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A PLEA FOR AN ALL-YEAR SCHOOL

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Graduate School of the University of Minnesota
by Claude Winship Street in partial fulfill-
ment of the requirements for the degree of
Master of Arts.

July, 1912

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Introduction

The progress of civilization is rarely uniform. New forces appear at varying intervals of time; new factors come into play, and new epochs are begun. In all history we find these milestones marking off successive eras in the world's progress. In like manner distinct epochs may be recognized in the history of education in the United States. Educational progress is dependent upon social and industrial evolutions and is thus always vainly striving to "catch up with the car of progress." It proceeds, however, not by steady strides, but by leaps and bounds, separated by intervals of slow progress.

The United States is to-day in the midst of great educational activity. Old educational ideas, old theories and prejudices, are rapidly giving place to new conceptions of the duties and functions of the school. The keynote of this movement is social service. It is humanitarian, even paternalistic in its scope. It is marked by the extension of the school system to in-

clude many new activities, such as medical inspection, open-air schools, social and recreation centers, vacation schools and playgrounds, school gardens, continuation schools and vocational training, all of which are designed to render the schools more serviceable to society.

A significant phase of the new education is the movement toward the all-year school. For some time there has been a growing feeling on the part of many that the public schools should be kept open as continuously as the office, the factory and the store. This sentiment is more marked in our large cities where the evils of the long summer vacation are becoming more apparent every year. In answer to this popular demand, there has been a gradual increase in the length of the school year.

When our public school system was first inaugurated, schools were in session but a few months each year. In fact as late as 1870 the average length of the term for all public schools in the United States

was only 132.1 days. By 1890 it had crept up to 135.7 days. During the last twenty years the increase has been much more rapid, bringing the average up to 155.3 for 1908-9. (1) Moreover it is still increasing at the rate of more than a day each year. In many places the school year has been extended to ten months, or more, but still the demand is heard for a longer term and fewer holidays.

Another and a more direct manifestation of the trend toward the all-year school is seen in the vacation-school movement. According to our best authorities, the first vacation-school was started in the old First Church of Boston in 1866. Newark, New Jersey, followed in 1885, and was the first city in the United States to make the vacation-school a regular part of the school system. The work was begun in New York City in 1894; in Chicago in 1896; and in Brooklyn, Hartford and Cleveland in 1897. Many other cities established similar schools in 1898, since which time the movement has spread rapidly to all parts of the country. During

(1) Report of the Commissioner of Education 1910.

the summer of 1911, practically every large city in the United States, as well as many small ones, maintained vacation schools of one kind or another during July and August.

The rapid growth of this movement indicates an almost universal sentiment that the traditional summer vacation is no longer necessary or desirable under modern urban conditions. It thus represents a direct attempt to fill up the gap in the school year, which has resulted from the great social and industrial changes of recent times.

Though still in the experimental stage, the vacation school has helped to modify educational ideas and practices in many particulars. Among other things it has pointed out the value of play and of the industrial arts in education, and has proved beyond all question of doubt that, when courses of study are properly arranged, just as effective school work can be done during the hot summer months as at any other time of the year.

Just what form the vacation school will take in the future is still an unsettled question. Among those who have been most closely connected with the movement, however, there is an almost unanimity of opinion that the vacation school will ultimately be incorporated as part of an all-year school plan. In fact several cities have already adopted the all-year, or forty-eight weeks school term.

It is the purpose of the writer in the following chapters to discover, if possible, the causes underlying the development of the all-year school plan and to point out the relative advantages of such a plan. From the very nature of the subject, an exhaustive treatment is out of the question. Very little has been written directly on the topic, and such articles as have appeared from time to time in educational journals have been mainly brief accounts of particular vacation schools. So far as the writer is aware, no comprehensive study of the all-year school plan has yet been published. It is hoped, however, that this thesis may, at least, prove suggestive

to other students of the question.

The Industrial Revolution and the Child

In order to understand the movement toward the all-year school, it is necessary to understand the social and economic conditions out of which it has grown.

The long summer vacation was established in the first place for economic reasons. When the United States was chiefly a rural nation, seed-time and harvest determined the limits of the school year. With the first signs of spring, the little red schoolhouse promptly closed its doors so that the older boys and girls might help on the farm. They could not be spared to attend school again until the harvesting, threshing and fall plowing had been done, but for the benefit of the younger children who found it difficult to attend during the winter, the school was sometimes opened for a summer term.

