DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 45.

SUMMER SESSIONS OF CITY SCHOOLS

BY

W. S. DEFFENBAUGH

WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

CONTENTS.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, December 5, 1917.

Sir: After deducting holidays, the annual school term in most of our American cities is not more than 180 days. In many cities and towns the number of actual school days is still less. This means that children who are never absent attend school less than half the days of the year, a little more than 1 hour in 10. Formerly the school year was much longer in the cities of this country, as it is now in most other countries. In recent years school officers and the people generally are beginning to feel that there is no need for the very long summer vacation, and that some opportunity should be offered for such children as will make better use of it than loafing on the streets. This has resulted in many cities in some form of summer school. The study, the results of which are herewith transmitted for publication as a bulletin of the Bureau of Education, was made for the purpose of determining the extent of this movement for summer schools in the cities of the United States and summarizing the results. It is the opinion of this bureau that this movement should be encouraged.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

SUMMER SESSIONS OF CITY SCHOOLS.

The need of a longer school term has been urged without ceasing since the inception of public education in the United States. The term of the rural schools has always been the object of solicitation, for it has been assumed that the cities offer all the facilities that the good of the children requires. So it was in the beginning. In the early days of city school systems their sessions continued practically the year round. Vacations were short and holidays were few. The prevailing custom was to divide the school year into four terms of 12 weeks each, with a vacation of a week at the end of each term. In some cities all the vacation came in summer, with the exception of about a week at Christmas. That plan found favor and extended within a few years to all the cities. The summer vacation was extended gradually, usually about a week at a time. The history of Cincinnati in this particular is typical.

The common-school system of Cincinnati was established in 1830. The legislative act requiring the council to provide for the support of the schools at public expense fixed the annual term at six months, but an early school report in which the act was reproduced contained a footnote stating: "The public schools of Cincinnati are kept open throughout the year." This was substantially if not actually true. The vacations were of three weeks succeeding the close of a school year, one week during the session of the college of professional teachers in October, and one week, including Christmas and New Year's Day. The holidays were every Saturday, Thanksgiving Day, and May Day. The daily sessions were from 8 to 12 and 2 to 5 in the summer months and from 9 to 12 and 1 to 4 in the winter, with a recess of 15 minutes in each session.

This arrangement continued for several years. Then, apparently without any change in the regulations or in the city ordinance which restricted school vacations to five weeks in any one year, the public exhibition marking the close of the school term was held in 1840 on June 19, and the opening of the following term was set for July 20.

In 1849 a formal rule fixed the length of the summer vacation at five weeks. Four years later (1853) a further extension was made, and the schools were ordered closed from the last day of June to the third Monday in August. At the same time the school day was shortened by deferring the opening until 9 o'clock all the year round.

No substantial change was made for seven years, but in 1860 another week was added to the vacation, which was made to extend from the last Friday in June to the fourth Monday in August. Another seven-year period elapsed, and again (1867) the vacation period was increased, this time until the first Monday in September.

On May 31, 1887, the daily session was once more reduced and fixed at 5½ hours, with recesses amounting to 25 minutes; and provision was made for shortening still further the afternoon session for the first two primary grades. Two additional holidays were introduced at the same time, namely, Washington's Birthday and Decoration Day; and it was provided that the schools should not be opened on Friday following New Year's Day and Thanksgiving Day when those holidays fell on Thursday.

The regulation in effect in 1911 provided that the annual vacation should be from such date in June as might be designated by the board of education to the first Monday after the first Tuesday in September. The daily hours of school were from 8.45 a. m. to 12 m., and from 1.20 p. m. to 3.20 p. m.—5½ hours—with 15 minutes of recess. The schools were actually taught 200 days in 1910–11 and 192 days in 1915–16.

It appears, therefore, that in this typical city the actual reduction in school time per year has been from 233 to 192 days, and from 1,348 to 960 hours.

The following table, taken in part from the Report of the Commissioner of Education for 1891–92,[1] shows that the conditions in Cincinnati are representative of the entire country:

TABLE 1.—*Length of school term and of daily sessions.*

Cities.	In 1841–42 or thereabouts.			In 1891–92.			Length of school term in 1915–16.
	Length of school term.[2]	Length of daily sessions.	Time given to recesses daily.	Length of school term.	Length of daily sessions.	Length of recesses.	
		Hours.	*Min.*	*Days.*	*Hours.*	*Min.*	*Days.*
New York, N. Y.	49 weeks	6–7	.....	202½	5	20	193
Chicago, Ill.	48 weeks	6	.....	192	5	15	193
Philadelphia, Pa.	251½ days	7	.....	201	5	10	195
Brooklyn, N. Y.	11 months	.....	.....	202	.....	.....	193
Boston, Mass.	224 days	[3] 5½ [4] 6	30	200	5	20	183
Baltimore, Md.	11 months	[3] 6 [4] 7	30	203	5	30	190½
Cincinnati, Ohio.	11 months	[3] 6 [4] 7	30	190	5½	15	192
Cleveland, Ohio.	93 weeks	.....	.....	190	5	15	175
Buffalo, N. Y.	12 months	.....	.....	195	.....	.....	190
Washington, D. C.	238 days	[3] 6 [4] 7	30	180	5	15	178
Detroit, Mich.	250 days	6	.....	196	5½	20	191

[1] Boykin, J. C., in Ch. XVII, City School Systems, An. Rep. of the Commissioner of Education, 1891–92, vol. 2, p. 664.

[2] The exact number of days can not be stated in all cases, because of the uncertainty as to the length of the week or the month mentioned in the original documents. It is presumed, however, that the calendar week or month was intended.

[3] In winter.

[4] In summer.

The reduction in school time has come so gradually that the extent of it is not realized, and it is rarely discussed. The effects of the long vacations, however, have begun to excite serious apprehension, and in many cities remedial action has been taken. Suggestions for a longer term for all pupils occasionally appear, but in general the remedies proposed are palliative only, and are directed to specific symptoms. A few cities have organized some schools on the all-the-year plan, and have thus attacked the evil at its foundation. Many others conduct vacation schools for a few weeks, principally to keep children off the streets and to supervise their play; still others maintain a summer session of about six weeks to give children who have failed in one or more subjects an opportunity to make up their deficiencies, to enable those who are weak in some subjects to gain strength, and to aid those who are especially strong to obtain an extra promotion.

The increase in the number of summer schools has been rapid since 1900. Before that date there were few. The beginning was made at Providence, R. I., and the following is an early description of them:

> The first vacation schools were opened in the city of Providence, R. I., in 1871, for the benefit of children who through the summer vacation remain in the city exposed daily to the dangers and temptations of the streets. The pupils were mostly of the primary and intermediate grades. The schools opened about two weeks after the close of the public schools and closed one week before their opening in the autumn. The number of children enrolled in 1875 was 1,150. Besides the usual course of study, a large amount of oral instruction was given, for the purpose of acquainting the pupils with the names and uses of the various products of agriculture and of manufactures, and also those which constitute the main features of domestic and foreign commerce. By this process much useful knowledge was acquired which school books do not furnish, while at the same time, without any strain upon the brain, they are pleasantly preparing for the more exact studies of the autumn term. * * *
>
> Vacation schools, as connected with our public-school system and carried on under the supervision of the public-school committee, are peculiar to Providence. Their success here has attracted the attention of educators and philanthropists in other principal cities of our country, and it is believed that the time is not far distant when the example here set will be very generally adopted in all thickly populated places.[1]

This prophecy, made in 1876, has become a reality in practically every large city and in many of the smaller ones.

Though the movement for summer or vacation schools did not become general until a quarter of a century later, a few other cities followed the lead of Providence with little delay. Newark, N. J., was probably the first of them. Vacation schools were opened in 1885 in that city, and they have been successfully maintained ever since. They were originally established in Newark for the purpose of keeping children off the street. To enable backward pupils to

[1] Stone, E. M. History of the Schools of Providence, R. I., 1876.

make up deficiencies, to help bright ones to "skip" a grade, and to keep others profitably employed were in the beginning secondary motives.

In order to obtain data regarding public vacation schools, a questionnaire was addressed to the city superintendents of schools. The following is a summary of the information thus collected:

HIGH SCHOOLS.

One hundred and nine cities report summer high schools. In 75 of them the summer session may be attended by any pupil; in the other cities, only by those who have failed or by those who are exceptionally bright. These schools are open for a term of six weeks in a majority of these cities, as may be noted from the following table including 103 which reported on length of term:

TABLE 2.—*Number of weeks summer high school was in session.*

Weeks.	Number of cities.
4	2
5	8
6	53
7	8
8	24
9	4
10	3
12	1

An average of 71 to 80 per cent of the pupils who have failed in one or more subjects in the regular term make up those subjects and gain a promotion.

Comparatively few of those classed as strong pupils who attempted to gain a half year by attending summer school succeeded. In only 13 of 37 schools reporting on this point did more than 11 per cent of the pupils win an extra point.

TABLE 3.—*Pupils of summer high schools who made up deficiencies or gained time.*

Proportion of pupils.	Schools in which the indicated proportion of pupils—	
	Made up deficiencies and won a promotion (55 schools represented).	Had not failed but gained a half year (37 schools represented).
91–100 per cent	11	3
81–90 per cent	6	4
71–80 per cent	14	2
61–70 per cent	2	1
51–60 per cent	2	1
41–50 per cent	8	1
31–40 per cent	1	0
21–30 per cent	2	0
11–20 per cent	1	1
Less than 11 per cent	8	24

The school day is usually shorter in the summer session than in the regular term. Many pupils carry only one or two subjects and report only for recitation, thus making their school day only an hour or two in length. The length of the high-school day as reported by 82 cities is given as follows: One hour in 1 city, 2 hours in 2 cities, 3 hours in 29 cities, 4 in 45 cities, 5 in 5 cities.

In cities where a tuition fee is charged for the summer school the fee is usually from $3 to $5 a subject. Many cities that do not charge tuition failed to report the cost of maintaining the summer school for high-school students, but enough reported to show that the cost per pupil based on enrollment is small, the median cost being only 80 cents per pupil per week.

TABLE 4.—*Cost per week per pupil in 36 cities.*

Detroit, Mich.	$1.88	Monroe, Mich.	.80
Rhinelander, Wis.	1.50	Salem, Ohio.	.78
Eveleth, Minn.	1.43	Rockford, Ill.	.72
Cleveland, Ohio.	1.41	Richmond, Va.	.71
Amsterdam, N. Y.	1.39	St. Paul, Minn.	.70
Great Falls, Mont.	1.39	Corry, Pa.	.67
Butte, Mont.	1.28	Piqua, Ohio.	.62
Monongahela, Pa.	1.25	Springfield, Ohio.	.61
Easton, Pa.	1.11	La Crosse, Wis.	.55
East Chicago, Ind.	1.07	Iowa City, Iowa.	.53
Ann Arbor, Mich.	1.05	Cambridge, Mass.	.51
Pittsburgh, Pa.	1.03	Dayton, Ohio.	.48
Boston, Mass.	1.00	Syracuse, N. Y.	.48
Rochester, Minn.	1.00	Crawfordsville, Ind.	.45
Madison, Wis.	.99	Charlotte, N. C.	.36
Cincinnati, Ohio.	.93	Ishpeming, Mich.	.36
Albert Lea, Minn.	.92	New Philadelphia, Ohio.	.23
Newark, N. J.	.83		
Jackson, Mich.	.80	Median.	.80

ELEMENTARY SCHOOLS.

Although only 109 cities report summer high schools, 211 report summer elementary schools. In 68 cities the schools are for all grades from the first to the eighth, inclusive. In the other cities the summer session is usually for children in the intermediate or grammar grades, or both. In 95 cities summer schools are maintained for any children within the grades admitted to these schools during the regular term. In the other cities the summer school is usually for those pupils who have failed; in some, for both those who have failed and for those who are exceptionally bright.

