with peers was common were valuable experiences. It was found by all observers that although the degree of participation for some children was very high, others did not enter into class discussions at all. Most drama activities were directed towards the final program at the end of the session, but loose organization and short-term planning during the summer were, in part, responsible for a final presentation conspicuously wanting in theatrical discipline and technique, stage management, and excitement.

Enrollment in the creative writing classes, both poetry and drama, was so small as to affect the quality and variety of work produced. Fortunately, the few children enrolled were highly motivated and the teachers dedicated and enthusiastic, which to some extent compensated for small numbers. One observer termed the materials "standard"; another faulted student efforts for lacking spontaneity and good dramatic sense.

Without the stimulation, cross criticism, sharing of ideas and means only possible within a peer group, the leadership came from teachers, curbing some of the children's natural imagination and directing them towards a more standardized adult expression. The pressure to produce enough material, poetic and dramatic, in a final form suitable for performance at the end of the session contributed to the need to find good working formulae; little time remained for exploration of new ideas and methods and their subsequent implementation.

4. Friday Programs

On five Fridays, during the third period, professional programs were presented for the enjoyment of the entire school. The chairman of the music department selected a wide variety of music, dance, and multimedia performances which did inspire and give pleasure to the students. Some programs were more suitable than others; the most successful were those which encouraged student participation, were relevant to children's life styles, and were skillfully presented. The teaching staff, administrators, and students as well as observers, judged the programs worthwhile and beneficial to the Academy. Occasionally, children from other schools and parents attended at the invitation of the Academy.

5. Educational Trips

All departments sponsored special educational trips to musical and dramatic performances, libraries, etc., to stimulate further student interest and provide inspiration in a more or less professional setting. Destinations ranged from midtown Manhattan to Saratoga Springs, New York, and the variety of experiences was broad. These ventures were considered valuable by students, teachers, and observers alike. Many expressed the desire for more in future summers. Perhaps due to the brevity of the summer session, planning for the trips was often minimal; full appreciation on the part of the children could have been assured by teachers' better preparing them in advance during class periods.

D. ARTISTS-IN-RESIDENCE

The category of artists-in-residence had different connotations for each department. According to the original faculty roster, there were two artists-in-residence: one in the dance department, one in art. However, another in "intermedia" was assigned to the art and communication arts departments, while the music department boasted five more. The function of each of these skilled professionals varied from department to department according to need. In dance, the artist was a full-time teacher working with the regular teacher; in the art department, the artist was utilized to assist in his speciality, kite-making, in

addition to painting. The specialist in "intermedia" prepared materials for the final programs. The music department engaged its five artists to give private instrumental instruction. All departments expressed their appreciation of the artists and their contribution to the Academy.

E. RECOMMENDATIONS

The Creative Arts Academy offers a program rich in actual and potential benefits to junior high school age children in the city. The fact that it exists at all is a source of satisfaction to educators and professional artists, and that it is able to function with a good degree of success as far as reaching the needs and desires of children is an indication that the program should not only continue, but also improve and expand its influence. In order to provide some guidelines for improvement, observers offered specific recommendations in their special fields; teachers, department chairmen, administrators, and educational assistants contributed interesting and valuable information concerning new approaches and methods.

The program of the Academy should be so unique, so different from the common school experience that it will serve to excite all participants. There are some subjects which are not a part of the curriculum of the average junior high school; these should be a special source of inspiration and instruction to students with such interest and ability.

1. Scheduling and Attendance

The offerings of the three major departments are rather rigidly compartmentalized into smaller subjects, the student selecting one subject area exclusively or as many as three. Since for many children this is the first comprehensive contact with creative arts, it is important that they be as aware of the other branches of their chosen field as they are of their own. The cross-influence among students would enhance all the branches, envigorating the recipients and the donors. A common meeting for all students in each department scheduled weekly or daily prior to individual classes and instruction would afford an opportunity to share experiences and ideas, inspire one another, and appreciate one another's efforts. Art is not just sculpture, nor is communication simply playwriting, nor music only playing an instrument. Connection should be made between the several components and the whole for full appreciation and understanding.

Unless there is some financial or administrative reason for not doing so, classes could begin at 9:00 A.M. instead of the scheduled 8:30 A.M. time in order to allow teachers to prepare materials, etc., for the day. Private lessons, conferences or departmental meetings for teachers and chairmen could also be scheduled for the half-hour period.

In actual fact, classes did not begin until at least 9:00; the time at the beginning of the day could be put to better use for all concerned.

Although for more academic subjects the hour and a half period might have seemed too long for effective use of the time, the Creative Arts Academy conducts most of its classes in a studio-like atmosphere and the long period is an advantage over the conventional 50-minute period. However, the session from 8:30 to 1:00 was criticized by all for its unbroken length. Between the second and third period, a short time for relaxation for students and teachers would be helpful. Perhaps milk and cookies could be offered by the school. Some students this summer left the premises in search of refreshments. A few went home before the third period.

The amount of clerical work involved in keeping attendance records for each class, each period, could be lessened if it were possible to record a student's presence once a day. Since there is a reception desk in constant attendance by an educational assistant, the students could sign in as they enter the school in the morning, then record their departure in the same manner. Records would be more accurate because students' names would be listed, and the educational assistants would be freed to perform other functions more useful to the teachers.

2. Educational Materials and Facilities

Since creative arts stimulate the visual and aural senses, technological advances in methods of preserving sight and sound should be made available to students of the arts. Music and drama students should be able to record what they produce, playing it back for self-edification and class instruction. Slides and films of high quality should be procured for art students; photography classes should have the benefit of the newest equipment for exposure, development, and enlargement of film.

Besides audiovisual equipment, some basic necessities are lacking: for dance classes, practice bars and mirrors, drums and other percussion instruments; for creative writing, photography, and art, reference books and literature; for drama, hand props and small sets. Supplies for the Art Department should be housed in suitable cabinets, and their quantity and variety should be increased.

3. Lesson Content and Teaching Methodology

As the school is now organized, students are selected for their interest and potential in specific fields. For music students, especially instrumentalists, this usually means that they have had some previous training either in school or with a private teacher. For other students, no previous training, but a certain commitment to a field is expected.

The emphasis is placed on the students' creating something artistic. This attitude on the part of the students and teachers to some extent perpetuates the old concept of the conservatory where students are accused of having no brains, merely technique. Observers recommended that the departments present a more comprehensive approach to their subjects, that history and style be included as a regular part of the instruction. Certainly, the art done by students should be contemporary in gesture, but it should reflect an awareness of the past, of other creators, of other styles and techniques. Material chosen as subjects should be relevant to children's life styles, but the issue should not be forced. If a student has a particular interest in a subject remote from his experience, he should be guided to an understanding of the subject from many aspects. Imagination should be excited by exposure to familiar and unfamiliar topics, explored stylistically, historically, and in comparison with others.

a. Music Department

Repertoire chosen for rehearsal and performance by the Music Department should be expanded at the two historical extremes. There should be examples of both early and contemporary music to supplement the mainstream selections. The chorus and stage band illustrated that such music is satisfying and appealing to students. During rehearsals and individual and small group instruction, more attention should be paid to concepts, history, style, structure, and harmony when relevant.

b. Art Department

During "Kite Week," the goals of the Art Department were sacrificed to a single publicity effort. Nevertheless, it was evident that more preparation is necessary to coordinate activities of the various subjects before the summer begins. The stage design class should in the future be implemented and supervised by a professional designer. Likewise, the photography class should call on the services of a person in the field. Originally conceived as service departments to the school as a whole, and art and drama especially, they should exist in their own right, providing appropriate instruction to interested students and serving as a source of information to others. Once again, it would be desirable to bring all facets of art together in general discussion sessions.

c. Communication Arts Department

This Department has unique problems for one reason: it offers subjects not normally taught in junior high school. Most of the teachers in communication arts are involved in related subjects during the school

year, but not the ones for which they were engaged during the summer. These instructors are an asset to the Academy, but their guidance should be supplemented by that of professionals in the specific areas. As "artists-in-residence," these supporting staff members could function without problems of accreditation or seniority being introduced. Children would have the benefit of experienced writers and performers and, at the same time, have contact with the vitality of contemporary theater and dance personalities. The goals of the department would automatically be raised; the achievements would surpass any now possible.

d. Friday Programs

Formal programs intended for consumption by the entire school should not be reenactments of typical ones already on the New York scene geared to adult taste; they should be informative as well as enjoyable, practical lecture-demonstrations. If a program is to be a concert, the musicians should talk and demonstrate as well as play and sing. Furthermore, the program should give children a chance to participate actively. If a program is a dance recital, students should have the opportunity to try a few combinations of steps and have the significance of the dances explained to them. If the program is a theatrical presentation, the actors should be encouraged to use students on the stage, discuss techniques, stage design, etc. If the program is an art show, the artist should discuss his style, techniques, background, and influences and have students assist his demonstration in some meaningful way. For both children with professional aspirations and those at the Academy for the pleasure of the creative experience, it would be inspirational to hear from the performers about their professional lives, necessary training, ways of making a living, and personal rewards.

4. Planning and Organization

Were the program to be funded and the publicity begun early enough, time could be set aside before the beginning of the summer session for a pre-planning meeting. Attending should be administrators, department chairmen, former students, and professionals not employed by the school. Students and professionals should determine overall objectives, projects, trips, performances, and the like. Administrators and educators would advise on how goals are to be met and what is or is not feasible and desirable from their points of view. Before the start of the term, time should be mandated for conferences with the full staff to present the broad outline of the program; then, during or just prior to registration chairmen could meet with teachers and educational assistants to fill in the details concerning that department's contribution. Weekly meetings of departments to discuss problems, adjust schedules, make changes in curriculum, and check progress would insure close collaboration among the teachers within the department.

5. Personnel and Staffing

a. Teaching Staff

Chairmen and administrators saw the need to select teaching staff members early in the spring, before other commitments are made, reflecting the fact that good specialized professionals are always at a premium. At present, only teachers with patience and faith enough to await the probable implementation of the summer program, those who have been previously involved in it, or friends of the latter are willing to take the chance. Earlier announcement of funding would result in greater as well as earlier applications. There would thus be a broader base from which to select potential teachers.

b. Artists-in-Residence

If enrollment warrants it, the Academy should hire more artists-in residence, not for the duration of the summer but on a daily basis as needed. Besides those mentioned as requisite for the Communication Arts Department on a seasonal salary, experts in specific areas should be present to consult with teachers and students for special projects. Some artists could additionally be utilized in conjunction with a Friday concert or to assist at a student presentation. The great flexibility with which the artists are now used is commendable; the recommendation is to further exploit this quality.

If the concept of artists-in-residence was expanded to include more of these staff members on a full-time salary, care should be taken to enlist professionals with recognized ability and experience. Even more, professionals with a love of their craft, coupled with a sensitivity for teaching it, should be recruited. Per diem artists should also be selected for their expertise and ability to communicate inspiration to students.