In those days practically every household was an industrial center, where all the typical industries were carried on through the cooperation of every member

of the family. Every industrial process from the production of the raw material to the completion of the finished product was a matter of household knowledge and concern. Children were required to lend assistance in the work of the household as soon as they were old enough to be of any help.

They thus received valuable moral and disciplinary training in habits of order, industry and responsibility. Contact with nature developed habits of attention and observation, and gave the child a vast fund of useful information regarding his natural environment. Trees, flowers, and the animals of the field were familiar to him. He could chase butterflies, climb trees, fish and swim in the streams. There was no lack of play space though time for play was sometimes limited.

Participation in the realities of life afforded ample training for the judgment and the power of logical thought, and impressed upon the child, as nothing else could, his obligation to do something in the world. The

many difficulties encountered and overcome in the course of a day's work, called into play his ingenuity and constructive imagination and made him strong, resourceful and self-reliant. Under such conditions the summer vacation was not only an absolute necessity, but a potent educational factor in the development of childlife.

At present, however, the situation is entirely different. The United States is no longer a rural nation. According to the census of 1910, more than half of the American people now live in towns and cities. With this change from country to city life, there has come about a corresponding change in the conditions and opportunities of childlife. The household has lost one after another of its former functions, until there is very little work left for the average city boy or girl to do. Even the common chores of the village have disappeared. For the city boy there is no wood to saw, no lawn to mow, no water to carry, no cow to milk. By the time he has finished the public school, he has probably had no work to do at all. As a result the child has lost many

opportunities for experience which he possessed under the old regime.

But the process of change has not stopped here. With the change from country to village, and from village to city, all traces of natural environment are blotted out. Trees and grass give way to solid blocks of tenements built even with the streets. Vacant lot after vacant lot disappears until there is no play space left. So great has the congestion become, that in some of our large cities there is not an acre of playground to a hundred thousand children. It was recently discovered that there were more than 200,000 children in the lower East Side of New York City with no playground but the streets.(1)

Moreover in the congested districts of a large city the housing problem is a serious one. The enormous increase in land values, makes rents exorbitant, so that many poor families are obliged to live in two or three room apartments. In cities like New York and Chicago, the tenements of the poor are located on narrow

(1) Report of the Commissioner of Education Vol. I, 1903 p.13

noisy streets; the halls and stairways are dark and narrow; the rooms are small, insufficiently lighted, and poorly ventilated; and in many cases, the kitchen and dining-room in one serves as the only living-room for the family. On a hot summer day, the scorching rays of the sun, reflected up from the pavement below and the brick walls on every side, make the rooms seem more like ovens than habitations for human beings.

Under such conditions it has become an increasing problem for parents to know what to do with their boys and girls outside of school hours, and the long summer vacation taxes their ingenuity, patience and resources to the utmost. Many parents are so busy that they have no time to devote to their children. Often both father and mother are employed in some distant factory or shop, and the children are left to run the streets from morning till night. As a result vacation time is anything but the time of spontaneous freedom and joy which we have been prone to picture.

The narrow streets are so congested with traffic that street playing is highly dangerous. Children of the streets are always liable to be run down by cars, autos, or recklessly driven trucks. On the crowded streets of our large cities, thousands of children are killed or seriously injured every year. Moreover the number of accidents to children often trebles or quadruples with the return of the summer vacation.

Street playing is likewise injurious to health. As Dr. Henry S. Curtis says, "These streets cannot be kept as clean as in better neighborhoods on account of the volume of traffic and the obstacles in the way of sweepers. Each gust of wind raises a cloud of dust which analysis proves to be 95% horse manure, to fill the eyes and lungs of the children. This results in inflammation of the eyelids and other eye complications. Analysis also shows that this dust nearly always contains the germs of consumption, and the susceptible are exposed. Commissioner Woodbury, of New York found as high a number as 185,000 germs per cubic

centimeter, in the air of some slum streets, while there were only eight or ten germs per cubic centimeter on upper Madison Avenue." (1)

But aside from all considerations of danger, street playing is undesirable from a moral standpoint. It is not on the corners of crowded streets, or in filthy alleys that true types of manhood and womanhood are developed. The sight of ill-smelling garbage trucks, push-carts, or beer wagons is not calculated to exert an elevating influence or lead to a love of the beautiful and the good.