The most frequent length of the summer session for elementary grades is 6 weeks.

TABLE 5.—*Number of weeks elementary summer school was in session in 194 cities.*

Weeks.	Number of cities.
4.	12
5.	15
6.	114
7.	7
8.	37
10.	2
11.	1
12.	6

As in the case of high-school pupils, an average of from 71 to 80 per cent of the pupils in the elementary summer school make up work and win promotion.

TABLE 6.—*Pupils in elementary summer schools who made up deficiencies or gained time.*

Proportion of pupils.	Cities in which the indicated proportion of pupils—	
	Made up deficiencies and won a promotion (153 cities represented).	Had not failed, but gained a half year (60 cities represented).
91–100 per cent	27	12
81–90 per cent	30	9
71–80 per cent	25	5
61–70 per cent	18	3
51–60 per cent	7	1
41–50 per cent	12	1
31–40 per cent	8	1
21–30 per cent	11	5
11–20 per cent	6	7
Less than 11 per cent	9	25

In the elementary schools the proportion of pupils who had not failed but who gained a half year by attendance at summer school averages from 21 to 30. Here, as in the high school, it is evident that it is difficult to gain an extra promotion of a half year.

In a majority of the cities reporting, the summer elementary schools are maintained at public expense. When a tuition fee is charged it usually amounts to about $5 for a term of six weeks.

The median cost per pupil based on enrollment is only 47 cents per week. The small cost in many cities is owing to the fact that teachers in these cities are paid less in summer than in winter and that many children take only one or two subjects, thus allowing more enrollments to a teacher.

TABLE 7.—*Cost per week per pupil in 90 cities.*

Albany, Ga.	$1.17	Cleveland, Ohio	$0.62
Danville, Va.	1.11	Hutchinson, Kans.	.62
Southbridge, Mass.	1.11	Meriden, Conn.	.62
Butte, Mont.	.99	Grand Rapids, Mich.	.60
New Bedford, Mass.	.98	Marquette, Mich.	.60
Eveleth, Minn.	.97	Fond du Lac, Wis.	.59
Pittsburgh, Pa.	.87	Newark, N. J.	.59
Great Falls, Mont.	.85	Omaha, Nebr.	.59
East Orange, N. J.	.84	Rhinelander, Wis.	.55
Corry, Pa.	.83	Salem, Ohio.	.55
Missoula, Mont.	.83	Westerly, R. I.	.57
Burlington, Iowa.	.80	Syracuse, N. Y.	.52
Cicero, Ill.	.80	Brockton, Mass.	.51
Gardner, Me.	.78	Detroit, Mich.	.51
Douglas, Ariz.	.76	Charles City, Iowa.	.50
Monroe, Mich.	.76	Pontiac, Ill.	.50
Cheyenne, Wyo.	.75	Wakefield, Mass.	.50
Chrisholm, Minn.	.72	Niagara Falls, N. Y.	.48
Bisbee, Ariz.	.68	Athol, Mass.	.47
Madison, Wis.	.67	Easton, Pa.	.47
Northbridge, Mass.	.66	Fort Smith, Ark.	.47
Mount Clemens, Mich.	.64	Davenport, Iowa.	.46
Albert Lea, Minn.	.63	Iowa City, Iowa.	.46
Webster, Mass.	.63	Crawfordsville, Ind.	.45
Ann Arbor, Mich.	.62	Coldwater, Mich.	.44

TABLE 7.—*Cost per week per pupil in 90 cities*—Continued.

Canonsburg, Pa.	$0.44	New York City, N. Y.	$0.35
Richmond, Ind.	.44	Salina, Kans.	.35
Charlotte, N. C.	.43	Saginaw, West Side, Mich.	.35
Donora, Pa.	.43	Jackson, Mich.	.35
Fort Dodge, Iowa	.43	Dayton, Ohio.	.32
Owosso, Mich.	.43	Norwood, Ohio.	.31
Piqua, Ohio.	.42	Cambridge, Mass.	.31
Topeka, Kans.	.42	Dubuque, Iowa.	.29
Rockland, Mass.	.42	Amsterdam, N. Y.	.27
Bloomington, Ind.	.41	Freeport, Ill.	.26
Richmond, Va.	.40	Lakewood, Ohio.	.26
Wilkinsburg, Pa.	.38	Atchison, Kans.	.26
Boston, Mass.	.37	Lafayette, La.	.25
East Chicago, Ind.	.37	Rochester, Minn.	.25
Leominster, Mass.	.36	Springfield, Ohio.	.24
St. Paul, Minn.	.36	Winstead, Conn.	.24
Woburn, Mass.	.36	Lewiston, Me.	.24
Buffalo, N. Y.	.35	Warren, Pa.	.23
La Crosse, Wis.	.35	New Philadelphia, Ohio.	.22
Newton, Mass.	.35	New Britain, Conn.	.19
			.18

In cities where a tuition fee is charged the summer school is usually under the supervision of the school authorities. If it were otherwise annoyances and even serious difficulties might arise. For illustration, in a certain city where no summer schools are maintained at public expense a few teachers obtained permission to use the school building to conduct a summer school for pupils who failed and for any others who could be induced to attend and pay the tuition fee. These teachers promised parents that, if they would send their children to the school, the children would make up the deficiencies and go on with their classes or that they would gain an extra promotion. The promises, of course, could not be fulfilled, and complaints followed. Wisdom demands that all summer schools be supported by the school board, or at least be under its direction.

With only one exception, superintendents report that the health of children attending summer schools is not injured but is improved. With few hours for study and much time for recreation this reply would be expected. There is less danger from contagious disease in a school building in summer with its natural ventilation than in winter when the school buildings are heated by artificial means.

Not many of the annual reports of city superintendents devote much space to summer schools, but a few contain detailed and valuable information on the subject. Extracts from several of these reports are given herewith.

New York City (report of the superintendent of schools).—During the year 1915–16 there were no funds available for the industrial and kindergarten classes which had formerly been maintained. It was therefore necessary to limit the vacation schools to "opportunity classes;" 140 of these were maintained. No classes were organized below the sixth grade.

Admission to our opportunity classes is limited practically, first, to "hold overs," and, second, to those pupils of special ability who wish to skip a grade. The normal child who wishes to take up the work of the next higher grade should also be permitted to do so, and sufficient funds should be granted for this purpose. I do not doubt that many thousands of children who do not go away from the city for their vacation would be glad to attend vacation schools. They should certainly have the opportunity either

in these special classes or in some schools conducted all the year round, probably for four terms of 12 weeks each.

Special emphasis was placed upon arithmetic and English grammar, as it was found that most pupils were deficient in these subjects. Periods of 45 minutes per day were assigned to each of these, or a total of 225 minutes per week. The other subdivisions of English subjects were as follows: Composition, 90 minutes per week; dictation, 90 minutes; spelling, 40 minutes. Geography and history were combined with 45 minutes per day, or 225 minutes per week.

Certificates were granted to hold overs who had attended 27 days (90 per cent of the total number of lessons) provided the pupils received an average of 60 per cent and not below 50 per cent in any subject. The average bright pupils who were trying to skip a grade were required to obtain a general average of at least 70 per cent.

Promotion certificates were granted to 4,652 children, the average cost of instruction being $3 per pupil. The cost of instruction per child during the regular school term is over $20. Assuming that an equal percentage (73 per cent) of the promoted pupils shall maintain themselves as last year, the work of the summer school really represents a money saving of $67,920 to the city. There is also a saving from the habits of application, thoroughness, and energy which the children acquire.

Among the recommendations are the following:

Industrial subjects should be included in the work of the vacation schools.

Plans should be made to take care of "left overs" in grades 4A, 4B, 5A, 5B. Owing to a lack of funds these pupils were refused admission.

A larger number of vacation schools should be opened, so that the children will not be compelled to ride to school.

Arrangements should be made next year to continue during the summer the classes for defectives, cripples, tuberculosis, and all special classes.

Kindergarten classes should also be established as part of the vacation schools.

Newark, N. J. (report, 1914–15).[1]—The growth of the summer school for the past two years, as shown by the enrollment figures, has been remarkable. The usual annual increase had been in the neighborhood of 1,000 for a number of years. Last year the increase was over 5,000. This year the increase is about 4,000, in spite of the fact that two more schools were organized on the all-year plan, and not including the 4,758 pupils enrolled for the summer term in the four all-year schools.

The increase in average attendance of 1914 over 1913 was 42 per cent, and of 1915 over 1914, 17 per cent. The percentage of attendance has been steadily increasing for the past 10 years, reaching 90.8 in 1914, a higher percentage than that of the day schools for the year 1913-14. The percentage of attendance for 1915 was 91.5. This is a plain indication of the increasing value placed on the summer schools by the parents of the city. Parents not only feel that the children are taught useful things, but that they are being looked after by trained people, that they are being kept out of physical and moral danger, and that they are in every way healthier and happier than when allowed to run the streets. The windows of all rooms are wide open, and the air in the schoolrooms is purer than at any other time in the year. It is a time of the year when there is little contagious disease; the nurses and school doctors are on duty regularly, and the health of the children is carefully looked after. The session is held in the coolest part of the day and on even the few hot days the classrooms are cooler than the streets, and far cooler than the homes in the crowded sections of the city. Even in the less crowded sections of the city summer schools have been demanded and appreciated.

The large increases in attendance are partly accounted for by the promotion classes, which are more popular than ever. In them 10,598 pupils were enrolled—nearly one-

[1] The summer term in Newark is not a part of the all-year school. The summer term is 6 weeks, while the summer term for the all-year schools is 12 weeks. The report quoted refers to the summer term of 6 weeks.

half of the entire enrollment of the summer school. The great majority of these pupils were in upper grammar grades. This work is not usually successful in the primary department, as the pupils are too immature to do the required work in a short term. There are exceptions, however, when classes are picked out before the regular term closes and well started on the succeeding term's work before the opening of the summer term.

Criticism has been made in the past that immature and unprepared pupils were promoted by reason of summer school work and then failed to make good. An inquiry made last February showed that of the pupils promoted at the end of the summer term of 1914 over 80 per cent were promoted again in January. Inquiries made in five schools regarding the progress of these pupils subsequent to February 1, 1915, showed that practically all were promoted again in June.

The work of the summer high schools has been especially successful. In 1914 only students of the first two years were enrolled. In 1915 classes were formed in all subjects in which the required number enrolled. The standard class in the first and second year work ranged from 20 to 35, and in the third and fourth year classes the numbers were from 12 to 25. The plan has been to divide the session into three-hour periods, the first and third periods being given to advanced work and the middle period to review work. This plan has given a student 60 hours for an advanced subject and 30 hours for a review subject. In 1914 about 900 pupils were in attendance. In 1915 the numbers doubled and the work improved. Many teachers reported that their classes in advanced subjects completed more work than the classes do regularly in 20 weeks. Pupils are allowed to take one advanced and one review subject, or one of either. The earnestness of the summer high-school work is shown by the excellent attendance, many classes not losing a single student during the term.

Louisville, Ky. (Report, 1915–16).—The enrollment in the summer high school on the first day was 510. During the first week this enrollment was increased to 559, of which number 218 were boys and 341 were girls. * * * The average class enrollment at the end of the first two weeks was 13.2. * * *

TABLE 8.—*A comparative table of the past three years.*

	In 1914.	In 1915.	In 1916.
Total enrollment	329	452	559
Boys	142	199	218
Girls	187	233	341
Per cent boys	43	44	39
Per cent girls	57	56	61
Enrollment at end	248	378	479
Per cent dropped	26.4	16.4	14.3
Number of classes	38	61	70
Size of classes	14	13	13.2
Number receiving credit	208	316	371
One credit granted	137	200	247
Two credits granted	71	116	124
Pay roll	$1,627.30	$2,400.00	$2,732.50
Cost per capita, based on total enrollment	$4.95	$5.31	$4.93
Cost per capita, based on final enrollment	$6.96	$6.35	$5.71
Cost per capita for those receiving credit	$7.82	$7.59	$7.42
Cost per passing credit granted	$5.93	$5.55	$5.56
Total credits granted	279	432	495
Per cent granted credit of those completing term's work	85	84	80
Per cent of total enrollment receiving credit	63	69	66

The registration shows that 210 registered for one subject and 349 registered for two subjects. On the basis of class registration, there were 556 repeated subjects and 352 new subjects. Of those receiving passing credits the following table will show the results.