The suggestion has been made by the administration that the school attempt to interest one or more well-known artists in being sponsors, lending their support and name to publicize the Academy. Occasional guest appearances at the Academy during the summer and at a few schools throughout the city during the regular school year would be good public relations for the program. Observers were backed by teachers, administrators, and students in their belief that an intensive publicity effort should be made in February or March, and that it should be conducted by a full-time skilled public relations person. The campaign, to be most effective, should reach directly into schools, communities, even homes, and solicit help from proper community agencies.

c. Educational Assistants

Of the 11 assistants who returned questionnaires, nine were former High School of Music and Art students. Since the summer school is not a true community school and attracts children from many regions of the city, the educational assistants should reflect a broader experience distribution; perhaps they could be drawn from other special high schools.

Educational assistants should, as much as possible, be encouraged to help students and assist teachers in an instructional capacity. These young adults are potential teachers or artists themselves, interested in developing their own artistic skills and, more important, in learning about the educational process first-hand. If clerical work continues to be mountainous in quantity, a special group of high school graduates (not necessarily artistically inclined but possibly interested in administration) could be employed for the maintenance of attendance records, reception desk assignments, use of the mimeograph machines, and other office work.

CHAPTER IX

THE INSTITUTE IN MATHEMATICS AND SCIENCE AS SEEN BY OBSERVERS

Anne Peskin

A. OVERVIEW

Both observers felt the program was an important offering to students, whether disadvantaged or not, who seem to be interested and have high potential in science and/or mathematics. The six-week program with the wide variety of offerings allows the student at an early age to learn six different subject areas and study one in greater depth in the project period. Exploration is encouraged since these are non-credit courses. The observers watched junior high school subject teachers offering high level content and junior high school students taking and absorbing the material.

The courses offered in the Institute were not designed to repeat or anticipate the regular school program. This was substantiated through the observed classes which included contact printing, blood count, introduction to Mendel's law, microbiology, computer science, logic, finite mathematics, finding the cube root and set theory. One of the observers, who also evaluated the program last year, saw an overall improvement in the physical plant, the administration, the faculty, and the students.

B. OBSERVATIONAL FINDINGS

The observers reported the relations between teachers and pupils positive and indicated that there was good rapport between pupils and administrative staff. The joint working atmosphere was evident particularly during the project and laboratory periods. The class size for science classes average 12 with a range of seven to 18 and the mathematics classes averaged nine with a range of four to 22.

In 14 of the 15 classes observed[1] pupils were seated in a room arranged row by row and the pupils remained in their seats. In only three of the 15 classes was there any time for the pupils to roam freely. However, ten of the 15 class periods were considered relaxed and open while the remaining were considered somewhat restrained.

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[1] Fifteen classes were observed, seven in science and eight in mathematics. These will be discussed together except where there were subject differences.

Although teachers had small classes, in only four was any individualized instruction seen during the class period. Typically (14) the teachers remained in the front of the room and taught the class as a unit for the majority of the hour and ten minutes. Creativity was considered average with the degree of creativity rated as "moderately creative" twice and as "average" six times. Half (seven) of the observed instructors used "some" to a "wide variety" of teaching aids; these aids were used "effectively." In mathematics the only teaching aid used was the computer. Except for two teachers, staff was rated as being "average" or "above" in rapport, subject knowledge,and consistency.

The lessons were planned, usually extremely carefully with almost all (13) teachers adhering to the plan. All but one lesson laid a foundation for future lessons, with five of seven in science developing considerable possibility for independent work. However, only occasionally (five of 15) was there some relationship to the pupils' experiential backgrounds.

The observers found the lessons were of rigorous content and held the interest of the pupils (six of seven in science, four of eight in mathematics). Although interest was apparently high as judged by the students' attention, only four of the 15 lessons elicited spontaneous questions from the children. In all but one science class most children volunteered answers, but this happened in only two mathematics classes. In 13 of the 15 classes the questions asked by the teachers required recall, identification or specific facts, and in 12,questions called for reproduction of concepts rather than production. In 11 cases generalizations were provided by the teacher and in only seven did the teacher evaluate students' responses.

The children asked questions mostly for information, clarification of instruction, or explanation,and in only one class did students question to test ideas or interpretations. The children's responses were short and factual (nine), and in no classroom was exploration or alternate solution or unexpected organization offered. Only in the laboratory sessions did the children react to each other's thinking and suspend judgment.

Educational assistants were seen in three mathematics classes and in two they were helping at the computers. In science one educational assistant gave a lecture in blood counts using his background as an army medic. Other educational assistants helped prepare demonstrations and worked in the laboratories.

The teachers seemed to have enough materials and texts according to their needs, although the observers felt more facilities, additional and more creative materials should be made available. The need for the equipment to be kept in repair or repaired quickly was evident to the observer viewing a computer class where both computers had needed repairs for about a week.

C. STRENGTHS AND WEAKNESSES

The major weaknesses noted were related to the lack of space, laboratories, library use, utilization of consultant services, teachers' ability to use methods other than lecture, and the need for closer connection between theory and practice in mathematics.

The major effective features were related to the use of the classroom as a laboratory, the high-level content given, the pupils' ability to work at this level, the motivation and encouragement to pupils in the field of mathematics and science, and the availability of a center where all involved were math-science oriented.

The program needs to establish more specific goals so that it meets the needs and uses the experiences of the mixed group it attracts. It seems a class size of seven to nine students in all mathematics classes puts those who have had no algebra at a handicap. The significance in programming formulas is lost if the student has had no experience in algebraic solutions. The observer substantiated this problem in talking to the students working in the computer course.

The science observer found the project and laboratory period the most vital part of the program. It was at this time that half (47 percent) of the classes had small groups working together or individuals doing independent work (e.g., dissecting, taking blood samples, etc.). Both observers found pupil interest and involvement high. Pupils were coming to the project of their choice. It is here that a feeling of excitement and involvement was observed.

In the mathematics project period there was less encouragement for group work but there was individual work which was teacher conceived, directed, and supervised. In one project section the entire group was learning to use the slide rule with the teacher providing instruction. Students in the group using the computer not placed in the mathematics office were working independently and collectively on their programming.

The teachers are not prepared for mathematics projects in the junior high school. A real mathematics laboratory similar to ones being set up in certain elementary and junior high schools (with Madison project shoe box kits, geoboards with activity cards, and mathematics laboratory kits developed by Hy Ruchlis) is an area to be investigated. In general there should be more connection between theory and practice. There should also be more connection between theory and practice presented in mathematics and science and between mathematics and the project period. For example, units on astronomy and conic sections, the computer, and Kepler's laws should be tied together. One such situation occurred when a science teacher called on the mathematics chairman to use the computer to help pupils find absolute zero in using their experimental findings and Boyle's formula.

It is suggested that the teachers of math and science, and their consultants pre-plan and develop a group or individual project that can spark pupil projects. It is at this time that some joint teachings might be discovered and interrelationships seen.

There was no evidence that any follow-up use was made of the trips in terms of using them in the subject classes.

D. RECOMMENDATIONS

The observers offer the following recommendations in the areas indicated.

1. Courses

In the light of the fact that this program is for those students highly motivated but not necessarily knowledgeable in mathematics or science, a broad approach as well as a high content level approach should be offered so that there will be courses which can be handled by different ability levels. Specifically, there should be at least one course offered which presupposes neither knowledge above the eighth grade level nor algebra facility.

The many different mathematics and science courses should continue to be offered. Expanded offerings might include more advanced science courses based on student interest at the end of the first three weeks, historic development of mathematical ideas through instrument development, and mathematics in various professions such as architecture or engineering.

2. Materials

More laboratory equipment for the photography laboratory should be provided. Better equipped laboratories (as high school ones) should be used. A true laboratory of computers and calculators should be established. Materials in the classroom should be more varied using graphs, charts, overhead projectors, filmstrip machines, and related materials. A mathematics laboratory should be made an integral part of the summer program, and the program staff might consider using the Hy Ruchlis lab approaches, Madison project material, or Yoder instrument equipment.

3. Staffing

The suggestions above have implications for staffing. Implied are the needs for a teacher skilled in mathematics laboratory techniques, the provision of a laboratory assistant (as in the high school) in

science, the maintenance of close contact with the repairman for the machines, the use of mathematics and science educators as consultants to help the chairman, the application of new methodology to the classroom, more relation between theory and practice, and more use of outside lecturers-consultants. Overall, this program as much or more than others, demands the careful selection of teachers who can be inspiring to the interested.

4. Project Period

The project period should be continued with those goals of the mathematics project reevaluated. Mathematics game playing, outdoor mathematics, and mathematics-science study should be planned.

5. Planning

There should be a pre-session meeting of the teachers to explore the program and develop beginning projects and interrelationships of subject areas. There should be meetings of teachers, chairmen and students for evaluation purposes and bi-weekly planning.

6. Library

The observers suggested that one period bi-weekly be scheduled for each class in the library so that independent study, reading, and research could be done which is related to the class work. A seminar should then follow to allow students to share and discuss the readings. Other texts on the course subjects should be included as well as books borrowed from better equipped libraries so that the library can be used to enrich mathematical and science learnings. The newsletter edited by the librarian with educational assistants as contributors should be continued.

CHAPTER X

THE SCHOOL FOR THE HUMANITIES AS SEEN BY OBSERVERS

Frederick M. Binder

A. PERSONNEL

The observers were impressed with the enthusiasm and effort with which the principal, her assistant and chairmen worked to publicize, organize and conduct the program. However, several factors impeded their efforts. The principal had limited control over the selection of teachers. Since seniority governs the assignment of faculty for summer programs, her power to choose particular instructors was restricted to the list sent from the Board of Education. Thus, only approximately half of the staff represented her personal choice. Though the program called for chairmen licensed in music, art, English and social studies, an art chairman was never obtained. The staffing of educational assistants also fell considerably short of the 15 called for; there were only three.

Perhaps the most serious obstacle to planning was the inability of the principal to call together the faculty prior to July first, the same day the students first assembled and one day prior to the formal opening of the school.

The quality of the staff in terms of knowledge, enthusiasm and teaching skill was judged by the observers to range from mediocre to excellent. With the faculty stronger in the creative arts than in the academic areas observers witnessed some of the most animated, excited and creative classes in the areas of music, drama, science, film production and the arts and crafts. Yet, on the other hand, there were too many instances of teachers reading a textbook to children in a totally uninspired monotone, having students take turns reading without discussion or explanation of the material, and displaying ignorance of, or lack of enthusiasm for, the subject they were teaching.

Part-time consultants were employed in dramatics, cinematography and mineralogy. Working with the regular teachers they added a great deal to the program. What they lacked in the skills of teaching methodology, they more than compensated for by the experiences and technical expertise they brought with them.

A licensed school librarian was employed. As a regular member of the I.S. 70 library staff, she had the advantage of being fully acquainted with the extensive resources. However, there was little evidence of an organized program to encourage the students to use the facilities or

to coordinate the library materials with any of the activities in the school. Rarely was the library occupied by anyone other than the librarian.

The educational assistants engaged in various clerical tasks and ran errands for the administrative staff. There was no apparent attempt to include these young people in classroom activities or to bring them into close personal contact with the students.