The very complexity of city life produces an overstimulation of nerves and senses which is fraught with peril to the child of the streets. "The newly awakened senses are appealed to by all that is gaudy and sensual, by the flippant street music, the highly colored theater posters, the trashy love stories, the feathered hats, the cheap heroics of the revolvers displayed in the pawnshop windows." (2)

Daily contact with vice and crime hardens the

(1) Report of Commissioner of Education 1903, Vol.I p 3.

(2) Jane Addams "The Spirit of Youth and City Streets" p. 27

sensibilities and perverts the youthful mind. The education of the street, no doubt, gives the child a certain degree of alertness, but it also trains him in habits of cunning and deception.

Street play is so hedged about by law, that even a game of ball must be "sneaked on the cop." The game is apt to be interrupted at its most exciting moment by the warning cry of the scout, "Cheese it, the cop!" We are told that a boy was actually shot down by the police in New York City for the heinous offense of playing football on the street on Thanksgiving Day. (1) Such a situation naturally breeds contempt of law and defiance of authority. In it we may find the origin of the predatory gang, the sneak thief and the pick-pocket. "It is but a step from sneaking on the cop, to sneaking something from the grocer, the fruit-dealer, the department-store, or to picking pockets; it is all of a piece." (2)

In this way street playing often leads to a first acquaintance with the juvenile courts. When we come to

(1) Jacob A. Riis - Atlantic Monthly 84:304

(2) S. H. Weir - Playground 4:38

consider actual conditions the situation is appalling. In the single city of Chicago 15,000 young people under the age of twenty were arrested and brought into court within a period of one year. "Most of these young people had broken the law in their blundering efforts to find adventure, and in response to the old impulse for self-expression. It is said indeed that practically the whole machinery of the grand jury and of the criminal courts is maintained and operated for the benefit of youths between the ages of thirteen and twenty-five." (1)

During the summer months court records often show an increase of over 60% in juvenile misdemeanors. (2) Who is to blame for this alarming state of affairs, the boys or society, which turns them into the streets for three months' training in idleness, impudence and crime?

Children are naturally active. If their native instincts are not allowed to develop naturally through channels of play and useful activities, they are apt to crop out sooner or later in some perverted form. A boy is like a steam engine with steam always up. Play is

(1) Jane Addams - "Spirit of Youth and the City Streets" p. 70

(2) Report of Chicago Educational Commission p. 153

his safety-valve.(1) "It may seem a striking statement" writes George E. Johnson, "but it is nevertheless perfectly true, that no case ever appeared in the Pittsburg juvenile court, or in any other juvenile court, in which the act committed was not prompted wholly, or in part, by some impulse which, under other relations and other associations, could not be both right and desirable." (2)

As Jane Addams says: "A certain number of outrages upon the spirit of youth may be traced to degenerate or careless parents who totally neglect their responsibilities; a certain other large number of wrongs are due to sordid men and women who deliberately use the legitimate pleasure-seeking of young people as lures into vice. There remains, however, a third very large class of offenses for which the community as a whole must be held responsible if it would escape the condemnation, "Woe unto him by whom offenses come." This class of offenses is traceable to a dense ignorance on the part of the average citizen as to the requirements of youth, and to a persistent blindness on the part of educators

(1) Jacob Riis.

(2) p. 361 - Proceedings 3rd Annual Playground Congress
Vol. III - 1909.

as to youth's most obvious needs.

"The young people are overborne by their own un-directed misguided energies. A mere tempermental outbreak in a brief period of obstreperousness exposes a promising boy to arrest and imprisonment; an accidental combination of circumstances, too complicated and overwhelming to be coped with by an immature mind, condemns a growing lad to a criminal career." (1)

This picture of city life is indeed a sad one. It is into just such an environment, however, that thousands of precious, young lives are turned loose each summer. Under such conditions, is it any wonder that our large cities have become breeding places of vice and crime? It is not strange that there are so many juvenile delinquents and criminals; the wonder is that there are so few.