TABLE 9.—*Repeated subjects.*

	Boys.	Girls.	Total.	Total credits.
One old subject	54	111	165	165
One new subject	31	51	82	82
Two old subjects	15	47	62	124
Two new subjects	23	15	38	76
One new and one old	10	14	24	48
Total	133	238	371	495

Students below the grade of English V were permitted to take "new" subjects only on recommendation of the principal of the school from which they came. A grade of 80 was required of students taking a new subject, and a grade of 70 was required of those taking a repeated subject. There were 313 credits granted for repeated subjects and 182 credits were granted for new subjects.

The above table gives the comparative cost of the summer high school for the past three years. This year there were 14 teachers associated with the principal. The pay roll for 1916 was $2,752.50. This makes a per capita cost, based on the number entering, of $4.92; while the per capita cost based on the number completing the work is $5.74.

The cost per capita at the girls' high school, which is far lower than that of the boys' high school, is $60 per year. On a basis of eight credits a year, the cost per credit is $7.50, regardless of whether they pass or fail. The cost per credit, based on class registrations, in the summer high school for 1916 is $3.03, while the actual cost of each passing credit is $5.56.

From this report, therefore, it can be easily seen that the summer high school admirably fulfills its functions both educationally and financially.

Kansas City, Mo. (Report, 1915-16).—The Kansas City school district has maintained summer schools for a number of years. These schools were organized in response to a demand for an opportunity to make up part of a term's work by students who did not complete the grade they were in during the preceding regular session. During the summer of 1916 four vacation schools were maintained in Kansas City. These schools began June 12, immediately after the close of the regular school session and continued six weeks, closing July 21.

The pupils were drawn from practically all parts of the city. The average enrollment from each room having a fourth, fifth, sixth, or seventh grade was approximately two pupils, or 5 per cent of the enrollment at the close of the regular session.

There are numerous causes which sometimes operate to prevent a pupil from doing the year's work in a satisfactory manner. Quite frequently students failing to complete a grade have failed in only one or two subjects. By a little concentrated effort on these subjects for a summer period of six weeks, many pupils are enabled to return to school in September and take their position with the promoted classes of the regular schools.

While most pupils attended the summer schools either to review and strengthen their past work or to cover new ground, for the purpose of promotion, a considerable number attended because of a desire to be in school and to keep on advancing. Out of a total enrollment of 794, about 200, or 25 per cent, belong to this class.

Los Angeles, Cal. (Report, 1913-14).—The leisure time of the city boy and girl is hardly second in importance to the time he is employed.

There are 365 days in the year and 24 hours in the day. The schools demand but 180 days of 5 hours each of the child's time. The problem is one of the most important society has to meet; the solution is simple. School time must be extended to cover the leisure time of the American boy and girl. Not compelling attendance but offering opportunity.

Our vacation schools were organized in the summer of 1911. Their usefulness is limited only by the number and kind that can be operated. If scattered well throughout the city their attendance could be made in time to approach that of the regular day school.

These schools are conducted for a term of six weeks during the summer. One-half day only, from 8.30 to 12, is given to school work. The afternoons are either taken in trips to the country or beaches, in preparation of work for the following day, or as the pupil or his parent may choose. A pupil is allowed to carry one-half the regular school work and is expected to finish one term's work in the subjects he undertakes. The percentage of failures in vacation work is less than that of regular work. All work of sixth grade and through the high school has been given.

The percentage of pupils taking work for advanced credits was considerably higher than those taking work for back credits. It has been the general consensus of opinion of both teachers and pupils that the summer school is a more rational and a more interesting school than the regular school.

FINANCIAL SAVING THROUGH SUMMER SCHOOLS.

One of the questions asked superintendents in the questionnaire submitted to them in regard to summer schools was: "What economic and other advantages come from the maintenance of a summer school in your city?" Practically all of the replies indicate that such schools save the city money from the fact that many children are not compelled to repeat a half year's work. It costs less for six weeks' instruction than for 20. The replies made by superintendents are as follows:

SUMMER SCHOOLS.

Alabama: Birmingham.—Reduces retardation.
Selma.—Reduces retardation.
Arkansas: Hot Springs.—Saves time and expense of repeaters.
California: Pomona.—Pupils advance a quarter of a grade at about half the cost of each quarter grade in regular school.
San Bernardino.—Reduces retardation.
Connecticut: Winsted.—No gain in money; retarded are given an opportunity.
District of Columbia: Washington.—Number of children promoted and strengthened, 252, a number equal to six average classes. Salaries paid to these teachers for a school semester would amount to $3,000. Salaries paid for summer tuition amounted to $505, making a saving of $2,495.
Georgia: Augusta.—Enables retarded to make up work; bright to graduate earlier.
Fitzgerald.—Reduces retardation.
Rome.—Reduces retardation.
Idaho; Lewiston.—Saves time and expense of repeaters.
Illinois: Decatur.—Saves time and expense of repeaters.
East St. Louis.—Both slow and normal pupils become stronger.
Freeport.—Saves time and expense of repeaters.
Pontiac.—46 pupils each saved a half year. It costs $20 per semester to school one pupil. Saved the taxpayers about $760.
Rockford.—Saves time and money. Many can take subjects that they would not have time otherwise to take.
Indiana: Bloomington.—Weak pupils make up work; strong make a grade.
East Chicago.—Saves time for children; do not see that we save money.

Iowa: Cedar Falls.—Saves time and money.
Charus City.—Saves time and money.
Fort Dodge.—80 children were advanced one-half year at a cost of $780—less than $10 each; 30 failures were advanced, thus saving the teachers the burden of having that many repeaters.
Marshalltown.—Advantage is slight because of small attendance.
Mason City.—Saves up-keep and contingencies. Shortens school time of pupils and they get to work earlier.
Kansas: Atchison.—Results are so satisfactory that the plan will probably become a fixed part of our school work.
Hutchinson.—City saved $1,695 in definite class standings attained by pupils.
Pittsburgh.—79 failures were promoted; saving the time of two teachers for a term.
Salina.—Saved expense of 61 repeaters.
Maine: Gardiner.—Saves time and expense of repeaters.
Lewiston.—Saves time and expense of repeaters.
Maryland: Baltimore.—Per capita cost in 1915-16, high schools, $73.67; elementary, $25.68. Number of pupils making up work, high schools, 673; elementary, 722: One-half per capita cost of above pupils: High schools, $24,789.95; elementary, $9,270.48; total, $34,060.43. Total actual expenditure for summer schools, $8,016.67.
Massachusetts: Everett.—School department is saved annually about $1,000.
New Bedford.—Cost of promoting a pupil through summer school is about one-third cost of full term.
Newton.—Safeguards health by giving physical training and supervised play.
Palmer.—Saving of money and time.
Rockland.—Saving in money and time. Saves about $1,100 a year.
Southbridge.—Annual cost per pupil, $27.22; summer cost, $5.55; gain of $21.67.
Woburn.—Principal advantage is in saving of time for the individual pupil.
Michigan: Kalamazoo.—Pupils have a chance to make up work.
Marquette.—Keeps boys off the street.
Monroe.—Gets many to their earning capacity one or two years sooner.
Owosso.—$75 will prepare 10 backward children for the next grade, saving about $300 in taxes.
Saginaw, East Side.—Saves repeaters.
Saginaw, West Side.—Saving in expense; 90 per cent of repeaters saved a year.
Minnesota: Chisholm.—78 children approximately have saved repeating work of grade for half a year at a cost of $1,989.
Eveleth.—Time is saved for children; buildings are used when heat and light are not required.
Minneapolis.—Saving in time and tuition; keeps children off the street.
St. Paul.—Permits child to finish school sooner; eliminates repeaters.
Rochester.—Enables supervisors and principals to get better acquainted with slow pupils, as they did the teaching. We saved the hire of two teachers by being able to promote pupils who otherwise would have failed.
Missouri: St. Joseph.—Saving in time of pupils; overcomes retardation.
St. Louis.—In the high school 727 pupils made up one quarter's work in one subject, and 714 made up one quarter's work in two subjects. In the grade schools 578 pupils made up one quarter's work in one subject, 2,615 in two subjects, 5,058 in three subjects, and 806 in four subjects. Others compelled to leave school early have advanced further than they would had the schools not been open.

Montana: Great Falls.—Keeps children out of trouble; saves cost of repeating, which would be several times the cost of summer school; enables average pupils to get ahead.

Missoula.—About 100 pupils were advanced with class who would otherwise repeat.

Nebraska: Fairbury.—Saves repeating.

Fremont.—Enables failing pupils to finish work in schools sooner, and consequently to begin earning sooner; saving in salaries of teachers.

Omaha.—Gave children an opportunity to do work under our best teachers for one-half a day.

New Jersey: Bridgeton.—From 40 to 30 pupils are able to go on.

East Orange.—Makes promotion more general, limits retardation, reduces per capita cost.

New York: Ithaca.—Gives pupils opportunity to make up work and go on with class, or pupil may do advance work.

Solvay.—The cost of teachers would have been about four times as great had we not had vacation school.

North Carolina: Charlotte.—Amount saved, $3,663; also saves time of pupils.

Concord.—Pupils save a year.

Raleigh.—Children gain time and less crowding of lower grades.

North Dakota: Grand Forks.—The very quick or very slow pupil is saved a year's work.

Ohio: Bellefontaine.—Total of $500 tuition collected for term.

Cincinnati.—100 accelerants saved one year; 743 pupils may now go on with their class; 447 high-school pupils made good in one or two subjects.

Cleveland.—Enables retarded pupils to go on.

Conneaut.—A few advance who have fallen behind.

Dayton.—Saves overage pupils.

Newark.—Saves failures and repeaters.

New Philadelphia.—Saves repeaters.

Piqua.—Saves pupils half year of time.

Springfield.—Keeps children longer in school and gains a year.

Salem.—Many make up in six weeks what it would take a year to do, for which we paid $310. It would have cost $2,260 to take over these subjects, a saving of $1,950.

Steubenville.—Able to promote every child who has failed in one or two subjects; saving in time of child.

Toledo.—A school year is frequently saved, thus reducing the cost of educating a child. Children are kept off the streets, their time being organized and properly supervised.

Oklahoma: Ardmore.—Economy of time in educating the child.

Enid.—Getting failing pupils along in school and keeping them off the streets. The economical value can not otherwise be measured.

Shawnee.—Helps those who fail to go on with class.

Tulsa.—Saving of one-half year for children.

Oregon. Medford.—Saves one-half year in school life of child.

Pennsylvania: Altoona.—Pupils are enabled to keep up with their classes.

Chester.—Many children save one-half a year.

Easton.—Reduces retardation.

New Castle.—108 pupils, or 78 per cent of those in summer school last year, made the next grade this year; $3,600 saved.

Pittsburgh.—Pupils save full semester's time by making up unfinished work in their grades; financial saving as well.

Wilkinsburg.—Pupils save half a year.