B. PUPILS

Neither in terms of numbers nor socioeconomic backgrounds did the student population meet the expectations of the program. While exact attendance figures were difficult to determine, it is estimated by the observers that attendance rarely exceeded 120 students during the first half of the term and 80 during the final weeks.[1] The children initially learned of the program through notices distributed and/or read in their schools shortly before the end of the regular school year. The attempt to recruit students in the spring does not appear to have been marked by a great display of fervor. During the first weeks of the summer term the principal and her assistants made noble efforts to increase enrollment through publicity. Each of the city's major newspapers and many local community papers carried stories about the School, and a number of television and radio stations also announced and described the program at I.S. 70. It appears that these attempts came too late and perhaps did not reach the proper audience. The television and radio "plugs" occurred on afternoon adult entertainment programs rather than on the rock and roll stations popular with children of this age.

According to the observers, relatively few students appeared to fall in the category of educationally deprived. The observers were struck by the fact that many came with a rich precommitment to the very type of program being offered at the school. Among the pupils were sons and daughters of teachers, brothers and sisters of college students and college graduates. Only a small handful of children were engaged in earning credit for courses failed during the school year in social studies, science and English. The scant representation of children from the immediate neighborhood can be explained in part by the extensive summer program of the Hudson Guild and the competition from two other schools being conducted by local agencies in I.S. 70. Nevertheless, it was obvious that a number of neighborhood youngsters who might have benefited from the program spent their summer hours in the streets adjoining the school building.

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[1] As noted earlier in the report, the school estimates were 100 pupils at the beginning and 179 at the end.

The children in attendance seemed to truly enjoy many of the activities of the school. The freedom of the program allowed them to leave classes in which they were not interested and in general to come and go as they chose. Toward the end of the term empty classrooms and idle faculty revealed which of the programs and teachers had not been successful.

C. PROGRAM

The term "humanities" has in recent times been employed broadly to include just about every discipline which investigates or displays the activities of man. Thus it often happens that all but the natural and physical sciences are embraced by the term. The faculty of the School for the Humanities displayed a willingness to be quite flexible in the matter of definition, even including science within their purview. Flexibility became the keynote of the program. Rather than present the students with a fixed curriculum on July first they were asked to help choose with the faculty the types of studies they wished to pursue. Choices were made within the framework of the theme "Contemporary Man" and the subject areas of social studies, music, fine and practical arts, English and science. The resultant initial program included classroom-centered academic courses in Afro-American, Chinese, and urban histories, English classes emphasizing creative speech and writing, and science classes with a biological stress particularly in the areas of botany and zoology. Several activities in the performing arts were scheduled including instrumental and vocal instruction, modern dance, acting exercises, chorus, and preparation of a musical comedy. The creative arts were represented by courses in photography, ceramics, crafts, painting and graphics. Also included were classes in home economics and consumer economics, designed to make extensive use of the stores and agencies of the local and larger communities through almost daily field trips. A number of weekly all-school trips were planned to places of interest and relevance to the program including the Museum of Natural History, Fire Island, the Ramapo Mountains, Stratford Shakespeare Theater and New Hope, Pennsylvania (the latter replaced by a Broadway musical, Hello Dolly). It was the intent of the faculty to culminate the school's activities during the final week by establishing a Museum of Contemporary Man.

Considering that so elaborate a program was planned in a matter of days, the success with which many of the activities were conducted is remarkable. Particularly effective were the creative and performing activities. The observers found the children in attendance in these classes enthusiastic, active, and apparently learning. Though science is not generally thought of as belonging in this category, the teacher built the course around displays and animals that children could handle and activities which involved the students in plant and animal care and nurture. This type of activities approach and the teacher's ability to

relate the subject matter to the children's daily lives appear to be in large measure responsible for the general consensus among the observers that science was the most successful of the academic offerings.

Unfortunately a number of other academic courses, particularly in the social studies, were eventually cancelled for lack of attendance. Several other courses were conducted with attendance at times as low as two or three children. The disappointingly low initial enrollment in the school was certainly one cause for this situation. However, the poor performance of some teachers must also be considered an important factor. While, as noted earlier, lack of skill and enthusiasm can be charged against certain members of the faculty, the task of preparing new and complex courses in a matter of days is certainly a mitigating element. To their credit, the principal and chairmen constantly sought to revise the program to appeal to the interests of the children. For example, the addition of a film-making project in mid-term proved to be an unqualified success.

The trips involving almost the total student body and those of individual classes appear to have been quite successful. All entailed learning as well as looking, and the Stratford outing, late in the term, provided one of the few real examples of a coordinated interdisciplinary approach to the humanities. In preparation for this trip English, social studies and science teachers offered a joint presentation in which films, filmstrips and a three-dimensional, student-assembled model of the Globe Theater were utilized to engender an understanding of the times, the people and the play. The trips also provided an opportunity to employ the particular talents of the actress-consultant, who not only explained what was happening but was able to arrange for the children to meet the cast after the play.

Given the success of this trip, it is unfortunate that the rich cultural resources of the city were not used to the extent they might have been. No opportunity was provided for the children to attend a concert of any kind or to see a contemporary non-musical play.

With few exceptions such as the above mentioned Stratford trip and a "Soul" meal prepared for the school under the leadership of the history and domestic science teachers, both occurring late in the term, there was little evidence of an integrated program in which all teachers worked together through their disciplines and arts to achieve an understanding and appreciation of "contemporary man." The planned for Museum of Contemporary Man was never established. Some individual teachers evidenced a conscious attempt to build their offering around the theme, but to a large degree the teachers conducted their classes without apparent knowledge of or concern for what was occurring in other classes and without a sense of participating in a coordinated program. Considering that the establishment of an integrated program involves hours of planning which were not available, the results are not surprising.

D. PHYSICAL PLANT AND MATERIALS

I.S. 70 is a new and rather attractive building with many of the facilities necessary to carry on an effective educational program. One structural impediment, however, is the presence of a central court creating a division of the building into four wings. It was unfortunate that, rather than having the classes of the school clustered together in a manner conducive to ease of coordination and communication, they were scattered throughout the three-storied structure. Greater cooperation in scheduling room assignments among the three programs utilizing the facility was called for.

The teachers found the audiovisual materials and the equipment in the various laboratories and craft classrooms to be adequate and funds available through the school's grant to purchase desired additions. There was at least one instance early in the term of a teacher needing material and not aware of the availability of funds for such a purpose. Here again is another example of lack of communication apparently due to inadequate time to fully orient the faculty prior to the beginning of the program.

The cafeteria was not utilized by the school though money was available for a lunch program. It is the opinion of the observers that such a program would have been desirable and might have made the school more attractive for working parents.

E. RECOMMENDATIONS

1. Staff

An ambitious program and dedicated administration can be fully effective only if a high caliber teaching staff is available to implement the plans. So long as seniority remains the primary criterion for summer school assignments, unique programs have limited chances for complete success. This handicap can be partially overcome with expanded use of consultants similar to the artists-in-residence employed in the school this summer. These people can be hired without concern for licensing or seniority requirements, and they bring to the summer program talents not usually found among the regular faculty. Such consultants need not be limited to the performing and creative arts. Specialists in academic areas are also most desirable. Greater numbers and more effective use of educational assistants in the classroom are also recommended.

2. Orientation and Planning

To provide a coordinated interdisciplinary program requires long hours of planning. It is essential that the staff be designated early

in the school year, that administrators and chairmen begin planning no later than December, and that the total faculty meet at least monthly beginning in an early second semester month, such as February. As early as April prospective students might be polled regarding their interests in the program (this should certainly be accomplished prior to the first day of the summer term). A three to five day intensive planning session immediately prior to the beginning of the summer session is highly desirable. Attention at staff meetings should be given to such items as the purposes to be served by the school; the nature of the curriculum; effective methods of organization and employment of staff, materials, and teaching techniques; special activities and field trips. The utilization of New York City as a learning laboratory should receive particular attention. As early as possible a calendar of summer cultural activities should be obtained and the offerings discussed in relation to the school's objectives.

3. Recruitment of Pupils

To attract larger numbers of students, particularly from deprived areas, a more intensive publicity campaign should begin early in the spring. In addition to reaching children through their teachers, principals and guidance counselors, efforts should be made to utilize radio programs popular with the age group for spot announcements, local newspapers, and community and church agencies. A film illustrating the activities of the several summer programs would be worthwhile and could be used by television stations as well as shown in school assemblies. Local parents groups can be effective allies in publicizing the school.. Representatives of such organizations could well be invited to participate in the planning. Their knowledge of the needs and interests of the children should provide a valuable contribution. Provisions for a free or inexpensive lunch program would undoubtedly make the program more attractive.

4. Organization and Structure

While freedom and flexibility are in general positive features in an educational venture, particular care must be taken to insure that the program is not destroyed by a complete absence of ground rules. Students should have the opportunity to select courses and to change their minds, but after an initial period of experimentation, they must also make some sort of commitment to continuing their elective program with some degree of regular attendance. One of the problems noted by the observers was that a teacher could never be certain whether the students present in class one day would be there the next. Constantly changing class enrollments were not rare and greatly impeded the continuity of course work.

5. Facilities

If the school is to be housed with other programs, arrangements should be made well before the beginning of the term to insure that its classrooms, laboratories and administrative center are as close together as possible in one section of the building.

CHAPTER XI

A FINAL NOTE ON THE SPECIAL PROGRAMS

In the separate chapters on the special programs, the chairmen of the observational teams have indicated the recommendations of their team, and we shall not repeat these here. What we do wish to conclude this report on is the general impression about all three special programs gained from discussions with the separate teams which visited them.

This impression is that whatever the faults, problems and shortcomings noted in this evaluation, these three programs represented an immensely important dimension of the summer program, and one which has great potential for significantly affecting the educational process unfolding for the children who attend. That each program is at a different stage of development, and that each realized less than its full complement of goals has been discussed earlier, but these discussions also noted that within each there is an educationally sound notion for a summer program. Moreover, in discussions with the observers the evaluation team heard adjectives applied to a program such as "exciting," "innovative" or "fascinating," adjectives often seen in proposals for Title I programs but not often heard during the evaluations.

In brief, the evaluation team suggests that the needed steps be taken to develop the possibilities in the special programs for innovative curricula and methodology, for flexibility in programming and scheduling, and for developing an educational experience which may have a powerful impact on the disadvantaged adolescent. These steps, noted in detail in Chapter VI, essentially involve early commitments of sufficient funds to make possible rational recruitment and selection of an appropriate pupil population and early recruitment of specialized staff which would expedite staff involvement in the planning of program, materials and methodology. Given these early steps, proper publicity should assure the more than ample registration and attendance the programs deserve.