While the children of the poor are the greatest sufferers under present conditions, there is no doubt but that the long summer vacation is demoralizing even to the children of the well-to-do, who have

(1) pp. 51-52 - Spirit of Youth and the City Streets - Jane Addams

the benefit of gardens, city parks, and playgrounds, or can go to the country, seashore or mountains. The sudden change from school discipline to unrestrained liberty creates a confusion in standards which is productive of bad habits and false ideals. Children cannot adjust themselves so swiftly to such violent changes. They cannot understand why it should be good for them to work hard one season and be idle another. They are not naturally idle but are happiest when engaged in useful activities. "It is the fathers and mothers who separate play from work, study from joy, presenting work as unpleasant, and idleness as delightful; whereas, as a matter of fact, children whose fine little souls have not been twisted out of shape by unthinking parents, love to help, love to accomplish." (1)

Children must, however, have supervision and direction. When left to their own resources they do not know what to do. As Joseph See says, "It would seem indeed to be the case that a child under fourteen, absorbs in about a week as much complete liberty as he

(1) p. 538 - Sept. 1911 Craftsman.

can make use of. After that he becomes saturated, feels bored, and craves a certain amount of teaching and control."(1) If this is not furnished they are pretty sure to waste much time in idleness, or to do things which had better been left undone.

State Superintendent Luther L. Wright of Michigan calls the attentions of educators to this danger, in a recent address. "I am coming to the idea," he says, "that there ought to be no long vacation; that it is a danger to children instead of a help; that it tends to destroy habits of industry, habits of application and habits of discipline, and school teaching would be easier and more effective if it were abolished. If society were so organized that children could be put to work at some form of manual labor out-of-doors, during the long vacation, such a training would be most valuable. But in all towns and cities, the long vacation means a period of licensed idleness, a time of breaking down good habits and the formation of poor ones." (2)

Such in brief are the conditions which have in-

(1) p. 115 - Constructive and Preventive Philanthropy - See

(2) -p. 47 - School Board Journal, November 1911.

creased the functions of the school, giving rise to the vacation school, and to the more recent movement for the all-year school. "Since the home lost its opportunity to train its children industrially," declares Superintendent Wirt of Gary, Indiana, "it has not been able to occupy their time. Therefore the school must assume many of the duties formerly belonging to the home. The demoralizing street and alley education of the children can be eliminated, only by the combined school, workshop, and playground appropriating this street and alley time. The school must to-day not only teach but must first get its children into a condition to be taught. By appropriating the street and alley time the school eliminates the demoralizing influence and also secures the much needed time for the crowded curriculum. This appropriation of additional time is absolutely necessary for the successful organization of a school plant that will permit its children to live a natural, real life and develop through the expression of the natural impulses as they appear." (1)

(1) Pamphlet - Notes to Visitors - p. 12

The rush of population into our urban centers has produced no greater problem than that of the city child. Its solution is difficult but imperative. As Woods Hutchinson has said: "The child is the embodiment of the future of the race; what we do for him determines our future. If our city life assumes such a form that children cannot grow up healthy and vigorous under it, the prosperity of the city is doomed. Whether the child survives civilization or not, civilization cannot survive the child."

The Vacation School Movement

The vacation school is an urban institution. As such it represents an attempt to counteract the evils of city life described in a preceding chapter. In the first place these schools were usually established and conducted by some philanthropic organization, simply to keep the children off the streets and keep them occupied for several weeks during the summer vacation. This seems to have been the purpose of the first vacation school which was started in the old First Church of Boston in 1866.(1) We know but little of this early school. For a number of years following 1868, it was conducted in one of the public school buildings, but at some later date was discontinued.

According to Sadie American, vacation schools were established at Providence, R. I., a few years later. She quotes from the report of Superintendent Leach of Providence for June 1870, as follows: "For two years past schools have been opened in the summer vacation for such children as wished to attend. These

(1) See - "Constructive and Preventive Philanthropy" pp. 109-10

have been a great blessing to the city. Large numbers are not only saved from the dangers and temptations of the streets, but are properly cared for, and provided with such instruction as they most need. All lessons are made as attractive and interesting as possible by apt illustrations. Sewing, drawing, and object teaching occupy a prominent place." (1) The work was carried on there up to the summer of 1876 when there were 688 pupils in the eight schools, but was dropped until 1894.

Cambridge, Mass., also seems to have early realized the necessity of such schools, according to the Report of the Cambridge Board of Education for 1872, which states: "For two months in the summer the schools are closed. The children who are taken into the country, profit by the vacation, but it is a time of idleness, often of crime, with many who are left to roam the streets. Our system seems to need vacation schools, in which the hours and methods of study should be adapted to the season." (2)

The first vacation school to be maintained as

(1) Education 26:513

(2) Report Cambridge Board of Education - 1872.

a part of the public school system, was established in Newark, New Jersey, in 1885. Although the work has been carried on there, continuously, since 1885, the purpose, at first, seems to have been chiefly to enable backward children to catch up with their work.