South Carolina: Columbia.—Financial saving to the school board and to the community.
South Dakota: Aberdeen.—Reduces retardation.
Texas: Sherman.—Saves children from one-half to one year in school.
Utah: Logan.—138 children made one-half a year; the financial saving is about $1,901. The blighting effect of retention on the minds of the children would have been much greater than the financial loss had the work not been given.
Provo.—Economy of time in educating the child.
Virginia: Danville.—Saves expense for schools and time of pupils.
Washington: Olympia.—Some children gain half a year; others were saved from repeating half a year.
West Virginia: Bluefield.—Enables certain children to keep up with grade.
Wisconsin. Ashland.—Permits some pupils to make up work and others to go on.
Fond du Lac.—Saving of time to pupils.
Kenosha.—The saving of loss which the long summer vacation causes. It takes all of September to get the children back where they were in June, in ability to think and to do. Some have suffered a moral damage from which they can never recover.
La Crosse.—Great saving to city and to parents. Items of light and heat are eliminated; buildings are used; hence idle capital avoided.
Madison.—The number of repeaters is materially reduced.
Manitowoc.—A stimulus to backward and shiftless pupils.
Rhinelander.—Saves cost of extra years' schooling. Many pupils enabled to go on with class.
Waukesha.—Prevented several failures.
Wausau.—Some pupils are able to complete high-school course in shorter time. Some failing in one or two branches make up the work.
West Allis.—Lessens the number of failures. Keeps children off the street. Increases interest of bright children in school work.
Wyoming: Cheyenne.—About 70 pupils were promoted who would have been obliged to do work over, with increased monetary outlay; in other words, would be obliged to maintain two additional rooms for lower grade failing pupils. There is enough room for them as promoted.

ALL-YEAR SCHOOLS.

At Eveleth, Minn., the all-year school has grown out of a summer school that has been successfully conducted for the past six or seven years. The superintendent reports that a year ago, when special efforts were made to increase the enrollment of the summer school to over 600 pupils, it was decided to go over definitely to an all-year organization. Contracts with teachers were modified, reducing the regular school year from 10 months to 9 months, the following paragraph being inserted in the contract:

> It is understood that the school year shall consist of four terms—spring, summer, fall, and winter. Each term shall consist of three school months of four weeks each, one-third of the work of the year [of nine months] may be done in any one term. Children are required to attend at least three terms of the calendar year.

A summer session of six weeks is, judging from all reports, an efficient auxiliary to the regular session, enabling many children to

advance without loss of time and others to gain time; but if the session of the summer school could be extended to 12 weeks and made an organic part of the regular school session, better results would be obtained.

In the all-year school the aim is for the pupil to gain time to do 8 years' work in 6 years, while the aim of the summer term is chiefly for the pupil to get through the 8 years on time. To illustrate, the difference between the all-year school and the summer session of 6 or 8 weeks, a report on the summer schools of Newark, N. J. is quoted:

> The all-year school "books" its pupils, so to speak, for a 6 years' cruise; the regular term school "books" its pupils for an 8 years' cruise. In the case of the all-year schools, pupils may, if they work, slacken their speed at any time by being shifted to a 6½ or 7 or 7½ or to an 8 years' course, without embarrassment of any kind. In the regular 8 years' course pupils can slacken their progress similarly by dropping back a grade; but to make faster progress it can be done only by "skipping" a grade. The summer school enables some pupils to do this, but there is likely to be a break in the continuity of the school work by this plan, while with a continuous session no such break is made.

Two all-year schools were organized in Newark, N. J., June 1, 1912, in order, as stated by Supt. A. B. Poland, to save two years of the time now regularly required to complete the elementary school course; to prove that under proper conditions of discipline and instruction pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August; and to demonstrate that the continuous session saves an enormous loss of time and energy.

These two all-year schools (the Belmont and the Seventh Avenue) proved so successful in every way that two other schools were organized on the same plan in the summer of 1915, one of these being the boys' industrial school. The other schools are located in the congested tenement districts where there is nothing for the children to do during the summer but loaf and fall into bad habits. Experience shows that under ordinary conditions all the habits of industry established during the regular school term are broken up and must be formed again at the beginning of the next term, which is a slow process and involves a waste of time. Common sense demands that children be kept profitably employed during the long summer vacation. The problem of street loafing in the tenement districts of Newark has very largely been solved by these all-year schools. Several policemen report that they have had very little trouble with gangs of boys since the establishment of these schools, and that there are fewer accidents in the streets.

ATTENDANCE.

From the very first the all-year schools have been popular with both pupils and parents. The best evidence of this is the following attendance table:

TABLE 10.—*Comparison of attendance at regular and summer terms.*

Year.	Average enrollment, regular term.	Per cent of attendance, regular term.	Average enrollment, summer term.	Per cent of attendance, summer term.	Per cent of regular term pupils attending summer term.
1912 (2 schools)	3,722	89.0	2,614	91.7	70.2
1913 (2 schools)	3,625	90.1	2,574	92.5	70.8
1914 (2 schools)	3,587	90.4	2,772	94.2	77.2
1915 (4 schools)	5,309	91.5	4,470	92.4	84.1

This is a remarkable showing for attendance during the summer, especially when the fact is considered that attendance is voluntary and not compulsory as during the regular term. In the months of July and August the attendance officers visit the homes to discover cause of absence and to urge upon parents the necessity of keeping the children in regular attendance, but no compulsion is used.

WHAT THE CHILDREN SAY.

The children who have attended school continuously for the past year or two speak in eloquent terms of the value of the all-year schools. The representative of the Bureau of Education asked the pupils in the seventh and eighth grades to write compositions, telling why they attend school during the summer. Nearly all the pupils stated that the schoolroom is much cooler than the streets and their rooms at home; that they have nothing to do but collect in gangs in the streets, and that they will gain a grade or two by the time they are old enough for their work certificates.

The following extracts, taken verbatim from the compositions, are typical:

1. "It (the summer term) keeps you from hanging around the streets and saves you from trouble."
2. "I am kept from bad company."
3. "If I hadn't come to school in the summer I would be in 5C, and I am in 7A."
4. "One day I heard my mother say to a friend of ours, when she said that children ought not to go to school during the summer, 'Why not? At home they sit around, asking me every now and then what they should do. In school they would have plenty of work to do'."

5. "In my home it is not very comfortable during the summer, as the sun shines in, making it very warm, and in the streets it is warmer, so I go to school rather than get heated up."

6. "When the all-year school started I decided to try out the plan by going to school in the summer. After being in school for about two weeks I found it more comfortable in school than out of doors. During the hot days of summer I attended to my work just as if it was a cool day."

WHAT THE PARENTS SAY.

Many parents whose children have attended school continuously for two or three years were interviewed to get their reasons for sending their children to school in July and August. Without exception all of them expressed themselves heartily in favor of the all-year plan. They emphasized the point that the children would be a grade or two higher when it became necessary for them to leave school, as many are required to do when they are old enough to work.

The following are some of the replies made by parents:

1. "A shame to let children run our streets during the summer. We people can't send our children away; our homes are not what they should be. They are not comfortable like the schoolhouse."

2. "The children, if left to run the streets, would be fighting and learning bad things. Some parents take up the quarrels of their children, and then there is a general row among the parents in the flat. There is less of this since our children attend school."

3. "I lived in another city where there was no school in the summer, and I found the children got into more trouble than they do in this section of Newark, where the children are in school all day."

4. "If there were no summer schools we would not know where our children are. They would leave home early in the morning and run all over the city. Now we know that they are safe in the schoolhouse and in no danger of being run over by automobiles or street cars."

PROGRESS.

How much time have the all-year schools actually saved the children? Though no exact statistics have been compiled to show how much time each pupil has gained, an investigation of the progress made by 271 pupils in the sixth, seventh, and eighth grades showed that 25 have made no gain, 67 a gain of one-third of a year, 59 a gain of two-thirds of a year, 67 a gain of one year, and 53 a gain of one and one-third years. Some of those who have gained less than one and one-third years have not attended the all-year schools long enough to gain this amount. For example, some of those who have gained only one-third of a year have attended only one summer term.

That the all-year schools are taking more pupils through school would seem evident from the following table, which shows the number enrolled in each grade for each 100 enrolled in the first grade in the regular schools and in the all-year schools:

Enrollment, September, 1915.

	Grades.							
	1	2	3	4	5	6	7	8
Enrollment in the regular schools, excluding all-year schools	100	94	89	89	84	66	51	29
Enrollment in the all-year schools	100	92	95	102	85	68	55	36

A study of age and grade made in the two all-year schools and in four other schools similarly situated in congested foreign districts shows that the percentage of overage children is less and of underage children is greater in the all-year schools than in the regular schools.

This rapid progress through the grades has apparently not affected the scholarship of the pupils, though no use has been made of standard tests to compare the standing of all-year pupils with that of those attending school for 10 months. Other tests, such as the State examination for eighth-grade pupils, show that pupils in the all-year schools make as good grades as those in the other schools, especially when the fact is considered that at the time these examinations are given to the eighth-grade class in the regular schools the eighth-grade class in the all-year school has not completed all the eighth-grade work, the eighth-grade examinations being given in February and in June, while the eighth grade in the all-year school taking the February examination has had only two-thirds of the work, and the class taking the examination in June only one-third of it.

Another proof that the rapid advancement of the all-year pupils does not cause them to lose any power in attacking new subjects is shown by the fact that those who have entered high school have kept up to grade.

Six classes from one of the all-year schools whose progress in high school has been traced show the following:

TABLE 11.—*Progress of all-year-school pupils.*

Months.	Per cent of pupils up to grade.	Per cent of these above grade.
August, 1912	81	27
January, 1913	90.5	19
August, 1913	80.8	11.5
December, 1913	90	70
January, 1914	83	.....
August, 1914	80	.....

The study in the other all-year school was conducted on individuals instead of classes and shows that between 80 and 85 per cent are up to grade in the high-school course, while the last promotion report of the high school that most of these pupils attend shows that only 77.5 per cent of all the pupils enrolled are being regularly promoted.

An important fact is that many of the all-year pupils if they had not gained time in the grades would not have entered high school. Many more pupils will now complete the elementary course at 12 years of age, enter high school, and attend for at least two years. The generally accepted opinion is that secondary school work can best be begun at 12 years of age, but how can the eight-year course be completed by the time a child is 12 years of age? The all-year school solves this problem.

One criticism that has been directed against the Newark all-year school is that the pupils in these schools must do 10 months' work in 9 months in order to gain 3 months a year and thus complete the 8 grades in 6 years. The regular 10 months' course has been modified so that a pupil may complete it in 9 months. All unessentials have been eliminated. One point overlooked by those who criticise the all-year plan for attempting to do 10 months' work in 9 months is that less reviewing is needed in the all-year schools. Nearly every teacher questioned on this point says that in September less review is necessary for the children who have had only 2 weeks' vacation than for those who have had 2 months' vacation. Every school superintendent knows that month is usually taken at the beginning of the fall term to review pupils in the work of the preceding grade. This brief review evidently would not be necessary for pupils who attend continuously.

HEALTH.

The health of the children? Will it not be ruined by working 48 weeks a year? If it can be shown that the child's health is not impaired by continuous application to school work, the last objection is removed to the all-year plan.

The medical inspectors of Newark report that, though no tests that might be classed as scientific have been made, the health of the children who have attended school all year has not been impaired in the slightest degree. A glance at the housing conditions in the tenement districts of any city should be enough to convince critics that the health of the child would be better conserved in the schoolroom than in the crowded tenement rooms and hot streets.

The regular school medical and nurse service continues in the summer; so that the health of the children in school is better cared for than that of those not in school. Good health habits acquired during the regular term are not broken up by a long summer vacation

when the children not in school are beyond the influence of the school physician and the school nurse. The physician and nurse both report that the children who have been out of school during July and August come back in September in poorer physical condition than those who have attended these two months and that even the children who have been away to a summer resort are in no better physical condition than those who have been in school, since their recreation is likely to have been of a dissipating nature. One school physician stated that if the children could go into the country and live a normal life with plenty of exercise he would favor this to keeping them in school, but since conditions are such that none of the children who are in the tenement districts can go to the country, the best place for them for four or five hours a day is in the schoolroom, on the school playgrounds, and in the school shops and gymnasiums.