CHAPTER XII

SUMMARY OF EVALUATION OF THE 1969 SUMMER JUNIOR HIGH AND INTERMEDIATE SCHOOL PROGRAM

I. THE BASIC PROGRAM

The summer program for junior high and intermediate school pupils in 1969, supported by the State Urban Education Aid Program in New York, offered a six-week remediation and enrichment program for public and non-public school pupils. The program included an Academy in the Creative Arts, an Institute in Mathematics and Science, a School for the Humanities, and 11 summer junior high schools that offered remediation and enrichment as well as repetition of previously failed courses for pupils in Brooklyn, the Bronx and Manhattan. No schools in the boroughs of Queens and Richmond were included in this program as the needs of the pupils in these boroughs were met through schools financed by the use of tax-levy funds.[1]

The implementation of these objectives was facilitated according to the Board's proposal by 11 junior high and intermediate schools offering a basic program: two in Manhattan, three in the Bronx, and six in Brooklyn; and by the three specialized schools that were all placed in Manhattan because of the special facilities available at the schools and their ready accessibility by public transportation to pupils from all five boroughs.

A. OBJECTIVES OF THE BASIC PROGRAM

The proposal stated that each of the 11 schools was to service approximately 300 to 1,000 students per school and was required to provide instruction for pupils who were retarded in reading and mathematics; provide intensive, small group instruction for pupils who had failed in one or more academic subjects during the school year; provide enrichment through non-credit, non-academic courses in industrial arts, music, typewriting, and library services; provide enrichment in literature through non-credit instruction for pupils reading on or above grade level; and to teach English as a Second Language to foreign-born and non-English speaking children.

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[1]Seven other schools offered the basic program but were funded from other sources and so were not included in the population for this study.

B. EVALUATION PROCEDURES

1. Evaluation Design

The purposes of the evaluation of the basic program were to determine the extent to which the summer junior high school program utilized effective approaches to the education of youth from poverty areas and to measure the degree to which the program helped pupils who had failed to meet the minimum academic requirements of their regular school programs to overcome their school deficiencies.

To fulfill these evaluation goals the following procedures were used:

a. Achievement test scores in reading and mathematics were obtained from a sample of pupils at both the beginning and end of the program.

b. Qualified observers visited a sample of classes to observe and estimate the quality of the ongoing instruction provided.

c. Qualified observers, specifically selected, visited a sample of classes to observe and evaluate the nature of instruction in English as a Second Language.

d. Questionnaires were distributed to teachers, teachers-in-charge, general assistants, guidance counselors, librarians, and educational assistants to determine their view of the extent to which the program fulfilled the goals specified.

e. Interviews were conducted with teachers-in-charge and general assistants to estimate the extent to which they believed the specific enrichment and instructional objectives were realized, as well as to obtain a general scope of the program at each school.

f. Interviews were conducted with a random sample of pupils at the end of the program to estimate the extent to which the program realized the needs of the pupils involved.

2. The Sample of Schools

There were 11 junior high and intermediate schools in this phase of the summer program. Of these, four were selected for study as sample schools on the basis of location and pupil enrollment. Two of the schools were in Brooklyn, one in the Bronx, and one in Manhattan.

In all, the four sample schools accounted for 26 percent of the total summer school enrollment population. These schools all offered the general curriculum comprised of credit courses for those who had to retake courses they had failed; non-credit corrective courses in reading and mathematics; and non-credit academic, cultural, and vocational enrichment courses. In addition, three of the sample schools also offered non-credit courses in English as a Second Language and pre-algebra.

C. FINDINGS RELATED TO ADMINISTRATION, TEACHERS, AND SUPPORTIVE SERVICES

1. The Administration

a. Background

Nineteen of the 22 teachers-in-charge and general assistants were licensed principals or assistants. Most (16 of 20) of the teachers-in-charge and general assistants had participated previously in summer programs of this nature.

b. Views

In general, the teachers-in-charge and general assistants saw their function and role as primarily administrative and supervisory.

The teachers-in-charge and the general assistants felt that the major strengths of the program were the teaching staff, the general school atmosphere, and the small classes.

Both levels of administration believed that the major weaknesses of the program were the attrition and poor attendance of the pupils and the length of the class periods, which they felt were too long.

Generally speaking, the administrators were very enthusiastic about the program. They believed that the six-week program afforded the pupils and teachers the time "to do many of the things which are not done well during the regular school year."

2. The Instructional Staff

The summary on teachers is limited by the fact that only 62 of 275 surveyed (23 percent) responded.

a. Background

Most of the teachers held a junior high school license (87 percent) and were highly experienced; 79 percent had five to 15 years of teaching

experience; and similarly, large majorities had taught in a summer program of this nature previously and had taken courses related to the teaching of reading and mathematics.

b. Views

Less than half (42 percent) of the teachers knew about the orientation sessions. Those who did found them "very" or "generally" beneficial.

Most of the teachers thought well of the assistance given to them by other members of the staff, i.e., administrative personnel, guidance counselors, librarians, and educational assistants and school aides.

Teachers felt that at least two out of three pupils attending the summer program would do better in this coming year than non-attenders of comparable ability.

Eighty percent of the teachers reported that because of the small classes, they employed different teaching methods in their remedial and enrichment courses, generally giving more individualized attention.

Problems listed by teachers were the attrition of the pupils (61 percent), the attendance of pupils (40 percent), and the availability of pupils' past records (57 percent), with only the last problem considered "major."

In general, the teachers were enthusiastic about the program. The overall feeling of the teachers was reflected by the teacher who said "this program provided a chance for pupils who had fallen behind to get back into the mainstream of our society, either through remediation or enrichment -- to get ahead."

c. Classroom functions

Observations were made in 55 classrooms in four sample schools.

In general, the observers found the classes to be small, averaging 15 pupils, with the teacher the only individual responsible for instruction. In one lesson in four, an educational assistant or student teacher assisted.

The observers felt the overall quality of instruction was "average" or "better than average" (66 percent) but more often stereotyped than creative. They felt that the pupils needed "more motivation" to help them feel they could be academically successful. Further, the observers felt that at best summer school is considered a chore for most pupils and if we want pupils to attend summer classes to make up subjects or improve

in their deficient areas we must provide them with a program that can compete with the beaches and their friends.

3. Guidance Counselors

a. Background

Each of the 11 summer junior high schools had a guidance counselor. Data were obtained from eight. All guidance counselors in the program were qualified in their field with experience ranging from three to 20 years in counseling.

b. Views

The guidance counselors indicated that their services were available to pupils in both the remedial and enrichment courses. They reported seeing an average of 21 children per day. The counselors believed that while for the most part they did not have the information needed regarding the pupils' past record, the pupils who should have taken advantage of their services did.[2]

All the guidance counselors indicated that they worked with parents to "some extent."

All of the guidance counselors were either "very positive" (six) or "positive" (two) about the summer program which they felt afforded the students an opportunity to achieve academically and "feel better about themselves."

4. The Librarians

a. Background

Each of the summer schools had a library and a licensed librarian. Seven of the 11 librarians returned questionnaires.

b. Views

The major functions of the summer school librarians were to teach the proper use of the library to pupils, to assist in selection of books for pupils and faculty, and to circulate library materials.

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[2]The reader may remember that these numbers conflict with pupils' report of actual services offered by guidance counselors.

In general the libraries were perceived as "adequately" equipped with books, magazines, and reference materials. The librarians estimated that an average of 75 percent of the pupils were reached by the library program this year.

This year's librarians appeared much more satisfied with the program than those in the past. The major strengths were whole classes scheduled for library sessions; the ability to work with individuals; and the ability to coordinate library work with subject area teachers.

5. Educational Assistants

Seventy-eight educational aides and nine community aides assigned to one school gave their views on the program.

The community aides were primarily assigned clerical work and patrol duty but the educational assistants spent more time in actual assistance to the classroom teacher. Both groups felt they were successful in doing the jobs required of them and both groups felt they were helping the pupils more than the teachers in their schools.

The educational assistants believed that the pupils could be helped more if there were more aides available to do individual tutoring with them. They also felt there was a need to incorporate cultural and recreational trips into the program to make the summer program more attractive to pupils.

D. FINDINGS - PUPIL BACKGROUND, VIEWS, PERFORMANCE, AND ATTENDANCE

1. Background

The typical summer junior high school pupil, in the sample schools, was 13 or 14 years old and was in the seventh or eighth grade prior to the summer session. Fifty-two percent were female, and 90 percent were black or Puerto Rican and had attended public schools in New York City last year. Forty-two percent had attended summer school prior to this year.

2. Views

Half of the pupils found regular school more interesting than summer school. Of the 36 percent who preferred summer school, half attributed it to the excellence of the teachers. Those who preferred regular school said they had more time, more diversified subjects, and more materials and supplies.

Half too, said they received more personal help from their teachers in summer school and almost all said it was the teacher whom they believed helped them the most in summer school.

Of the 55 percent of the students who were aware of the presence of a guidance counselor, less than 20 percent actually spoke with him during the six-week summer program.

Almost all the pupils believed that summer school did help them, that they would do better in their class work in regular schools (92 percent) and that they would like their regular schools more (58 percent).

3. Reading Achievement

For the third summer in succession the data on change in reading level were strongly positive, based on pre- and posttesting during the first week of the program.

Gains were achieved by pupils in Corrective Reading in each of the summer schools studied. The mean gains ranged from .4 to 1.0 years, averaging .7. For all pupils in the four sample schools, the mean gain was .7 years.

More than 78 percent of the 313 pupils tested increased in reading grade. However, 18 percent declined and so the disturbing phenomenon of a child losing ground while attending an instructional program was still present. Further analysis of the initial reading level of those who did or did not improve indicates that for the third year, the pupils who gained entered the program with lower reading grades (5.1) than those pupils who declined (5.5).

4. Mathematics Achievement

Similar pre- and posttesting in the corrective mathematics courses showed a mean gain for all 118 pupils tested in the four schools of .6 of a year, ranging from .3 to .8 in the separate schools. One hundred and one pupils (86 percent) of the 118 pupils increased in mathematics grade levels with only 9 percent declining. Contrary to the reading results, analysis of change in mathematics by initial level showed that those who increased in grade level in mathematics entered the program at a slightly higher grade level (5.1) than those pupils who declined (4.9).

5. Pass/Fail Ratios in Credit Courses

Pupils taking credit courses in the summer program had to attend 30 instructional days in order to receive credit for the course. In

addition, a pupil had to earn a mark of 65 percent on the uniform examination given at the end of the course. This year 70 percent of the pupils on the final register received passing grades in credit courses; that is, English (76 percent), Mathematics (64 percent), Science (72 percent), Social Studies (70 percent) and Foreign Language (68 percent). This was slightly better than the 68 percent who passed in 1968.

E. PUPIL REGISTRATION AND ATTENDANCE

Overall, in the four sample schools, between 68 and 96 percent of the pupils admitted completed the program, comparable to 1968 where for three schools the range was 76 to 90 percent.

II. THE SPECIAL PROGRAMS

A. PURPOSE

One part of the summer intermediate and junior high school program was devoted to three specialized schools; located in Manhattan, an Academy in the Creative Arts housed in Music and Art High School, an Institute in Mathematics and Science in JHS 104, and a School for the Humanities housed at I.S. 70. These three schools represented about 10 percent of the total intermediate school, junior high school population. Some of the children took courses for credit, but most were enrolled in non-credited enrichment courses.