Although the first vacation school was organized as early as 1866, it was not until near the close of the last century that the movement became general. The work was begun in New York City in 1894 by the Society for Improving the Condition of the Poor. The immediate success which attended their efforts, encouraged many other cities to take up the work. Thus we find Cleveland establishing vacation schools in 1895; Chicago in 1896; Brooklyn and Hartford in 1897. Baltimore, Buffalo, Indianapolis, Milwaukee, Philadelphia, Pittsburg and many other cities, followed in rapid succession. While these schools were nearly always started by private initiative, they were usually carried on in the public school buildings.

Since 1900 there has been a widespread tendency

in our large cities to incorporate the vacation school work as a regular part of the public school system. New York City set the example in 1898, in taking over ten vacation schools of the Society for Improving the Condition of the Poor. The same thing was done in Buffalo and Providence in 1900; in Cleveland in 1903; in Milwaukee in 1904; in St. Louis, 1907; and Chicago, in 1909. Mr. Philbrick, Chairman of the Providence School Committee expresses the general attitude of city school boards when in recommending the continuance of the vacation schools in 1901, he said: "We firmly believe it to be as much to the interest and welfare of the city that helpful influences and opportunities be thrown around our youth during the three hot months of the year as during the remaining nine months, and can see no good reason why our school plant -----should not in this way be made to give increased returns on the amount invested." (1)

Parents and children themselves, however, have everywhere been the most enthusiastic supporters

(1) Education - 26:515

of the movement. When the Chicago Women's Clubs obtained the use of five schools in which to hold vacation schools in 1898, cards of admission were distributed to four hundred children for each school. On the opening day more than a thousand children clamored for admittance at each school and we are told that it finally required the police to remove parents who insisted that their children must be admitted. Fifty children on the way to one school were "held up" and their cards of admission taken from them. In response to this popular demand, the movement has spread rapidly until nearly every city of any consequence now maintains a number of vacation schools each summer as a regular part of its school system.

Along with this rapid expansion, there has come a larger conception of the aims and purposes of the vacation school. "As soon as educators came to consider the problem carefully," writes Henry S. Curtis, "they saw it was not merely a question of keeping the children off the street that was before them, but that

they had also the problem of supplying the children with something that would take the place of those old duties of childhood, that had disappeared, of furnishing manual activities and problems similar to those with which our ancestors had had to deal, and of restoring to the child something of the environment of nature which he had lost. When these new ideals came to be perceived, it became evident that it was not the children of the poor alone that needed vacation schools, but they were as necessary for the children of the well-to-do, as for the children of the needy, for the children of the village as for the children of the city, unless the child got from his home life and surroundings this invaluable acquaintance with work and nature." (1)

Many experiments were tried at first in order to determine what work was best adapted to the vacation school. As a result there was little uniformity in the courses of study which were first offered. Each city carried on its own experiments and often had a different curriculum in each school. The work, however, has

(1) Report of the Commissioner of Education - 1903 - 1:5

now become pretty well defined. According to William R. Hood of the Bureau of Education, there are to-day two different types of the vacation school. "In the first type the aim is social, being merely to offer the children an opportunity to get out of the hot and crowded streets, and into more wholesome surroundings in which they may play, sing, and do elementary handwork and the like under competent direction. Usually some instruction is offered in nature study, first aid to the injured and similar subjects. Vacation schools of this sort are the more numerous and better known.

"The second type is academic in aim. In several cities special classes are organized in vacation time for the purpose of enabling pupils failing in some of their work of the previous year, to make it up, and thus escape repeating a whole year's work. In some cases, especially capable pupils are permitted to study in vacation time in order to advance a grade, or to save part of a year."(1)

Nearly all vacation schools of the first type

(1) Report of Commissioner of Education 1911- pp. 151-2

have manual training as a basis of their work. The various motives underlying the manual work have been splendidly set forth by H. S. Curtis. "With manual training the first idea of the beginners of the movement seems to have been an occupation which should keep the children busy and contented. Since then three other well-defined ideals have arisen. These ideals are not always consciously held, but educators have seen that in the quarters of the poor, where the struggle with want is hard and bitter, the mother too often works with the father at the bench or at the factory, and there is no time or energy left to teach the daughter the activities of the home, if such a habitation can be said to be a home. -----Led by a knowledge of such conditions the New York board, and the boards of education in most cities have taught in the vacation schools nearly all the activities of the home. They have included sewing, knitting, crocheting, embroidery, sweeping, dusting, scrubbing, laundering, cooking, setting table, waiting on table, washing dishes, parlor

decorating, bandaging cuts and bruises, nursing the sick, care of babies, etc. Especial attention has been given to an attempt to create an appreciation for the neat, clean, orderly and tasteful arrangement of the room and work done. Politeness and helpfulness are insisted on. -----.