As would be expected, there is less sickness among the school children in the summer than in the winter. During the three summers, 1912, 1913, and 1914, there were only five cases of sickness that the school authorities attributed directly to school work.

In this case it should be said that opinion is somewhat divided as to the effect of continuous mental work on the mental health of the child. Dr. Chas. L. Dana, professor of nervous diseases, Cornell University, in a report on the effect of school work upon children, says in substance that the mental fatigue of children has been greatly exaggerated, that what passes for mental fatigue is for the most part due to such causes as poor ventilation, poor bodily nourishment, etc., and that American children can stand more school work in the course of a year without injury to the health.

THE TEACHERS.

With only one or two exceptions the teachers who have been teaching continuously for three or four years say that their health has not been impaired in the least, that they go back to work in September, after a two weeks' vacation as eager for work as they did when they had a longer vacation. Several teachers said that they preferred to teach the additional two months not only for the extra salary, but because they became tired of the long vacation when they had no special work to do. Statistics compiled by the school authorities show that the average number of days lost by illness has been actually less during the year for the all-year teachers than for those taking the long vacation. One proof that the all-year schools are meeting with favor among the teachers is that many ask to remain to teach during the summer. A statistical study reveals the fact that most of those who have taught during the summer term ask for positions the next summer. To illustrate: In 1915, 38 teachers were employed in the summer term at the Belmont school. Of these, 34, or 89 per

cent, were regular teachers in the Belmont school. Of the 24 Belmont teachers who taught in 1914, 18 returned in 1915. Of the 6 who did not return 2 were married, 1 went to college, 1 had a summer school position, and 2 took a vacation.

To maintain the all-year schools an appropriation is needed to pay salaries of teachers and others for the extra two months. The teachers who continue in the schools through July and August are paid their regular monthly salary. A teacher having a salary of $100 a month would in the regular school have a yearly salary of $1,000, while in the all-year school she would have a salary of $1,200.

EXPENSE.

It would seem that the all-year schools would be an additional expense, but the discovery has been made that instead of an expense they are proving an economy. The supervisor of the summer sessions of the all-year schools says:

> Let us suppose that there are two schools each accommodating 3,000 children, one organized on the regular and one on the all-year plan. Let us suppose that all of these children will enter and complete high school. The elementary education of the 3,000 in the regular eight-year 320-week course will cost on a basis of 90 cents a week per pupil ($36 per annum) the immense sum of $864,000. The education of the 3,000 in the all-year, six-year 288-week course, will cost on the same basis $777,600, a saving of $86,400 compared to the regular school. An all-year high school would save, in educating these same pupils, the sum of $120,000 more. A study made last March of the educational progress made by the pupils of the two all-year schools which were first established shows that 283 pupils had been graduated who, under the regular plan, would have still been in school. Reckoning 40 pupils to the class there would have been seven additional classes in the two buildings. This would have made necessary 14 half-day classes in these schools. As these pupils would have been in the upper grammar grades, the additional cost to the city under the old plan would have been at least $7,000 per annum.

COURSE OF STUDY.

The organization of all-year schools was easily accomplished by dividing each regular year or grade into three divisions: C, B advanced, and A advanced. The course of study is divided into three equal parts of 12 weeks each. The following diagram illustrates how the two plans may be operated in the same school side by side:

All year.		*Regular plan.*	
Third year....	4 A adv.	4 A	Fourth year.
	4 B adv.	4 B	
	4 C		
Second year...	3 A adv.	3 A	Third year.
	3 B adv.	3 B	
	3 C		
	2 A adv.	2 A	Second year.
	2 B adv.	2 B	
	2 C		
First year.....	1 A adv.	1 A	First year.
	1 B adv.	1 B	
	1 C		

It will be seen that each year's work under the regular plan is divided into two terms of 20 weeks each, while each year's or grade's work under the all-year plan is divided into three terms of 12 weeks each, and that four year's work is done in three years. Thus the C class in each group will do the first two-thirds of the work of the corresponding B class of the same grade under the regular plan. The B advanced class will do the last third of the corresponding B class and the first third of the work of the corresponding A class. The A advanced class will do the last two-thirds of the work of the corresponding A class. This division makes it comparatively easy to assign a pupil transferred from another school to the proper grade with little or no loss of time or grade to the pupil transferred.

The course of study for the summer term is the same as for other quarters of the year with a little more emphasis on manual activities and on play. The school day is the same, being from 9 a. m. to 3 p. m.

One administrative difficulty encountered, but which can easily be remedied, is that eighth-grade pupils completing the course December 1 can not enter a regular class in high school until February 1. Classes that graduate in March can not enter high school without some readjustment. The problem will no doubt soon be solved by the establishment of an all-year high school.

Though there have been some minor problems in the administration of the all-year plan, these are being so rapidly and successfully solved that it may be concluded that the Newark school authorities have by their experiment made a distinct and practical contribution to the cause of education.

In reply to a letter inquiring whether the all-year schools had made progress since the foregoing report was prepared in 1916, Dr. A. B. Poland, superintendent of the Newark schools, writes:

> The all-year schools are running successfully and retain their popularity as is shown by the large number remaining for the summer term. The accelerated movement of the pupils has reduced crowding and helped to eliminate the part-time evil in the city. Many more pupils have been enabled to remain and complete the elementary school work and many have gone to high school for longer or shorter terms who under the regular plan would have left school for work in the seventh and eighth grades.
>
> In an industrial city, where comparatively few of the children leave the city for the summer, the all-year school certainly has a place.
>
> That the children are safer, cleaner, healthier, and happier in the clean, well ventilated school rooms than in crowded tenements or dusty streets is a proposition so plain that it needs no proof. Why not at the same time give them an opportunity for greater mental training and take them further along in the educational path before economic necessity compels them to become wage earners?

The superintendent of schools at Mason City, Iowa, reports that the all-year school has operated successfully in that city for the past two years. The school year is divided into four quarters of 12 weeks each from the kindergarten through the high school.

Among the advantages the superintendent of the Mason City school claims are—

1. It is not good business to keep a million dollar investment idle three months in the year.

2. Under present city conditions, a great many children have nothing to do when out of school. The child labor laws prevent their working for other people, and the home does not have employment for them.

3. Though we may feel chagrined that in this land of wealth the economic conditions force many students to leave school as soon as they are able to earn money, we must recognize it as a fact. These pupils attending school the year around would be part way through high school by the time they reached the age limit, and experience has shown that after a person is half way through high school, they generally finish. Hence, we can feel assured that the year around school will mean that the next generation will be much better educated; that a bigger per cent will be high-school graduates.

4. Since the average wage of the high-school graduates is considerably higher than the eighth-grade graduates, getting more people through high school will improve the economic condition of the masses.

5. By running school the year around, students who have to work their way through school can choose the three months in which they can find the most lucrative employment.

6. Small children can stay out during the cold winter months, and still make as much progress as they had formerly made. Every child is entitled to 432 weeks of schooling, and if part of these are taken during the summer, the expense of that child will be lessened, because the summer school can be run at less expense.

7. By getting students through high school younger, public pressure will force the establishment of a junior college.

8. Educational loss occasioned by the forgetting during the summer months will be prevented.

It is reported that the 12 weeks' summer term at Ardmore, Okla., has been successful. At first the school board charged a tuition fee; now it has made a levy of sufficient funds to conduct the schools for the entire year by public taxation. The superintendent reports the following results: First, the children do better work in the summer term than in the regular school term; second, many pupils are able to go on with their classes the following year who otherwise would fail to do so, and would have to take the work over; third, a great many of the pupils take advanced standing by doing the work of the summar term.

TABLE 12.—*Financial statistics for summer schools of elementary and high school grade.*

Cities.	Source of support.	Tuition fee per month, elementary schools.	Tuition fee per month, high schools.	Expenditure from public funds.			Rate of pay of teachers.
				Total.	For elementary schools.	For high schools.	
1	2	3	4	5	6	7	8
Alabama:							
Birmingham	Tuition	$2	$5 for two courses, $2.50 for each additional.				High schools $1 per hour, elementary 50 cents per hour.
Selma	....do	$4	$6 for one subject, $11 for two, $15 for three.				
Arizona:							
Bisbee	Public funds			$4,080	$4,080		Regular rate.
Douglas	....do			320	320		
Arkansas:							
Fort Smith	....do			678	678		Regular rate.
Hot Springs	Tuition	$5	$5				
Little Rock	Public funds						
Texarkana	Tuition	$3	$3				Receive tuition fees.
California:							
Long Beach	....do	$4	$6 for first subject, $2 for each additional.				Do.
Pomona	....do		$2 for registration, $1 per subject.	100		$190	$75 per month for summer school, $150 per month regular school.
San Bernardino	....do	$6					$90 per month.
Colorado:							
Pueblo—							
District No. 1	Public funds						$3 per day.
District No. 2	No cost						Services free.
Connecticut:							
Meriden	Public funds			56	56		Regular rate.
New Britain	....do			500	500		$1.50 per half day.
Winsted	....do			180	180		$10 per week.
District of Columbia:							
Washington	Voluntary contribution and private funds.						Less than half regular rate.
Georgia:							
Albany	Public funds						
Augusta	Tuition	$12.50 per subject, $5 for each additional.		450	175	275	Regular rate.
Fitzgerald	....do	$3					Receive tuition fees.
Rome	....do	$2	$4				Do.
							Do.

Idaho:											
Boise	do			$4							Regular rate.
Lewiston	Public funds			$5 per subject							
Illinois:											
Chicago Heights	Tuition	$7 for one subject, $10 for two, $12 for more.									Receive tuition fees.
Cicero	Public funds				798	798					$3.50 per day.
Decatur	Tuition	$2.50		$5 per subject							Less than regular rate.
Dequadn	do										
East St. Louis	do	$2									Receive tuition fees.
Evanston	Public funds				1,195	1,195					Regular rate.
Freeport	do				212	212					$2 per day.
Granite City	Private subscription	$4					270	270			About the same.
Pontiac	Public funds			$10 for one subject	2,724	2,724	2,065	659			80 per cent of regular rate.
Rockford	do			$5	160	160	100	100			Receive tuition fees.
Spring Valley	Tuition	$1		$15	600	600		600			$75 a month.
Indiana:											Regular rate.
Bloomington	Public funds				1,107	1,107	500				Do.
Crawfordsville	do										Regular rate.
East Chicago	Tuition			$4 for two subjects	1,229	1,229	1,229				One-half regular rate.
Elkhart	do				200	200	140	120			
Kokomo	do			$10 for one subject	150	150	150				$50 per month.
Laporte	Public funds			$5	2,294	2,294	2,294				Regular rate.
Richmond	do				216	216	216				Do.
Iowa:					780	780	780				One-half regular salary, plus $5 a month.
Burlington	do				1,500	1,500	1,110	400			About $5 per month less.
Cedar Falls	do										Regular rate.
Charus City	do										About the same.
Davenport	do			$10 for one subject							
Dubuque	do			$15 for one subject							Regular rate
Fort Dodge	do										
Iowa City	do				375	375	375				72½ per cent of regular salary.
Marshalltown	Tuition	$9 for two subjects									Regular rate.
Mason City	Public funds			$15 for one subject	748	748	748				Do.
Kansas:					300	300	300				Two-thirds of regular rate.
Atchison	do										
Emporia	do				210	210	210				Regular rate.
Hutchinson	do				300	300	300				$60 per month each.
Iola	do	$1			240	240	240				Regular rate.
Junction City	do	$2			920	920	920				$40 per month each.
Manhattan	do										
Pittsburg	Public funds, in part	$1									Regular rate.
Salina	Public funds										
Topeka	Elementary, Public funds; high school, tuition.			$7.50, one subject; $5 for second one.	750	750	750				Regular rate.
Louisiana:											
Lafayette	Public funds										

1 per term.

TABLE 12.—*Financial statistics for summer schools of elementary and high school grade*—Continued.