B. EVALUATION PROCEDURES

Evaluation procedures at the three special schools varied somewhat but in all three schools consisted of a professional evaluation of the ongoing program through structured and unstructured observations of in-class instruction, and a descriptive survey of staff and pupils to elicit their reactions and perceptions. Finally, spring achievement levels were determined for a sample of students admitted to each program to estimate the range in achievement among the participants.

C. PROBLEMS COMMON TO ALL THREE SPECIAL SCHOOLS

There were four serious problems that all the special schools shared: 1. timing of the program; 2. publicity; 3. teacher recruitment and orientation; and 4. pupil recruitment and criteria for admission.

1. Timing

The supervisory staffs and the teaching staffs at all three schools were in complete agreement that more time was needed before the start of the summer term for staff recruitment, orientation, organization, planning and publicity. They felt that the result of the late start led to problems such as staff that was not of their own choosing and not completely satisfactory, too little time for planning, inadequate orientation of staff, inadequate publicity that led to low registers, and the late arrival of materials.

2. Publicity

Publicity had serious and direct effects on the size of registers and the extent to which the programs reached the students for whom they were designed. Publicity circulars and posters went out at the end of May and early June to schools.

Supervisors questioned did not feel their program was publicized adequately. In all three schools, they stressed the need for early publicity with September mentioned as the ideal beginning at which to have principals, assistants and chairmen in the summer program talk about their schools with colleagues at citywide and district conferences.

3. Teacher Recruitment and Orientation

Recruitment of teachers for the summer program is done on a seniority basis. In the special schools it was possible to allow leeway to principals to do their own recruiting from those eligible for assignment. All agreed that the principal and chairmen should play a greater role in staff selection than they did in the summer of 1969, for since the project got under way so late they had to accept the staff assigned rather than recruit their own.

4. Student Recruitment and Criteria for Admission

Student recruitment was another dimension of the problem cluster with timing, publicity, and registers. At all three schools the supervisory staffs reported that all students who presented themselves for admission were accepted and that no selection process took place at the summer school. This contrasted with a Board of Education memorandum to principals which indicated that pupils were to be "...selected carefully by the home schools on recommendation of teachers, guidance counselors, and principals..."

While it is laudable to accept children into summer programs, the special programs, with selected staff aimed to serve specific segments

of the pupil population should have sufficient time to selectively admit that population most likely to profit from that program.

D. PERSONNEL SERVICES

1. Characteristics of Instructional Staff

Teachers in all three schools were predominantly experienced teachers in the subject field in which they were regularly licensed. At the Academy a majority of teachers and educational assistants were black whereas in the other two schools a majority or all were white.

2. Educational Assistants Services

In all three schools where educational assistants worked directly with pupils, they liked their jobs and felt they were wisely used. Where they were clerks and bottle washers, they were not pleased and would not want to return. In all instances they wanted to be paid promptly.

Whatever they did, the teachers and administrators were pleased to have them with the pupils divided as to whether or not they were helpful, but agreeing that it was good to have someone young available to them.

3. Library

No strong library program characterized these schools and there is no evidence of a climate demanding one or seeing any vital potential in one. The evaluation staff believes this is one area where in a "special school" one would expect special resources and facilities contributing to the climate of inquiry and thought. This area needs planning and improvement and work with school staffs to help them appreciate what could be done with a functioning library program.

4. Guidance Services

Guidance services were appreciated more than library services but seem to have operated at the Institute and School for the Humanities as relatively independent components of the program. There is need to include the counselor in planning the program so that his professional services feed directly into the instructional program.

5. Artists or Consultants-in-Residence

There was general satisfaction with the concept of the artist-in-residence, a satisfaction the observers shared. There was also good variation in their use and the position provides an element of flexibility in school staffing which has immense potential for adding exciting dimensions to the instructional process in the special schools.

6. Lacks in Personnel

All three special schools had various suggestions for personnel additions but the low attendance interacts with all of them. While the suggestions make sense in the abstract, unless the problem of low registers is solved, it is hard to argue for additional personnel.

E. ADMINISTRATIVE ASPECTS OF PROGRAM

1. Materials and Supplies

The problems noted in previous years of shortages of supplies and materials, seems to have been alleviated considerably in the special schools this year. Problems that did exist seem to have been ironed out in the first week. Administrators, teachers and pupils found the materials generally available and administrators and teachers added the judgment that they were appropriate.

2. Continuity of Records and Record Keeping

Continuity of records concerned teachers more than administrators, as might be expected. There was more evidence of feedback to regular schools from the summer program than in the past, but continuity in the other direction still has a long way to go to be effective.

3. Community and/or Parent Relationships

No clear program of parent or community involvement was indicated in any of the schools. It is a serious omission.

III. SUMMARY OF OBSERVERS' COMMENTS ON SPECIAL PROGRAMS

A. THE CREATIVE ARTS ACADEMY

The Creative Arts Academy offers a program that is rich in actual and potential benefits to junior high school age children in the city. The experience for the students attending was meaningful and inspirational, expressed by one student as "the most exciting summer in my life." However exciting the program, there were some problems that mitigated against complete success.

All the staff and students agreed that low enrollment was a major problem. There was unanimous agreement that earlier and more intensive recruitment was needed to increase registers and reach the truly disadvantaged children of the city.

Discipline was not a problem. The atmosphere was relaxed and informal with interested and absorbed students. Since for many children this was the first comprehensive contact with creative arts, it is important that they be as aware of other branches of their chosen field as they are of their own. The cross-influence among students would enhance all the branches. A more comprehensive approach to the various subjects was also recommended by the observers.

The observers felt strongly that the existence of the Academy is a source of satisfaction to educators and professional artists, and that it was able to function with a good degree of success as far as reaching the needs and desires of children is an indication that the program should not only continue, but also improve and expand its influence.

B. THE INSTITUTE IN MATHEMATICS AND SCIENCE

Both observers felt the program was an important offering to students whether disadvantaged or not who seem to be interested and have high potential in science and/or mathematics.

Although teachers had small classes, individualized instruction was rarely observed. Lessons were carefully planned and on a high content level. However,creativity was rated as average. Pupils' responses were short and in no classroom was there exploration. The laboratory sessions were the exceptions. These were considered the most vital part of the program.

Materials were readily available with the major shortcoming being the need to keep equipment in repair.

The major weaknesses were the lack of space, laboratories, use of the library, use of consultant services, teachers' ability to use

methods other than lecture, and the need for closer connection of theory and practice in mathematics.

The major effective features were the classroom as a laboratory, the high level content given, the pupils' ability to work at this level, the motivation and encouragement to pupils in the field of mathematics and science, and the availability of a center where all involved were math-science oriented.

Joint planning in the two fields of science and mathematics is suggested so that some joint teachings might be discovered and interrelationships seen.

C. THE SCHOOL FOR THE HUMANITIES

During the first year of an innovative and ambitious program, a dedicated administration is not enough to insure success. A high caliber teaching staff must be available to implement the plans. So long as seniority remains the primary criterion for summer school assignment, unique programs have limited chances for complete success. The use of consultants, similar to the artists-in-residence, in both the creative arts and academic areas can help bring enrichment to the program as well as overcome the seniority handicap.

Early recruitment of personnel is essential if a truly interdisciplinary program is to be developed. This would allow time for orientation and joint staff planning.

Relatively few students appeared to fall in the category of educationally or culturally deprived. Many came with a precommitment to the very type of program being offered at the school. To attract large numbers of students, particularly from deprived areas, an intensive campaign should begin in early spring utilizing teachers, principals, guidance counselors, popular radio programs, community and church agencies. Representatives of the latter agencies could well be invited to participate in the planning.

While freedom and flexibility are in general positive features in an educational venture, care must be taken to insure that the program is not destroyed by a complete absence of ground rules. After an initial period of experimentation, students should be required to make some sort of commitment to their elective program.

APPENDIX B

INSTRUMENTS

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Code_____
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Center for Urban Education

Junior High and Intermediate Summer School Program

INDIVIDUAL LESSON OBSERVATION REPORT

Directions: This questionnaire consists of multiple choice and open end questions. Please read each of the questions and decide which of the choices following each question best describes your opinion. Then check the one appropriate to your choice. If the question does not require a multiple choice answer, please answer in your own words the opinions you have formed as a result of your observation. Thank you very much.

School_____ Date_____

Observer_____ Length of Observation_____

Grade or Class_____ Subject_____

Teacher's Name_____

1. Did you see the entire lesson?

a.____Yes
b.____No, I missed the beginning
c.____No, I missed the end

2. How typical do you think this lesson was of normal functioning in this classroom?

a.____Completely typical or reasonable approximation
b.____Atypical
If atypical, please explain:

3. What was the approximate number of pupils in the teaching unit?_____
If less than the total class, what were the other children doing?

4a. Who participated in the teaching of this lesson aside from the regular teacher?

a.____No one
b.____School Aide
c.____Student Teacher
d.____Librarian
e.____Other (specify)

APPENDIX B

INSTRUMENTS

B1

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

INDIVIDUAL LESSON OBSERVATION REPORT

Directions: This questionnaire consists of multiple choice and open end questions. Please read each of the questions and decide which of the choices following each question best describes your opinion. Then check the one appropriate to your choice. If the question does not require a multiple choice answer, please answer in your own words the opinions you have formed as a result of your observation. Thank you very much.

School_____ Date_____

Observer_____ Length of Observation_____

Grade or Class_____ Subject_____

Teacher's Name_____

1. Did you see the entire lesson?

   a.____Yes
   b.____No, I missed the beginning
   c.____No, I missed the end

2. How typical do you think this lesson was of normal functioning in this classroom?

   a.____Completely typical or reasonable approximation
   b.____Atypical

   If atypical, please explain:

3. What was the approximate number of pupils in the teaching unit?_____
   If less than the total class, what were the other children doing?

4a. Who participated in the teaching of this lesson aside from the regular teacher?

   a.____No one
   b.____School Aide
   c.____Student Teacher
   d.____Librarian
   e.____Other (specify)

16. Considering the ability level of the pupils, how would you rate the depth of instruction?

a.____Outstanding
b.____Better than average
c.____Average
d.____Below average
e.____Extremely poor

17. To what extent were pupils actively engaged in some meaningful learning experience?

a.____Every or almost every pupil
b.____More than half the pupils
c.____Half the pupils
d.____Fewer than half the pupils
e.____Very few or no pupils
f.____Not relevant Explain_____

18. How would you rate the pupils' overall behavior?

a.____Most well behaved
b.____Some well behaved, some poorly behaved
c.____Most poorly behaved

19. To what extent did the class understand the lesson?

a.____Understood total lesson
b.____Understood about half the lesson
c.____Understood little of the lesson
d.____Did not understand lesson at all

20a. To what extent did the lesson provide for interaction with the teacher and/or pupils?

I____There should have been an opportunity for interaction during this lesson

a.____Very often
b.____Often
c.____Occasionally
d.____Rarely
e.____Not at all

II____There was no reason for interaction during this lesson

20b. If you answered "d" or "e" why not?

