

**THE SUMMER SCHOOL AS
AN AGENCY FOR THE
TRAINING OF TEACHERS
IN THE UNITED STATES**

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The summer school as an Agency for the training of teachers in the United States by Cornelius D. Judd

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CORNELIUS D. JUDD

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**BY
CORNELIUS D. JUDD, PH. D.**

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PREFACE

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CHAPTER I

INTRODUCTION

In these modern and progressive days, when "efficiency" and "economy" have become the slogans of American business and when the spirit of thrift must characterize all successful enterprises, it is but natural that school administration recognize and promote any movement tending to eliminate waste and that will expand and speed up our educational process. Therefore, the summer school has come to claim the attention and serious consideration of educational leaders everywhere; for it presents an administrative problem whose proper solution seems to be fraught with tremendous possibilities. Such possibilities are to be realized largely thru a more rapid and a more thoro training of teachers.

The purpose of this study is to trace briefly the history of the summer school as an educational movement in the United States; to compare the work of the summer school with that of the regular year; to point out the inherent strength and weakness of the average summer school; to estimate in a more or less quantitative way what contribution is being made by the summer school toward the training of teachers; and, finally, to offer such suggestions as seem consistent with present facts and tendencies.

The scope of the study is confined to summer schools of the United States. Furthermore, no attempt is made to study all summer schools, but only such a number and of such standard as will best represent their typical work in this country.

All data were obtained from the following sources:

1. Catalogs and announcements of courses of study of some of the earliest summer schools in the United States.
2. United States Commissioner of Education, Report of 1917.
3. Summer catalogs and regular catalogs of a representative number of state normal schools and universities in different sections of the United States.
4. A questionnaire was sent to 50 universities and 150 state normal schools. It embodied the following topics and questions:

ATTENDANCE

1. The number of students who enrolled with you for the full summer session of 1916 (this term preferred because of the war; but if more convenient, give any other recent session): Men, -----; women, -----.
2. Number who enrolled for only part of the session: Men, -----; women, -----.
3. Number working for degree or diploma, -----.
4. Number receiving a degree or a diploma for summer work only, -----.
5. Number receiving a degree for summer work and regular work, -----.
6. Number of teachers enrolled: College teachers, -----; high-school teachers, -----; elementary-school teachers, -----; principals, -----; supervisors, -----; superintendents, -----; rural-school teachers, -----.
How many of those teachers were working for a degree? -----.
7. Students not expecting to teach, -----.
8. Average number in classes during the summer, -----; during regular year, -----.

FACULTY

1. Per cent of regular faculty that teach during the summer, -----.
2. Per cent of faculty that teach all the year round, -----.
3. Number of hours' teaching per week: (a) Regular session, -----; (b) summer session, -----.

MISCELLANEOUS

1. Do you now have the four-quarter plan? -----.
2. If not, do you favor such plan? -----.
3. Did you go on the four-quarter plan as a result of the war? -----.
4. Or are you likely to do so on account of the war? -----.
5. How many hours of practice teaching do you offer during the summer? -----.
6. Briefly, what is the nature of such teaching? -----

7. Compare in a few words laboratory work of the summer and of the regular year:
(a) As to quality. -----

- (b) As to amount. -----

8. In general, compare the merits of your summer-school work with that of the regular year. -----

9. How much did you spend per student for the session here referred to? -----
10. Do you have the cycle plan? ----- If so, in what subjects? -----
11. Briefly compare research work during the summer and during the regular year. -----

The fragmentary way in which catalogs are usually compiled and the incomplete answers to the questionnaire subject the study to the just criticism of inexactness, but an attempt has been made to refrain from inferences and conclusions that are not in the main substantiated by fact.

If this investigation serves merely to direct attention more fully to the merits, weaknesses, and future possibilities of the summer-school movement in America, the author will be fully compensated for all effort expended, and his most sanguine expectations will have been fully realized.

CHAPTER II

HISTORY OF SUMMER SCHOOLS IN THE UNITED STATES

A GENERAL SURVEY

It has been said that summer schools are spontaneous in their origin and came about for the purpose of satisfying local demands.¹ Such an assertion is far from an adequate explanation of the existence of summer schools, for their cause lies deeper than this. It is true that they began in certain localities of the United States and for certain restricted purposes; but the real foundation of the summer school is to be found in the broader, more progressive spirit that characterized education in this country after the Civil War.² Just as commercial activities expanded into new fields, took on new aspects, and pursued more economical methods; just as agriculture was no longer expressed by *The Man With the Hoe*, but had become a real business, demanding business methods; just as religion took on a more liberal and rational attitude toward life, so did society begin to awaken and look askance at any educational scheme that failed to provide facilities somewhat commensurate with the demands of life. The summer school, like most salutary innovations, was rooted in an economic demand, supplemented by the ambition of the American school-teacher for more thoro preparation and the desire of the American public for better schools for their children.

It is almost a truism that however traditional any educational scheme may have become, it ultimately yields to popular demand and becomes the fountain source from which issue the elements for improvement in all lines of human endeavor. In other words, education finally yields to the behests of economic, social, and political changes. Since the school-teacher is expected to assume leadership in progress and achievement, it is, then, no wonder that new plans, new instruments, new facilities must be provided for his training. Herein lies the explanation of the summer school. If we trace the rise of any summer school in any field of knowledge, we shall find that one of the primary and impelling motives for its organization was the better training of teachers. In view of the foregoing facts, we shall trace briefly step by step the history of the summer school as an educational movement, ever emphasizing and

¹ Report of Com. of Ed., 1891-92: 894.

² Bogart: *Economic History of the United States*.