Cities.	Source of support.	Tuition fee per month, elementary schools.	Tuition fee per month, high schools.	Expenditure from public funds.			Rate of pay of teachers.
				Total.	For elementary schools.	For high schools.	
1	2	3	4	5	6	7	8
Maine:							
Gardiner	Public funds			$142	$142		
Lewiston	do			375	375		$2.45 per day.
Maryland:							
Baltimore	do			8,016	(1)	(1)	Principals, $5 per day of actual service; assistants, $3.50.
Massachusetts:							
Athol	do			400	400		20 to 25 cents an hour less.
Attleboro	do						Principals, $10 per week; assistants, $8 per week.
Boston	do			16,000	13,000	$3,000	
Brockton	do			500	500		$12.50 per week.
Cambridge	do			843	561	282	$2 to $3 per day.
Everett	Tuition	$4	$6 for one subject; $8 for two or more.				Principals, $15 per week; teachers, $10 per week.
Ipswich	Public funds			65			About the same.
Leominster	do			260	260		$2.50 per day.
New Bedford	do			655	655		
Newton	do			798	798		Less than regular rate.
Northbridge	do			146	146		
Palmer	do			94			20 cents per hour more.
Rockland	do			300	300		$10 per week.
Southbridge	do			100	100		20 per cent less.
Wakefield	do			297	297		$10 per week.
Webster	do			200	200		60 cents an hour.
West Springfield	do			100	100		
Woburn	do			175	175		$1.50 to $2 per day.
Worcester	do			3,452			Elementary $90 for six weeks, regular salary $950 to $950 annually.
Michigan:							
Ann Arbor	do			2,001	1,598	403	Regular rate.
Calumet	do						Do.
Coldwater	do			280	280		About the same.
Detroit	do			15,735	6,472	9,263	
Grand Rapids	do			3,429	3,429		

Houghton	do					
Ishpeming	do					
Jackson	do			300		300	Regular rate.
Kalamazoo	Public funds and tuition	$1.50	$1.50 per subject	930	480	450	Elementary $10 per week, high school $1 per class period.
Marquette	Public funds			1,100	800	300	Regular rate.
Monroe	do			341	341		Do.
Mount Clemens	do			785	135	650	Do.
Owosso	do			500	500		$7.5 each for the term.
Saginaw, E. S	do			75	75		$75 per month.
Saginaw, W. S	do						Two-thirds regular salary.
Minnesota:				300	300		Regular rate.
Albert Lea	do						
Chisholm	do			500	300	200	Do.
Cloquet	Tuition	$1		190	190		$4 per day.
Eveleth	Public funds						Regular rate.
				9,040	8,477	572	Elementary $70 to $75, high school $80; about $10 a month less than in regular term.
Minneapolis	do						
Remidji	do			[1] 12,500			Elementary $3 per day.
Rochester	do			295	295		$10 less than regular rate.
St. Paul	do			900	900	900	Regular rate.
				3,308	1,414	1,894	$2.50 per day for elementary, $3 per day for high school.
Virginia	do			300	120	240	$1 per hour.
Missouri:							
Kansas City	do						
St. Joseph	Tuition	$4	$5 per subject				$3 per day.
St. Louis	Public funds						80 per cent of tuition.
Webb City	Tuition	$1 for one subject, $8 for more.					70 per cent of regular salary.
Montana:							
Butte	Public funds						
Great Falls	do			10,888	8,396	2,592	Regular rate.
Missoula	do			4,932	3,712	1,220	
Nebraska:				400	400		$1 per week for one subject.
Fairbury							
Fremont	Public funds						Regular rate.
Lincoln	Tuition, school provides supplies.	$1					More than regular rate.
Omaha	Public funds						
New Hampshire:				3,000	3,000		$20 per month.
Franklin	do						
Rochester	do			225	225		Regular rate.
New Jersey:							Do.
Bayonne							
Bridgewater	Public funds						$2 to $2.50 per day.
East Orange	do			125	125		Regular rate.
Englewood	do			3,000	3,000		Less than regular rate.
Newark	do						$3 per day.
Plainfield	do			66,990	58,781	8,109	$2.50 per day.

[1] Expenditures not kept separate.

[2] For elementary and high school.

[3] Per term.

TABLE 12.—*Financial statistics for summer schools of elementary and high school grade*—Continued.

Cities.	Source of support.	Tuition fee per month, elementary schools.	Tuition fee per month, high schools.	Expenditure from public funds.			Rate of pay of teachers.
				Total.	For elementary schools.	For high schools.	
1	2	3	4	5	6	7	8
New York:							
Amsterdam	Public funds			$750	$250	$500	$2.50 per day of 3 hours.
Auburn	do						Grade teachers, $10 per week.
Buffalo	do			45,000	15,000		Grammar $1 to $1.75 a day, vocations $3.
Dunkirk	do						Regular rate.
Ithaca	Partly public funds, partly tuition.	Grades 1 to 3 $1.50, grades 4 to 7 $2, eighth grade $3.[1]	$5[1]				For 6 weeks' term, high school $40–$60, grades $48–$60.
Mechanicsville	do	$2		60	60		
Mount Vernon	Public funds						$2.50 to $3 a day.
New York	do			15,000	15,000		
Niagara Falls	do			1,226	1,226		One-half regular rate.
Schenectady	do			1,800	1,800		$12 per week.
Solvay	do						Regular rate.
Syracuse	do			1,900	1,400	500	
North Carolina:							
Charlotte	do			936	457	479	Two-thirds regular rate.
Concord	Partly public funds, partly tuition.		$3				
Raleigh	Tuition	$3 per subject[1]	$3 per subject[1]				
North Dakota:							
Grand Forks	do	$3 one subject, $1.50 each additional.[1]	$5 one subject, $2.50 each additional.[1]	305	125	180	Regular rate.
Ohio:							
Bellefontaine	do						
Cincinnati	Public funds			10,992	7,500	3,792	$5 per day.
Cleveland	do			55,429	21,680	33,749	Maximum, $20 per week high school; maximum, $14 per week grades.
Conneaut	Tuition	$5 if more than one subject is taken.	$5				
Coshocton							Regular rate.
Dayton	Public funds			1,574	1,034	540	
Greenville	Public funds; high-school students pay nominal tuition.		$2	300	200	100	Two-thirds regular rate.

Lakewood	Public funds						
Martins Ferry	Tuition	$5 for each grade	$5 for each subject	252	252		Regular rate.
Newark	do						
Philadelphia	Public funds						Receive tuition fees.
Norwood	do			138	93	45	Less than regular rate.
Piqua	do			420	420		
Salem	do			225	135	90	Do.
Springfield	do			310	160	150	Regular rate.
Steubenville	do			560	320	240	More than regular rate.
Toledo	do		$5 per subject, maximum of 2 subjects.	1,300			$75 each for 6 weeks.
Oklahoma:							
Ardmore	Tuition	$?	$1				Elementary $2 to $3 per day, high school $4 per day.
Enid	do	$2					
Shawnee	do						
Tulsa	do	$7.50[1]					Receive tuition fees.
Oregon:							
Baker	do						Do.
Medford	do		$10[1]				
Salem	do	$2					
Pennsylvania:		$10					
Altoona	do						Do.
Butler	do	$2.50					
Carrick	Public funds		$4				Do.
Chester							Do.
Coraopolis	Public funds						Less than regular rate.
Corry	do			100	100		Regular rate.
Donora	do			200	100	100	Do.
Easton	do			167	167		Do.
Harrisburg	Tuition	$10	$3 for 1 subject, $2 for each additional.	545	340	195	$1 per hour.
Johnstown	Public funds	$6	$6				Receive tuition fees.
Monongahela City	do						$100 each for 6 weeks.
New Castle	do			125		125	Regular rate.
Pittsburgh	do			797			$2.50 per half day session.
Warren	do	$6 to $10		8,110	3,500	4,610	Elementary $3 per day, high school $4.
Wilkinsburg	do			400	400		Less than regular rate.
Rhode Island:							
Westerly	do			247	247		Regular rate.
South Carolina:							
Columbia	Partly tuition	50 cents to $1	$1.50	310	310		Do.
South Dakota:							
Aberdeen	Public funds			372			Less than regular rate.
Texas:							
Cleburne	Tuition	$7	$3				Regular rate.
Corsicana	Partly tuition	$2.50 to $5[1]	$3 to $6[1]				Three-fourths of regular rate.
El Paso	Tuition	$1.50		150		150	One month's salary for 6 weeks.
Fort Worth	do	$6	$10				Regular rate for elementary schools.
Houston	do	$1	$5				Receive tuition fees.
Sherman	do	$5	$5				One half of regular rate.
							Receive tuition fees.

[1] Per term.

TABLE 12.—*Financial statistics for summer schools of elementary and high school grade*—Continued.

Cities.	Source of support.	Tuition fee per month, elementary schools.	Tuition fee per month, high schools.	Expenditure from public funds.			Rate of pay of teachers.
				Total.	For elementary schools.	For high schools.	
1	2	3	4	5	6	7	8
Texas—Continued.							
Taylor	Tuition	$10 [1]	$10 [1]				Receive tuition fees.
Waco	do	$7.50	$10				Do.
Utah:							
Logan							
Provo	Tuition	$2.50		$337	$337		Regular rate.
Virginia:							Receive tuition fees.
Bristol	do	$4	$4				
Danville	Public funds			200	200		Do.
Richmond	do			5,200	3,700	$1,900	About same rate.
Washington:							$100 each per term.
Olympia	Tuition	$4	$4				Receive tuition fees.
West Virginia:							
Bluefield	do	$5	$6 per subject				Do.
Parkersburg	Public funds						$40 for elementary, $60 for high school.
Wheeling	do						Regular rate.
Wisconsin:							
Ashland	Tuition	$4 [1]	$4 [1]				Do.
Fond du Lac	Public funds			60	60		
Green Bay	Tuition	$2 [1]	$5 [1]				
Kenosha	do	$5 [1]					
La Crosse	Public funds			4,000	3,000	1,000	Elementary, $90 for 8 weeks.
Madison	do			1,371	685	686	Two-thirds regular rate.
Milwaukee	do						$4 per day, both elementary and high school.
Rhinelander	do			235	100	135	Two teachers receive $100 each for 6 weeks; one receives $30 for 6 weeks, teaching one hour per day.
Waukesha	do			70	70		Regular rate.
Wausau	Tuition	$6	$8.25 [1]	357	262	95	Do.
West Allis	Public funds			450	450		More than regular rate.
Wyoming:							Regular rate.
Cheyenne	do						
Laramie	do						

[1] Per term.