21. How would you describe the overall teacher-pupil relationships?

a.____Teacher seems to get along well with all or almost all the pupils
b.____Teacher seems to get aling well with more than half the pupils
c.____Teacher seems to get along well with more than half the pupils and shows overt distaste for some
d.____Teacher seems to get along well with about half the pupils
e.____Teacher seems to get along well with less than half the pupils
f.____Teacher seems to get along well with few or none of the pupils

22. How would you describe the teacher's overall handling of the pupil's questions?

a.____Questions were welcomed and incorporated into the lesson
b.____Questions were answered superficially
c.____Questions were ignored
d.____Not relevant Explain_____

23. How would you rate the pupil's general understanding of the teacher's spoken word?

a.____Every or almost every pupil understood fully
b.____More than half understood
c.____About half understood fully
d.____Fewer than half understood
e.____Not relevant Explain_____

24. Generally speaking how would you rate the overall quality of instruction?

a.____Outstanding
b.____Better than average
c.____Average
d.____Below average
e.____Extremely poor

25. Generally speaking, what were the most effective features of this lesson? (What impressed you the most?)

26. Generally speaking, what were the least effective features of this lesson? (What impressed you the least?)

27. On the basis of your observation what recommendation would you make for future pr.grams of this kind?

28. If the lesson you have seen was typical of instruction in the Summer Junior High School Program what would you do with the program in future years?

a.____Expand
b.____Retain as is
c.____Drop unless modified by:

B7 Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

INDIVIDUAL LESSON OBSERVATION REPORT

NON-ENGLISH COMPONENT

Directions: Please read each of the following questions and as a result of your observations please check the multiple choice option that best suits your opinions. For the remaining questions, answer in your own words the opinions you have formed. Thank you very much.

School_____

Teacher's Name_____ Grade Level_____

Length of Class Period_____ Number of Children_____

Observer's Name_____ Date_____

Length of Observation_____

Part I

1. What methods did the teacher employ in giving the lesson? (E.g., drill, word or other games, etc.)

2. How effective was she in implementing them?

a.____Very Effective
b.____Effective
c.____Average Effectiveness
d.____Ineffective
e.____Very Ineffective

If you answered "d" or "e" why?

3. What kinds of materials did the teacher use in the lesson?

4. How effective was she utilizing them?

a.____Very Effective
b.____Effective
c.____Average Effectiveness
d.____Ineffective
e.____Very Ineffective

If you answered "d" or "e" why?

5. Did the teacher work with the children in a group or as individuals?

a.____Worked with the group all of the time.
b.____Worked with the group most of the time.
c.____Time about evenly split between group and individual children.
d.____Worked with individual children most of the time.
e.____Worked with individual children all of the time.

6. What was the physical organization of the classroom?

7. Was the physical arrangement of the classroom appropriate for the overall conduct of the lesson?

a.____Yes
b.____For the most part
c.____No

8. What are the reasons for your judgment?

9. How appropriate was the level of the work for most of the children in the group?

a.____Too high
b.____Appropriate
c.____Too low

10. What are the reasons for your judgment?

11. Did the lesson appear to be well planned and well organized?

a.____Yes
b.____For the most part
c.____No

12. What are the reasons for your judgment?

13. How would you describe the level of interest displayed by the children?

a.____Most of the children interested all of the time.
b.____Most of the children interested most of the time.
c.____Most of the children interested about half of the time.
d.____Most of the children uninterested most of the time.
e.____Most of the children uninterested all of the time.

14. How typical do you think this lesson was for the non-English compnent?

a.____Completely typical
b.____Reasonable approximation
c.____Less than a reasonable approximation

15. What are the reasons for your judgment?

16. Do you have any other comments to make in regard to the lesson?

Part II

17. What is the first language of the children in the class? (You might want to check this with the teacher).

Language	Number of Children
a.____Spanish	
b.____Chinese	
c.____Other (specify)_____	
_____	
_____	

18. To what extent do the children appear to be in need of the English as a Second Language Program?

a.____Number of children very much in need._____
b.____Number of children somewhat in need. _____
c.____Number of children very little in need._____

19. Would you say that the right children were chosen for the program?

a.____Yes
b.____For the most part
c.____No

20. What are the reasons for your judgment?

The information for questions #21 and #22 should be obtained from the teacher.

21. Has the summer school teacher received any information from the children's home schools in regard to their work in English as a second language during the regular year?

a.____Yes
b.____In some cases
c.____No

If you answered "a" or "b" what kind of information?

22. Does the summer school teacher plan to communicate any information to the children's home schools in regard to the work they have done in English as a second language during the summer school program?

a.____Yes
b.____In some cases
c.____No

If you answered "a" or "b" what kind of information?

23. Do you have any further comments and recommendations in regard to the questions of communicating information on the children's progress?

24. What are the teacher's qualifications for teaching English as a second language?

a.____Degree and/or college courses
b.____In-service training

25. Does she hold the TESL position during the regular year in her home school?

a.____Yes
b.____No

26. If yes, for how long has she held the position?_____

27. Is she planning to take the examination for the position?

a.____Yes
b.____No
c.____Isn't sure

28. How well qualified would you judge the teacher to be in the following areas of teaching English as a second language? Please check appropriate squares.

	Very Good	Good	Average	Poor	Very Poor
1. Knowledge of methods					
2. Knowledge of materials					
3. Knowledge of children's areas of weaknesses					

29. Do you have any further comments to make in regard to the teacher's performance and qualifications?

30. What were the major strong points in the lesson?

31. What were the major weak points in the lesson?

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

PRINCIPAL QUESTIONNAIRE

Directions: **This questionnaire consists of seventeen questions. Please read each question carefully, and if multiple choice, decide which choice best describes your opinion and check the appropriate answer. On the remaining questions, answer in your own words the opinions you have formed about the summer program. A member of our evaluation staff will be sent to speak with you personally about the program and will pick up this form at that time. Please be assured that this information will be used for research purposes only and you will not be identified by name or school in our report.**

Name_____ **Date**_____

Summer School_____ **Position in Program**_____

Regular School_____ _____

1. **Please answer question that is applicable (either Principal or Ass't Principal)**
   Are you a licensed Junior High School Principal?

   a.____**Yes** **b.**____**No**

   Are you a licensed Junior High School Assistant Principal?

   a.____**Yes** **b.**____**No**

2. **If you answered yes, what is your regular assignment?**

3. **Have you ever participated in a summer school program of this kind before?**

   a.____**Yes** **b.**____**No**

   If you answered yes, where?

4. What percentage of an average school day do you spend on the following tasks and what percentage do you think would be ideal?

	Actual	Ideal
1. Administrative	_____%	_____%
2. Supervision of instruction	_____%	_____%
3. Curriculum building	_____%	_____%
4. Staff training	_____%	_____%
5. Other (please specify)	_____%	_____%
	_____%	_____%

5. What is your estimate of the impact the program will have upon your pupils when they return to their regular program? Please estimate in <u>percentage</u> in appropriate squares.

Areas	Compared to non-attender the typical pupil in the <u>Remedial Program</u> will: Do Better	Remain Same	Total %	Compared to non-attender, the typical pupil in the <u>Enrichment Progr</u> will: Do Better	Remain Same	Tot %
Overall Academic Performance			100%			100
Subjects they are studying in summer school			100%			100
Attitude toward school			100%			100
Attitude toward self			100%			100
Educational Aspirations			100%			100

6. How would you rate the supportive personnel in terms of the adequacy of the assistance they have provided for the program?

	None in school	Very Adequate	Adequate	Fairly Adequate	Not Adequate	No Assistance needed
Administrative Personnel (i.e. Teacher In Charge or Ass't						
Guidance Counselor						
Librarian						
Subject Chairman						
School Aides						
Clerical Staff						
Other (please specify)						

7. What are the major contributions of the school aides? Please rank in terms of a 1-5 scale, with 1 representing their most major contribution and 5 representing their least contribution.

a.____Assisting with whole class instruction
b.____Assisting with preparations of materials
c.____Assisting with patrol duty
d.____Assisting with clerical work
e.____Other (please specify)

8. How would you rate the books, materials, and supplies you have been given in terms of the four criteria below. Please check appropriate square.

Criterion	Very Good	Good	Fair	Poor	Very Poor
1. Availability, starting with first week					
2. Adequacy for effective learning					
3. Relevance to cultural background of pupils					
4. Appropriateness for ability level					

9. Were any books, materials, or supplies purchased especially for the program?

a.____Yes b.____No

If you answered yes, please describe them.

10. How would you rate <u>these</u> books, materials or supplies in terms of the four criteria below. Please check appropriate square.

Criterion	Very Good	Good	Fair	Poor	Very Poor
1. Availability, starting with first week					
2. Adequacy for effective learning					
3. Relevance to cultural background of pupils					
4. Appropriateness for ability level					

11. To what extent is the community involved with the summer program?

a.____Very much
b.____Much
c.____Fairly Much
d.____Very little
e.____Not at all

If you answered "a", "b", "c", or "d", please describe their involvement.

12. To what extent have you involved yourself in the community from which the summer school pupils are drawn?

a.____Very much
b.____Much
c.____Fairly much
d.____Very little
e.____Not at all

13. Do you think the program was adequately publicized among "disadvantaged children?

a.____Very adequately
b.____Adequately
c.____Fairly adequately
d.____Slightly adequately
e.____Not at all adequately
f.____No basis for estimating

If you answered "d" or "e", what do you think was wrong?

14. How adequate do you think the selection procedures for the Enrichment Program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Slightly adequate
e.____Not at all adequate
f.____Do not know how it is done

If you answered "d" or "e", what was wrong?

15. How adequate do you think the selection procedures for the Remedial Program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Slightly adequate
e.____Not at all adequate
f.____Do not know how it is done

If you answered "d" or "e", what was wrong?

How do you think they can be improved?

The Enrichment Program:

The Remedial Program:

16. Generally speaking, how would you rate the following aspects of summer school program?

Potential Problem	No Problem	Minor Problem	Moderate Problem	Major Problem	Ways to Improve
Starting time of day					
Length of program					
Length of period					
Organization of program					
Attendance					
Attrition of pupils					
Availability of pupil's past records					
Physical plant					

17. Generally speaking, how do you feel about the summer school program?

a.____Very enthusiastic
b.____Enthusiastic
c.____Moderately enthusiastic
d.____A little enthusiastic
e.____Not enthusiastic at all

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

TEACHER QUESTIONNAIRE - FORM A

DIRECTIONS: The purpose of this questionnaire is to gain some insight into the workings of the Summer Junior High and Intermediate Schools. We are especially interested in your opinions and attitudes toward the program in general as well as recommendations for future programs of this kind. This data will be used for research purposes only and will be held in the strictest confidence. You will not be identified by name or school in our reports. Thank you for your cooperation.

Name_____ Date_____

Regular School_____ Summer School_____

1. Please fill in the appropriate squares.

Period	Assignment	Grade
1		
2		
3		

2. What licenses do you hold? (Please specify)

a.____Common Branches
b.____Junior High School
c.____Secondary
d.____Early Childhood
e.____Other (please specify)

3. How many years of teaching experience do you have?

a.____Less than 5 years
b.____5-10 years
c.____10-15 years
d.____15-20 years
e.____More than 20 years
(please specify)_____

4. Have you ever taught in a summer school program of this kind before?

a.____Yes
b.____No
If yes, where and in what subject areas?

5. What courses have you taken related to the teaching of reading and mathematics?

	Types of courses	Where taken	When
Undergraduate			
Graduate			

6. How did you hear about the program?

a.____District Supervisor
b.____Principal of regular school
c.____Principal from summer school
d.____Colleague in program previously
e.____Other (please specify)

7. How many orientation sessions were scheduled before the program started?_____

8a. Of these, how many did you attend?_____

8b. If you attended, how would you rate the value of these sessions?

a.____Very beneficial
b.____Generally beneficial
c.____Somewhat beneficial
d.____Of no benefit

8c. What do you believe were the major strengths of these sessions?

8d. What do you believe were the major weaknesses of these sessions?

9. What is your estimate of the impact the program will have upon your pupils when they return to their regular program? Please estimate in percentage in appropriate squares.

Areas	Compared to non-attender, pupils in Remedial program will: Do Better	Remain Same	Total %		Compared to non-attender, pupils in Enrichment program will: Do Better	Remain Same	Total %
Overall Academic Performance			100%				100%
Subjects they are studying in summer school			100%				100%
Attitude toward school			100%				100%
Attitude toward self			100%				100%
Educational Aspirations			100%				100%

10. Do you employ different teaching methods in the summer program than you do during the regular school year?

a.____Yes, in enrichment courses only.
b.____Yes, in remedial and repeating courses only.
c.____Yes, in both enrichment and remedial courses.
d.____No, in neither enrichment or remedial courses.

If yes, please explain how.

11. Were you given a curriculum guide to follow for the summer?

a.____Yes b.____No

If yes, from whom?

12. How much flexibility do you have in planning the courses you teach?

a.____No restrictions at all
b.____Some restrictions, but minor ones
c.____Some restrictions, but major ones
d.____Completely restricted.

Please explain your answer if you selected b, c, or d.

13. How would you rate the books, materials, and supplies you have been given for your classes in terms of the four criteria below. (Please check appropriate squares)

Criterion	Very Good	Good	Fair	Poor	Very Poor
1. Availability, starting with first week					
2. Adequacy for effective learning					
3. Relevance to cultural background of pupils					
4. Appropriateness for ability level					

14. Will you send information about your pupils to their regular school?

a.____Yes b.____No

If yes, what kinds of information?

15. How adequate do you think the selection procedures for the enrichment program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Somewhat adequate
e.____Not at all adequate
f.____Do not know how it is done

16. How adequate do you think the selection procedures for the remedial program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Somewhat adequate
e.____Not at all adequate
f.____Do not know how it is done

How do you think they can be improved?

The Enrichment Program:

The Remedial Program:

17. How would you rate the supportive personnel in terms of the adequacy of assistance they have given you?

	Very Adequate	Adequate	Fairly Adequate	Not Adequate	No Assistance Requested	None in School
Administrative Personnel (i.e., Teacher in charge, General Assistant)						
Guidance Counselor						
Librarian						
Subject Chairman						
School Aides						
Clerical Staff						
Other (please specify)						

18. What are the major contributions of the school aides in your school? (Check all that apply)

a.____Assisting with whole class instruction
b.____Assisting with preparation of materials
c.____Assisting with patrol duty
d.____Assisting with clerical work
e.____Other (please specify)

19. What are the major contributions of the guidance counselors? (check all that apply)

a.____Dealing with behavioral problems
b.____Dealing with emotional problems
c.____Dealing with educational areas
d.____Dealing with vocational areas
e.____Other (please specify)

20. What are the major contributions of the librarians? (check all that apply)

a.____Giving formal library lessons
b.____Giving assistance to pupils (i.e., book recommendations, resource information, etc.)
c.____Giving Assistance to teachers (i.e., book recommendations, resource information, etc.)
d.____Other (please specify)

21. Generally speaking how would you rate the following aspects of the summer school program?

Potential Problem	No Problem	Minor Problem	Moderate Problem	Major Problem	Ways to Improve
Starting time of day					
Length of program					
Length of class period					
Attrition of students					
Attendance					

22. Generally speaking, how do you feel about the summer school program?

a.____Very enthusiastic
b.____Enthusiastic
c.____Moderately enthusiastic
b.____A little enthusiastic
e.____Not enthusiastic at all

23. Generally speaking, what are the major strenghts of the program?

24. Generally speaking, what are the major weaknesses of the program?

25. What recommendations would you make for future programs of this kind?

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

TEACHER QUESTIONNAIRE - FORM B

Directions: The purpose of this questionnaire is to gain some insight into the workings of the Summer Junior High and Intermediate Schools. We are especially interested in your opinions and attitudes toward the program in general as well as recommendations for future programs of this kind. This data will be used for research purposes only and will be held in the strictest confidence. You will not be identified by name or school in our reports. Thank you for your cooperation.

Name_____ Date_____

Regular School_____ Summer School_____

1. Please fill in the appropriate squares.

Period	Assignment	Grade
1		
2		
3		

2. What licenses do you hold? (please specify)

a.____Common Branches
b.____Junior High School
c.____Secondary
d.____Early Childhood
e.____Other (please specify)

3. How many years of teaching experience do you have?

a.____Less than 5 years
b.____5-10 years
c.____10-15 years
d.____15-20 years
e.____More than 20 years
(please specify)_____

4. Have you ever taught in a summer school program of this kind before?

a.____Yes b.____No

If yes, where and in what subject areas?

5. What courses have you taken related to the teaching of reading and mathematics?

	Types of courses	Where taken	When
Undergraduate			
Graduate			

6. How did you hear about the program?

a.____District supervisor
b.____Principal of regular school
c.____Principal from summer school
d.____Colleague in program previously
e.____Other (please specify)

7. How many orientation sessions were scheduled before the program started?_____

8a. Of these, how many did you attend?_____

8b. If you attended, how would you rate the value of these sessions?

a.____Very beneficial
b.____Generally beneficial
c.____Somewhat beneficial
d.____Of no benefit

8c. What do you believe were the major strengths of these sessions?

8d. What do you believe were the major weaknesses of these sessions?

9. What is your estimate of the impact the program will have upon your pupils when they return to their regular program? Please estimate in percentage in appropriate squares.

	Compared to non-attender, pupils in Remedial program will:			Compared to non-attender, pupils in Enrichment program will:		
	Do Better	Remain Same	Total %	Do Better	Remain Same	Total %
Overall academic performance			100%			100%
Subjects they are studying in summer school			100%			100%
Attitude toward school			100%			100%
Attitude toward self			100%			100%
Educational aspiration			100%			100%

10. What is your opinion of the success the summer program has in meeting the needs and interests of the pupils?

a.____Adequately meets the needs and interests of most pupils.
b.____Adequately meets the needs and interests of those pupils in the enrichment program only.
c.____Adequately meets the needs and interests of those pupils in the remedial and repeating program only.
d.____Does not adequately meet the needs and interests of any significant proportion of the pupils.

11. Do you employ different teaching methods in the summer program than you do during the regular school year?

a.____Yes, in enrichment courses only.
b.____Yes, in remedial and repeating courses only.
c.____Yes, in both enrichment and remedial courses.
d.____No, in neither enrichment or remedial courses.

If yes, please explain how.

12. Were you given a curriculum guide to follow for the summer?

a.____Yes b.____No

If yes, from whom?

13. How much flexibility do you have in planning the courses you teach?

a.____No restrictions at all
b.____Some restrictions, but minor ones
c.____Some restrictions, but major ones
d.____Completely restricted

Please explain your answer if you selected b, c, or d.

14. How would you rate the books, materials and supplies you have been given for your classes in terms of the four criteria below. (Please check appropriate squares)

Criterion	Very Good	Good	Fair	Poor	Very Poor
1. Availability starting with first week					
2. Adequacy for effective learning					
3. Relevance to cultural background of pupils					
4. Appropriateness for ability level					

15a. How many trips will your classes go on with you during the summer?

a.____One
b.____Two
c.____Three
d.____More than three (please specify number)_____

15b. What kinds of trips will they take?

16. What other types of special programs will your pupils participate in during the summer program? Please specify who is responsible for arranging them.

17. How often have you had contact with the parents of the pupils in your class?

a.____Very often
b.____Often
c.____Fairly often
d.____Rarely
e.____Not at all

18. What were the circumstances that requires contact with the parents?

19. To what extent have you involved yourself in the community from which the summer school pupils are drawn.

a.____Very much
b.____Much
c.____Fairly much
d.____Very little
e.____Not at all

20. Do you think the summer school program was adequately publicized among "disadvantaged" children?

a.____Very adequately
b.____Adequately
c.____Fairly adequately
d.____Somewhat adequately
e.____Not at all adequately
f.____No basis for estimating.

21. Generally speaking, how would you rate the following aspects of the summer school program?

Potential Problem	No Problem	Minor Problem	Moderate Problem	Major Problem	Ways to Improve
Organization of program					
Availability of pupil's past records					
Physical plant					

22. Generally speaking, how do you feel about the summer school program?

a.____Very enthusiastic
b.____Enthusiastic
c.____Moderately enthusiastic
d.____A little enthusiastic
e.____Not enthusiastic at all

23. Generally speaking, what are the major strengths of the program?

24. Generally speaking, what are the major weaknesses of the program?

25. What recommendations would you make for future programs of this kind?

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

GUIDANCE COUNSELOR QUESTIONNAIRE

Directions: The purpose of this questionnaire is to elicit information pertaining to the guidance program at the Junior High and Intermediate Summer Schools. We are particularly interested in your opinions and recommendations for future programs. This data will be used for research purposes only and will be strictly confidential. Please be assured that you will not be identified by name or school in our report. Thank you for your cooperation.

Name_____Date_____

Summer School_____

Regular School_____

1. What licenses and/or certifications do you hold?
   a.____Common Branches
   b.____Junior High
   C.____Secondary
   d.____Guidance Counselor
   e.____Other (specify)

2. How many years of teaching experience do you have?
   a.____None
   b.____Less than 3 years
   c.____3-5 years
   d.____5-10 years
   e.____10-15 years
   f.____15+

3. How many years of guidance experience do you have?
   a.____1-3 years
   b.____3-5 years
   c.____5-10 years
   d.____10-15 years
   e.____15-20 years
   f.____more than 20 years (specify)

4. Please describe your job responsibilities for the summer program.

5. Are guidance services available to all students?
   a.____Yes, tc both enrichment and remedial pupils.
   b.____No, to mostly remedial pupils only.
   c.____No, to mostly enrichment pupils only.
   d.____Other, please specify.

6. How many of the pupils who should take advantage of the service do so?
   a.____All of them.
   b.____Most of them.
   c.____Some of them.
   d.____Few of them.
   e.____None of them.