TABLE 13.—*Summer high schools.*

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies.	Percentage of summer school pupils who gained a half year.
1	2	3	4	5	6	7	8	9
Alabama:							*Per cent.*	*Per cent.*
Birmingham	297	270	13	6	5	All	60	60
Selma	34	30	2	6	.....	Retarded	.....	.....
Arkansas:								
Hot Springs	25	23	3	6	.....	....do	99	.....
Little Rock	26	.....	6	6	4	Retarded and exceptionally bright.	.....	.....
Texarkana	31	30	2	8	5	All	50	8
California:								
Long Beach	57	.....	4	6	3½	....do	95	.....
Pomona	65	62	3	8	3	....do	20	80
Colorado:								
Pueblo—								
District No. 1	.....	.....	.....	8	.....	....do	.....	.....
District No. 20	45	.....	2	6	.....	....do	.....	.....
District of Columbia:								
Washington	141	140	12	6	4½	....do	.....	.....
Georgia:								
Albany	20	19	2	6	3	Retarded	95	.....
Augusta	45	43	3	6	4½	All	75	10
Rome	12	11	2	8	3	Retarded and exceptionally bright.	10	0
Idaho:								
Boise	30	28	1	6	4	All	.....	.....
Lewiston	36	30	2	6	3	....do	80	95
Illinois:								
Decatur	124	120	4	8	4	....do	.....	.....
Evanston	170	.....	6	6	4	....do	.....	.....
Rockford	104	92	4	8	4	....do	.....	.....
Spring Valley	52	50	4	6	.....	....do	100	.....
Indiana:								
Crawfordsville	100	97	4	6	4	....do	95	.....
East Chicago	88	80	5	7	5	....do	33	0
Elkhart	28	.....	2	8	4	....do	50	0
Kokomo	.....	.....	2	6	3	....do	25	2
Iowa:								
Cedar Falls	43	40	2	6	4	....do	75	.....
Iowa City	125	120	4	6	4	....do	98	50
Marshalltown	.....	.....	3	6	.....	....do	100	100
Mason City	126	111	7	12	.....	.....	.....	.....
Kansas:								
Junction City	16	15	.....	8	2½	....do	.....	.....
Salina	49	42	2	10	4	....do	.....	.....
Topeka	146	.....	5	6	.....	....do	93	0
Maryland:								
Baltimore	861	763	25	6	4	Retarded	78	0
Massachusetts:								
Boston	428	395	16	7	4	....do	.....	.....
Cambridge	110	98	4	5	3	....do	75	.....
Ipswich	5	5	1	7	1	All	80	.....
Worcester	92	.....	6	6	4	....do	.....	.....
Michigan:								
Ann Arbor	55	40	3	7	4	....do	93	87
Calumet	311	.....	10	.....	.....	....do	.....	.....
Detroit	614	500	39	8	4	....do	.....	.....
Houghton	33	32	1	6	4	Retarded	10	2
Ishpeming	140	121	3	6	3	All	.....	.....
Jackson	93	89	4½	6	.....	Retarded and exceptionally bright.	.....	.....
Kalamazoo	30	20	3	5	3	Retarded	4	.....
Monroe	102	96	4	8	6	All	50	3
Minnesota:								
Albert Lea	36	33	4	6	4	Retarded	90	.....
Eveleth	40	30	3	10	.....	All	75	100
Minneapolis	1,401	.....	49	8	4	....do	.....	.....
Rochester	100	95	5	6	4	....do	75	5
St. Paul	340	260	13	8	3	Retarded; also 4th year pupils.	.....	.....
Missouri:								
St. Louis	1,793	1,604	44	7	3½	Failures and exceptionally bright.	.....	.....

TABLE 13.—*Summer high schools*—Continued.

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies.	Percentage of summer school pupils who gained a half year.
1	2	3	4	5	7	7	8	9
Montana:							*Per cent.*	*Per cent.*
Butte	253	208	11	8	4	All	90	90
Great Falls	110	.....	4	8	.....	do	95	100
Nebraska:								
Fairbury	30	25	2	4	.....	Retarded	80	.....
New Hampshire:								
Rochester	93	.....	2	5	.....	All	.....	.....
New Jersey:								
Bayonne	64	.....	3	5	4	Retarded	.....	.....
Newark	1,641	1,401	76	6	3	All	.....	.....
New York:								
Amsterdam	60	51	4	6	3	do	.....	.....
Ithaca	75	.....	7	6	4	do	.....	.....
Syracuse	172	154	6	6	3	Retarded	67	.....
North Carolina:								
Charlotte	166	153	6	8	4	All	66	2
Concord	25	20	1	4	3	Retarded	90	0
Raleigh	119	100	6	6	.....	All	.....	.....
North Dakota:								
Grand Forks	50	49	4	6	6	do	4	1
Ohio:								
Bellefontaine	75	70	5	6	.....	do	75	.....
Cincinnati	585	523	20	7	4	do	76	.....
Cleveland	2,655	2,302	106	9	.....	do	.....	.....
Conneaut	.....	.....	.....	.....	4	Retarded	.....	.....
Coshocton	16	16	1	8	.....	do	.....	.....
Dayton	125	112	4	9	3	All	85	0
Greenville	16	15	1	8	4	Retarded	4	0
Martins Ferry	20	20	3	6	3	do	75	.....
New Philadelphia	32	30	1	6	.....	do	90	.....
Piqua	24	24	1	6	3½	do	97	.....
Salem	32	28	1	6	4	do	90	.....
Springfield	65	60	8	6	.....	do	.....	.....
Steubenville	120	.....	4	8	4	All	50	.....
Toledo	107	.....	5	7½	3	Failures	.....	.....
Oklahoma:								
Ardmore	50	48	2	10	5	All	.....	.....
Oregon:								
Baker	50	.....	2	6	.....	do	.....	.....
Pennsylvania:								
Butler	28	26	3	6	4	do	.....	.....
Corry	30	27	1	5	.....	Retarded	50	.....
Easton	35	32	5	5	.....	All	.....	.....
Johnstown	216	95	5	6	4	do	79	81
Monongahela City	25	20	1	4	.....	do	90	75
Pittsburgh	749	654	34	6	3	do	83	.....
South Carolina:								
Columbia	35	.....	.....	8	3	Retarded and exceptionally bright.	.....	.....
Texas:								
Cleburne	131	130	6	9	6	All	76	87
Corsicana	23	.....	2	6	4	do	50	0
El Paso	30	25	3	6	4	do	.....	.....
Fort Worth	150	150	8	8	4	do	.....	.....
Houston	129	127	6	8	4½	do	75	10
Sherman	30	26	2	8	4	do	.....	.....
Waco	110	104	8	8	5	do	7	4
Virginia:								
Bristol	17	15	2	6	4	do	5	2
Richmond	422	369	18	6	3½	do	.....	.....
West Virginia:								
Bluefield	20	19	1	9	.....	do	.....	.....
Parkersburg	100	83	4	8	4½	do	.....	.....
Wheeling	300	.....	4	6	3	.....	.....	.....
Wisconsin:								
Ashland	10	10	1	6	4	All	.....	.....
Green Bay	.....	.....	31	6	3	do	.....	.....
La Crosse	304	278	8	6	4	do	.....	.....
Madison	115	112	6	6	4	do	.....	.....
Manitowoc	37	37	3	5	4	Retarded	50	85
Milwaukee	471	417	15	7	4	All	45	.....
Rhinelander	15	14	3	6	3	do	57	66
Wausau	45	44	3	6	.....	do	25	0
West Allis	24	13	1	5	4	do	10	.....
							.....	12

TABLE 14.—*Summer schools of elementary grade.*

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Daily recesses.	Grades represented in summer school.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies after failure.	Percentage of summer school pupils who gained a half year.	Percentage of summer school pupils who gained a whole year.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Birmingham	203	170	9	6	4	1	4 to 7	All			
Selma	35	30	2	6			2 to 7	Failures and normal	90	60	0
Arizona:										0	
Bisbee	744	658	25	8		2	All	All			
Douglas	35	30	1	12	4	1	5 to 8	Failures	75	22	0
Arkansas:									75		
Fort Smith	145	138	6	10	4	0	4 to 8	do			
Hot Springs	12	12	1	6			5 and 6	do	90		
Little Rock	424		12	6	3½		3 to 8	Failures and exceptionally bright	95		
Texarkana	10	10	1	8	3	0	1 to 7	Failures			
California:									20		
Long Beach	191	173	8	6	3		All	All			
San Bernardino	57	55	4	6	4	1	3 to 8	Failures and normal	90	92	
Colorado:									5		
Pueblo—											
District No. 1	[1] 671	[1] 500	[1] 14	8			All above 4	All			
District No. 20	337	222		6	4	1					
Connecticut:											
Meriden	15		1	6	2½		Eighth grade	All			
New Britain	460	350	10	6	3		4 to 8	Failures and exceptionally bright	86		
Winsted	126	97	3	6	4	1	3 to 8	All	60	90	
District of Columbia:									78		72
Washington	252	216	9	6	3	1	5 to 8	do			
Georgia:									85	81	
Albany	25	23	2	6	3		All above 3	Failures			
Fitzgerald	30	25	3	4	3	1	All	do	98		
Rome	20	18	2	8	3	0	All above 3	Failures and exceptionally bright	50		
Idaho:									15	0	15
Boise	28	27	1	6	3	1	1, 2, 4, and 6	All			
Lewiston	32	26	1	6			3 to 6	do	90	100	

[1] Including high school.

TABLE 14.—*Summer schools of elementary grade*—Continued.

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Daily recesses.	Grades represented in summer school.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies after failure.	Percentage of summer school pupils who gained a half year.	Percentage of summer school pupils who gained a whole year.
1	2	3	4	5	6	7	8	9	10	11	12
Illinois:											
Chicago Heights	48	46	3	8	4		All	All			
Cicero	167	151	6	8	4½	1	4 to 8	Failures	10		
Duquoin	30	28	1	8		0	All	do	37		
East St. Louis		150	7	6	4	1	do	All			
Freeport	160	154	4	5	3½		4 to 8	Failures	50		
Granite City	20	17	1	6	4	1	Intermediate and grammar.	All	90		
Pontiac	53	47	3	6	3½	1	All	Failures	45		
Spring Valley	80	78	1	4		2	do	do	100		
Indiana:											
Bloomington	75	70	3	8	3		1A, 2A, 4A, 5A, 8B	All			
Crawfordsville	100	98	4	6	4	2	All	do			
East Chicago	808	340	15	6	5		4 to 6	do	95	0	
Elkhart								do	87.5		
La Porte	284	256	11	8	4½	1	All	do		11	
Richmond	189	119	5	6	4	1	1 to 6	do		6	
Iowa:											
Burlington	257	230	9	6	4	1	4 to 8	do			
Cedar Falls	145	139	9	6	4		All	do			
Charles City	75	72	3	6	4		3 to 8	do	75.3	1	
Davenport	825	695	32	6	3	2	2 to 8	do	70	0	25
Dubuque	225	175	8	4	3	2	All	do			0
Fort Dodge	150	120	4	12	4	2	4 to 8	Failures and exceptionally bright	65	1	
Iowa City	400	329	11	6	4		All	All	95	33	
Marshalltown	25	24	2	8	4		do	do	90	25	
Mason City	333		26	12	5	1	do	do	30	20	
Kansas:											
Atchison	223	148	5	6	4			do	60		1
Emporia	230	230	4		3½	1	4 to 8	do			
Hutchinson	202	159	6	6	4	2	3 to 8	Failures	50		
Iola	66	60	3	6	4	2	All		72	5	
Junction City	15	15	1	8	5		7 and 8	Failures and normal	20		
Manhattan	101	95	3	6	7	2	All	Failures	80		
Pittsburg	139		5	6	4	0	3 to 8	do	80		