7. By whom is a child usually referred?
   a.____Principal
   b.____Teacher
   c.____Parent
   d.____Self
   e.____Other (specify)

8. About how many students do you see per day?
   Boys_____ Girls_____

9. How are your sessions organized?
   a.____Individual
   b.____Class
   c.____Group
   d.____Grade
   e.____Other (specify)

10. Generally speaking, what are the major areas of discussion? (check all that apply)
   a.____Emotional problems.
   b.____Social problems.
   c.____Behavioral problems.
   d.____Vocational problems.
   e.____Other (specify)

11. What were the major means of contact?
   a.____Individual contact.
   b.____Workshops
   c.____Home visits
   d.____By letter or phone
   e.____Other (specify)

12. To what extent have you worked with parents?
    a.____Very much
    b.____Much
    c.____Occasionally
    d.____Rarely
    e.____Not at all

13a. To what extent are you able to make outside referrals?
    a.____Very much
    b.____Much
    c.____Occasionally
    d.____Rarely
    e.____Not at all

13b. To what agencies? (Please list)

14. To what extent do you have the information you need about the pupil's past record?
    a.____Totally
    b.____Mostly
    c.____Somewhat
    d.____Not at all

    If you answered b,c,or d, what information did you lack?

15. What information do you plan to send to his regular school?

16. Generally speaking what do you think are the major weaknesses of the junior high school guidance program? Give recommendations for improvement.

17. Generally speaking, what do you think are the major strengths of the guidance program?

18. Generally speaking, how do you feel about this summer program?
a.____Very positive
b.____Positive
c.____Slightly positive
d.____Moderately negative
e.____Negative

B33

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

LIBRARIAN QUESTIONNAIRE

Directions: This questionnaire consists of seventeen questions. Please read each question carefully, and if multiple choice, decide which choice best describes your opinion and check the appropriate answer. On the remaining questions, answer in your own words the opinions you have formed about the summer program as a result of your position as a school librarian. Please be assured that the information will be used for research purposes only and you will not be identified by school or name in our report. Thank you for your cooperation.

Name_____Date_____

Summer School_____

Regular School_____

1. What certifications and/or licenses do you hold? (Please list)

   a.____Junior High School
   b.____Common Branches
   c.____Junior High Specialist (what area)
   d.____Secondary
   e.____Other (please specify)

2. What was your most recent college work?

   Date_____Course_____College_____

3. How did you hear about this program?

   a.____District Supervisor
   b.____Principal of regular school
   c.____Colleague in program previously
   d.____Principal of summer school
   e.____Board of Education materials
   f.____Other (please specify)

4. Please describe your functions in this program. Give examples.

5. Please describe the library physical facilities at your disposal this summer.

6. How would you rate the adequacy of these facilities?

a.____Totally adequate
b.____Very adequate
c.____Moderately adequate
d.____Slightly adequate
e.____Not at all adequate

7. If you answered b, c, d, or e, what was lacking in the facilities?

8. Please describe the library materials at your disposal this summer:

9. How would you rate the adequacy of these facilities?

a.____Totally adequate
b.____Very adequate
c.____Moderately adequate
d.____Slightly adequate
e.____Not at all adequate

10. If you answered c, d, or e, what was lacking in the materials?

11a. Were special purchases made for the summer?

a. ____Yes b.____No

If yes, what were they?

11b. Did they arrive in time?

a.____Yes, all did
b.____Yes, most did
c.____No, most did not
d.____No, none did

11c. Were any materials promised that did not come at all?

a.____No
b.____Yes

If yes, why?

12. Please estimate the percentage of pupils in this school who were reached by the library program this summer.

_____%

13. Do you find that the pupils use the library more or less during the summer than the regular school year?

a. More because_____
_____
b. ____Same
c. Less because_____
_____

14. Generally speaking, how effective do you think the library program was?

a.____Extremely effective
b.____Effective
c.____Moderately effective
d.____Slightly effective
e.____ Ineffective

15. What were the major weaknesses of the library program?

16. What were the major strengths of the library program?

17. What recommendations would you make for the library component of future summer junior high school programs?

B37

Code _____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

SCHOOL AIDES QUESTIONNAIRE

Directions: The purpose of this questionnaire is to evaluate the school aide program in your summer school. We are particularly interested in your feelings and opinions about your experiences as a school aide. Since this information will be used for research purposes, you do not have to indicate your name on this form. Thank you for your cooperation.

1. Did you have an orientation session?

   a.___Yes
   b.___No
   c.___Yes, but did not attend

2. How good did you think it was?

   a.____Very good
   b.____Good
   c.____Somewhat good
   d.____Not at all good

3. Do you have a supervisor?

   a.____Yes
   b.____No

   Who is the supervisor?

4. What job did you do in the schools?

   a.____Help in classroom
   b.____Tutor individual children
   c.____Help with decorations
   d.____Help with lunch/yard patrol
   e.____Clerical work
   f.____Other (specify)

5. How well do you think your job was appreciated by the: (please check)

	completely	very much	some	not very much	not at all
a. School					
b. Principal					
c. Teachers					
d. Pupils					
e. Other staff					

6. How successful do you think you were?

a.____Very successful
b.____Successful
c.____Somewhat successful
d.____Unsuccessful
e.____Very unsuccessful

7. How helpful do you think you were to the pupils?

a.____Very helpful
b.____Helpful
c.____Somewhat helpful
d.____Unhelpful
e.____Very unhelpful

8. Who do you think you helped the most?

a.____Teachers
b.____Pupils

9. How much do you enjoy your job?

a.____Completely
b.____Very much
c.____Somewhat
d.____Not very much
e.____Not at all

10. What changes would you like to see in your job that would be better for you?

11. What changes would be better for the pupils?

Code_____
(leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

PRINCIPAL INTERVIEW

Directions to Interviewer: This questionnaire consists of thirteen questions, either multiple choice or open end. Please read each of the questions to the interviewee and make sure that they answer the question that is being asked. It is especially important that their responses to the open end questions satisfy the needs of the questions. Please fill in the responses in the appropriate places. Advise the interviewee that this information will be used for research purposes only and they will not be identified by name or school in our report. Thank you very much.

Name_____Date_____

Summer School_____Regular School_____

1. How do you see your role and function in this program?

2. What is your actual role and function in the program?

3. Were orientation and training sessions provided for your summer staff?_____
If yes, please describe them briefly.

4. How would you rate the value of these sessions?

5. Will information about your pupils be sent to their regular school?

a.____yes b.____No
If yes, what kinds of information?

6. Does your school work in cooperation with any other summer program, either cultural, recreational, academic, etc.?

a.____Yes b.____No
If yes, describe your cooperative effort.

7. Have any special programs or activities been conducted or planned to increase the understanding, the cooperation, and the involvement of the parents?

a.____Yes b.____No
If yes, please list the programs and activities.

8. Are you satisfied with the registration procedures?

a.____Yes b.____No
How do you think it can be improved?

9. To what extent did the extra day of registration help?

10. Generally speaking, what are the major strengths of the program?

11. Generally speaking, what are the major weaknesses of the program?

12. What recommendations regarding recruitment of personnel, pre-service, or in service training can you make to improve the summer staff for next year?

13. What recommendations can you make for the program in general to help plan future programs of this kind?

Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

PUPIL INTERVIEW

Directions to Interviewer: This questionnaire is designed to get candid opinions from pupils in the Summer Junior High and Intermediate School Program. We are interested in what the pupils have to say about their school. Please read each question carefully to each pupil and make sure they understand what is required of them. Then fill in their responses in the appropriate places. Please make sure that they answer the question that is being asked. Please advise each pupil that the information is for research purposes only and they will not be identified in any way. Thank you very much.

Pupil Name_____ Summer School_____

Interviewer_____ Date_____

Age_____ Grade last year_____

Sex_____ School last year_____

1. Have you ever attended summer school before?

   a.____Yes
   b.____No

2. Where?_____

   When?_____

   What subjects did you take?

3. Why are you attending summer school?

   a.____to make up a subject failed
   b.____to improve reading ability
   c.____to improve math ability
   d.____to improve ability to speak and write English
   e.____to take music, industrial arts, library and typewriting courses
   f.____to take literature courses

4. What subjects do you like best?

5. What are the subjects you find most valuable in summer school?

6a. What interests you more, the things you read about and discuss in your summer school classes or the things you read and discuss during the regular school year?

a.____summer school more interesting
b.____summer school and regular school equally interesting
c.____regular school more interesting

6b. Why?

7a. Where do you receive more personal help from your teachers, in the summer school or during the regular school year?

a.____more help in summer school
b.____both the same
c.____more help in regular school

7b. If your answer is more in summer school describe the extra help.

8. How does class size in summer school compare to class size in regular school?

a.____fewer pupils in regular school
b.____the same in both summer and regular school
c.____fewer pupils in summer school

9. Where do you have more books and materials to use personally, in the summer school or during the regular school year?

a.____more in summer school
b.____the same in both
c.____more in regular school

10. Are the books you read in class interesting to you?

a.____Yes b.____No

If no, why not?

11. Are the books you read outside of class interesting to you?

a.____Yes b.____No
If no, why not?

12. How many class trips have you gone on during the summer program?

a.____none
b.____1-5
c.____6-10
d.____11-15
e.____more than 15

13. How many class trips have you gone on during the summer program?

a.____none
b.____1-3
c.____4-6
d.____more than 6

14. Is there a guidance counselor in your school?

a.____Yes
b.____No

15. How many times have you talked with the guidance counselor?

a.____never
b.____once
c.____2 or 3 times
d.____more than 3 times

16. If you talked to the guidance counselor what did you talk about? (why were you seen by guidance counselor?)

17. Do you know what the School Aide is?

a.____Yes
b.____No

18. How often have you been helped by the School Aides?

a.____never
b.____once or twice
c.____about once a day
d.____more than once a day

19. If the School Aides have helped you, how have they helped you?

20. Who has helped you the most in summer school?

a.____teacher
b.____guidance counselor
c.____principal
d.____librarian
e.____educational aide
f.____none of these
g.____someone else Who?_____

21. How has this person helped you?

22. If you were the principal or one of the teachers, would you run the school and classes differently?

a.____Yes b.____No
If yes, how?

23. When did you first hear about summer school?

24. Who told you about the summer school?

a.____guidance counselor
b.____a teacher
c.____one of the principals
d.____a friend
e.____my parents
f.____other (please specify)

25. Did you know what to expect in summer school?

a.____Yes b.____No

26. Do you think you received enough information about the summer school program?

a.____Yes b.____No
If no, what other information would you have liked?

27. How much do you like summer school?

a.____very much
b.____much
c.____fairly much
d.____just a little
e.____not at all

28. What do you like better, summer school or regular school?

a.____regular school
b.____summer school
c.____both the same

Why?

29. How do you think you will do in classwork when you return to your regular program in September?

a.____do much better
b.____do somewhat better
c.____do the same
d.____do worse

30. How do you think you will like school when you return to your regular program in September?

a.____very much more than last year
b.____much more than last year
c.____fairly much more than last year
d.____same as last year
e.____less than last year

APPENDIX C

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