Salina	69	64	3	10	4	2	4 to 8	....do	94			
Topeka	312		14		4	0	....do	All	86	94		
Louisiana:												
Lafayette	250	235	8	12		2	....do	....do	25	75		
Maine:												
Gardiner	30	29	2	6	4	1	7 to 9	Failures and exceptionally bright	95		100	
Lewiston	199	131	5	8	3½	2	4 to 9	All	23		21	
Maryland:												
Baltimore	1,592	1,281	27	8	4	1	All above 4	Failures	(1)			
Massachusetts:												
Athol	211	161	9	4	3		All	....do	90	12		
Boston	4,961	4,245	139	7	3	0	4 to 8	Failures in not more than 2 subjects	51			
Brockton	291		12	6	3		4 to 9	Failures	50			
Cambridge	383	340	10	5	3		7 to 9	....do	35			
Everett	56		5	7	4½	2	3 to 9	All	95	100	0	
Gloucester	450	400	14	5	3	0	All	Failures and exceptionally bright	89		90	
Ipswich	83	32	2	7		0	....do	All	65		60	
Leominster	120	115	4	6	3½	1	7 and 8	Failures	100			
New Bedford	133	118	6	5			4B through 8A	....do	68			
Newton	643	358	19	4	3		All	All				
Northbridge		47	4	6	3	0	....do	Failures and exceptionally bright	40		50	
Palmer	40	37	1	5	3		6 to 8	Failures	100			
Rockland	122	95	5	6	3		All	Failures; all, if room	66	21	4	
Southbridge	18	16	2	5	3	0	5 to 9	Exceptionally bright			95	
Wakefield	69	46	3	6	3	1	5 to 8	Failures	33			
Webster	53	41	2	6	3	1	All	....do				
West Springfield			2	5	3		7 to 9	Failures and normal				
Woburn	81	67	3	6	3½	1	4 to 9	All				
Worcester	661		26	6	4	1	6 to 8	....do	22	13	86	
Michigan:											10	
Ann Arbor	368	275	14	7	4	1	All	....do	60	61		
Calumet	160	152	3	8		2	6 to 8	....do				
Coldwater	56	48	2	8	4		All	Failures and exceptionally bright	70	2		
Detroit	1,591	1,464	40	8	4	1	6 to 8	All	80	78		
Grand Rapids	954	900	28	6	4		All	....do				
Jackson	248	207	6	6	3½	1	5 to 8	Failures and exceptionally bright	85	90		
Kalamazoo	130	100	7	8	3		....do	All				
Monroe	22	21	1	8	5	2	6 to 8	Failures and exceptionally bright	80			
Mount Clemens	62	50	2	5	3		All	All	75			
Owosso	30	26	1	6	4	0	4 to 6	Failures	100			
Saginaw												
East Side	170	139	5	6	4	1	4 to 8	Failures and exceptionally bright	50			
West Side	139	126	4	6	4	2	5 to 8	All	90			
Marquette[2]	94	65	2	6	5	2	....do	....do				
Minnesota:												
Albert Lea	79	75	5	6	4	1	All	Failures	85			
Bemidji	75	68	2	6	4		6 to 8	....do	80			
Chisholm	113	98	4	6	4	2	3 to 8	All	95		1	
Cloquet	87	83	1	6	2		5 to 8					
Eveleth	790	692	35	11	4½		All, including kindergarten	All	92		14	

[1] 64 per cent white, 43 per cent colored.

[2] Manual training only (for boys).

TABLE 14.—*Summer schools of elementary grade*—Continued.

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Daily recesses.	Grades represented in summer school.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies after failure.	Percentage of summer school pupils who gained a half year.	Percentage of summer school pupils who gained a whole year.
1	2	3	4	5	6	7	8	9	10	11	12
Minnesota—Continued.											
Minneapolis	7,694	.....	261	(1)	3½	1	All	All			
Rochester	205	193	5	6	4	2	do	do	70	4	2
St. Paul	660	561	16	6	3	.....	5 to 8	Failures			
Virginia							6 to 8	do	15		5
Missouri:											
Kansas City	794	586	22	6	4	1	4 to 7	Failures and exceptionally bright			
St. Joseph	67	.....	3	8	4	0	3 to 8	All	40	20	0
St. Louis	10,712	9,482	320	7	3½	1	4 to 8	Failures and exceptionally bright			
Webb City	33	30	1	6	5	.....	7 and 8	All	88	88	1
Montana:											
Butte	1,039	750	37	8	4	2	do	All	86	86	0
Great Falls	545	484	20	8	.....	2	do	do	93	91	0
Missoula	120	114	5	4	4	.....	3 to 8	Failures and exceptionally bright	90	10	2
Nebraska:											
Fairbury	40	30	2	4	.....	2	All	Failures	50	.....	.....
Fremont	101	68	3	6	3	.....	3 to 8	do	73	.....	.....
Lincoln	172	165	7	6	4	.....	4A to 8B	do	.....	.....	.....
Omaha	839	.....	44	6	4	0	4 to 8	All	80	62	.....
New Hampshire:											
Franklin	101	86	5	6	3	.....	All	Failures and exceptionally bright	90	.....	.....
New Jersey:											
Bayonne	.....	.....	.....	.....	4	2	do	All	.....	.....	.....
Bridgeton	50	46	2	4	3½	1	4 to 8	Failures and exceptionally bright	75	.....	.....
East Orange	598	324	15	6	4	.....	5 to 8	All	90	.....	.....
Englewood	137	112	5	6	4	0	4 to 7	Failures and exceptionally bright	40	20	0
Newark	[2] 16,500	[2] 7,395	[2] 582	6	3	.....	All	All	0	2	.....
Plainfield	160	150	8	6	4	.....	5 to 8	Failures and exceptionally bright	70	.....	.....
West Orange	134	116	4	.....	3½	.....	6 to 8	All	90	.....	.....
New York:											
Amsterdam	157	130	8	6	3	0	do	do	.....	.....	.....
Auburn	137	113	6	6	3	0	3 to 8		.....	.....	.....
Buffalo	10,786	5,417	356	4	3	.....	3 to 9	All	.....	.....	.....
Dunkirk	211	184	4	6	5	2	4 to 7	do	73	.....	.....
Ithaca	187	.....	9	6	3½	.....	Kindergarten to 7	do	84	.....	.....

Mechanicsville	13	11	1	6	4	1	3 to 8	do	do	100		
Mount Vernon		50	2		5		do	do				
New York	7,176	6,386	140	6	3		6A to 8B	Failures				
Niagara Falls	624	363	26	6	3		1 to 7	All		75	20	
New Rochelle	348	264	9	6	3		4 to 8	do				
Schenectady	893	708	25	6	4		All	Failures		81		
Solvay	204	119	5	6	3		do	All		67		
Syracuse	449	347	14	6	3	0	4 to 8	Failures		77		
North Carolina:												
Charlotte	132	122	6	8	4	1	4 to 7	All		66		
Raleigh	[3] 119	[3] 100	[1] 6	6	5	0	All above 3	do		100		
North Dakota:												
Grand Forks	112	90	4	6	4	0	All	do		28		8
Ohio:												
Bellefontaine	[1] 75	[1] 70	[3] 5	6		2	4 to 8	do		78		
Bowling Green	[1] 190	170	6	4	3	1	1 to 6	do				
Cincinnati	1,321	1,112	39	7	4	1	4 to 8	Failures and exceptionally bright				
Cleveland	4,358	3,568	171	8	4	0	All	Failures				63
Conneaut					4	0	5 to 8	All		62		
Dayton	570	552	14	6	3½		3 to 8	do				
Greenville	92	78	3	8	4	1	All	Failures		93	4	2
Gallipolis				6			7 to 8			7		
Lakewood	164		2	6			All	Failures				
Martins Ferry	17	17	2	6	3	0	do	All		63		
Newark	45	40	2	6	3½		4 to 8	do		93		50
New Philadelphia	107	103	2	6			2 to 8	Failures		25		
Norwood	168	130	4	8	3½		5 to 8	All		95		
Piqua	53	53	2	6	3½	2	All	Failures		26	4	
Salem	48	47	2	6	4		4 to 8	Failures and exceptionally bright		93		
Springfield	220	212	8	6	3	2	All	Failures		89		
Steubenville	100	95	4	6	4	0	5 to 8	All		25		
Toledo	208		16	6	8		4 to 8	Failures		[4] 98	25	
Oklahoma:												
Ardmore	250	227	7	12	5		All	All		60	40	
Enid	230	222	8	8	4½	1	do	do		80	100	
Shawnee	150	150	5	7½		2	do	Failures and exceptionally bright		90	5	
Tulsa	50		2	6	4½		do	All		95	100	
Oregon:												
Baker	40		2	6	4	2	Grammar and primary.	do				
Medford	15	14	1	8	4	2	All	do			80	0
Salem	10	10	1	6	4½		do	do		100	100	
Pennsylvania:												
Altoona	75	60	2	6	3		5 to 8	Failures		80		
Blakely Bow	30	28	1	6	4	2	7 to 9	do				
Butler	4	4	1	5	3	0	Grammar grades	do				
Carrick	20	17	1	8	4½	1	Eighth	All		10	90	
Chester	207	184	9	5	4	1	4 to 8	do		80	100	
Coraopolis	38	37	1	6	4	2	6 to 8	Failures		80		
Corry	30	28	1	4		0	do	do		50		

[1] 6 weeks, conditioned pupils; 8 weeks, "skippers."

[2] Low attendance due to epidemic of infantile paralysis.

[3] Including high school.

TABLE 14.—*Summer schools of elementary grade*—Continued.

Cities.	Enrollment.	Average daily attendance.	Teachers.	Weeks in summer term.	Hours in school day.	Daily recesses.	Grades represented in summer school.	Classes of children in summer school.	Percentage of summer school pupils who made up deficiencies after failure.	Percentage of summer school pupils who gained a half year.	Percentage of summer school pupils who gained a whole year.
1	2	3	4	5	6	7	8	9	10	11	12
Pennsylvania—Contd.											
Donora	65	39	2	6		2	All	Failures	55		
Easton	120	112	4	6	3		5 to 8	All	30		25
Harrisburg	17	17	1	8		0	Seventh	Exceptionally bright			4
Johnstown	92	92	2	6	4	0	7 and 8	All	41	13	
New Castle	260	240	9	6	3½		All	Failures and exceptionally bright	92		
Pittsburgh	673	599	35	6	3	0	7 and 8	All	80	87	
Warren	231		4	8	4½	2	3 to 7	do	90	100	
Wilkinsburg	120	110	4	6	3½		All	Failures	98		
Rhode Island:											
Westerly	90	72	3	6	3	2	3 to 8	Failures and exceptionally bright	75		
South Carolina:											
Columbia	169			8	3		All above first	do			0
South Dakota:											
Aberdeen	400	350	6	6		2	All				
Huron	200		4	6			4 to 8	Failures	80		
Texas:											
Cleburne	94	92	4	9	6		All	Failures and exceptionally bright	62	81	
Corsicana	49		2	6	4	0	5 to 7	All	60	0	
El Paso	260	204	8	12	4	1	All	do	50	2	0
Fort Worth	150	150	10	6	4	2	do	do	90	0	0
Houston	51	47	2	8	4½	0	6 and 7	do	70	5	
Sherman	63	55	2	8	4		All	do	15		
Taylor	60	60	3	6	3	1	3, 4, and 7	Failures and exceptionally bright	96	75	
Waco	75	73	5	8	5	1					
Utah:											
Logan	152	136	3	6			All	All	85	95	0
Provo	45	42	2	8		2	Retarded, 4 to 7; eighth, those who could finish that grade.		90		
Virginia:											
Bristol	15	12	1	6	4	0	Grammar grades	All	5	0	0
Danville	30	28	4	6	4	1	All	Failures and exceptionally bright	75		0
Richmond	964	651	37	10	3½		do	All		50	

Washington:											
Olympia	10	10	1	6	4	1	6 to 8	do	75		0
West Virginia:											
Bluefield	23	22	1	9	4½		do	Failures and exceptionally bright	10	10	0
Parkersburg	160	126	6	8	4	1	4 to 8	All			
Wheeling			4	6	3		6A to senior high	do			
Wisconsin:											
Ashland	20	20	2	6	4		All	do			
Fond du Lac	17	15	1	6	4		Eighth	Failures	100		
Green Bay	90		6	6	3		All above second	do			
Kenosha	41	37	2	6	4	1	3 to 8	All	87	91	0
La Crosse	1,065	785	34	8	4	1	All	do			
Madison	168	143	7	6	4	2	4 to 8	do	75		
Manitowoc	5	5	1	5	4	2	7 to 8	Failures			
Milwaukee	1,275	441	26	7			6 to 8	All	70	88	
Rhinelander	30	29	2	6	3	1	do	do	40	0	
Waukesha							do	Failures	70	0	0
Wausau	109	100	4	6		2	All	All	30	0	0
West Allis	101	75	4	5	4	2	3 to 8	do	36	19	
Wyoming:											
Cheyenne	102	86	3	6		2	do	do	79		3
Laramie	250	243	80	6		2	All	Failures	80	0	0