"The first motive to become prominent in determining the nature of the work for boys was a consideration of the disappearance of children's chores or duties from modern life. ---

"Perceiving these deficiencies, the vacation schools are teaching a great variety of occupations to the boys. Of these the most common are whittling and carpentry, but wood-carving, Venetian and bent-iron work, weaving, basketry, chair caning, and cobbling are also found in many schools.

"The third ideal is a more purely educational one. It has been most influential in determining the method rather than the nature of the work. This ideal sees in the development of the hand and its

activities, the secret of the development of the motor areas of the brain, the origin of speech, and all the higher mental activities. It reasons that to revive these old activities in something like the order in which they were formerly pursued by the race, will stimulate and develop the corresponding brain cells as no later superimposed activities can." (1)

Nature study has been another prominent subject. The emphasis placed upon it has doubtless been due to the feeling, "that the best place for the child during vacation time is in the country, and that if the child cannot go to the country, the schools must bring the country to the child." A splendid feature of this part of the work is the weekly excursion to the country, park or beach. This often gives the city child his first acquaintance with the country. A teacher in one of the first vacation schools held in Chicago, asked her pupils the following questions: "Have you ever picked a flower?" "Have you ever seen a cow?" Have you ever climbed a tree?" Strange as it would seem,

(1) Report of Commissioner of Education 1903 - 1:6-7

the majority were obliged to answer in the negative. To such children the excursion is an incalculable benefit. Not only does it give them a day of healthful recreation, but it also gives them a vast fund of useful information regarding their natural environment. Moreover on these excursions the teacher is brought into more friendly relations with her pupils, and gains a deeper insight into their inner lives.

In the Chicago vacation schools a special effort has been made to teach patriotism and to inculcate habits which make for civic betterment. One summer the children attending the Seward School located in one of the foreign neighborhoods of Chicago were organized into a Clean City League. (1)

The members pledged themselves to throw no papers or refuse into the streets, alleys or yards, and to aid the city in a crusade for cleanliness in every way possible. They were given systematic instruction based on the city ordinances, showing just what the duties of the contractors, garbage collectors, police

(1) Richard Waterman - Proceedings N. E. A. 1898 pp. 404-10.

and other city officials were. The relations of cleanliness to health were especially emphasized. The children were asked to report all failures of contractors and other city officials to the City Hall. The result was a clean neighborhood; walks were mended, garbage boxes properly looked after, etc.

At the same time the children received more valuable instruction in civics than could possibly be obtained from the study of any text. The following creed was used in these schools: "God hath made of one blood all nations of men, and we are his children, brothers and sisters all. We are citizens of these United States, and we believe that our flag stands for self-sacrifice, for the good of all the people. We want, therefore, to be true citizens of our great city, and will show our love for her by our works.

"Chicago does not ask us to die for her welfare; she asks us to live for her, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory shall be a place

fit to grow the best men and women who shall rule over her." (1)

An inflexible rule of all vacation schools of the first type is that "the play-period must never be encroached upon." The afternoons are often devoted entirely to playground activities. In this way the vacation school has been closely indentified with the playground. Games of various kinds are used both for educational and social purposes. For example, in the St. Louis vacation schools, the children are taught how to play checkers, dominoes, parchesi, backgammon, indoor baseball, prisoner's base, blindman's buff and many other games. In order to teach the children how to use their hands and feet, folk dances and rythmic gymnastics are often used. The social and educational value of these play activities cannot be unduly emphasized.

As Ward C. Crampton says, "Play is the natural preparation for life and social adjustment. The sand pile and mud pie, the chase and hiding, are the first practice in getting acquainted with the making of things

(1) Waterman - Proceedings N. E. A. 1898 - pp. 404-10

and the ways of competitors. The formation of a side or a team is the first and most vital recognition of cooperation and partnership. The differentiation of what is fair from what is not fair, is the first spontaneous recognition of law and order." (1)

Professor O'Shea emphasizes the same thought. "Children who play much in wholesome ways, learn so that they will never forget it, that every game has its rules and regulations which all must observe. So has the great game of life; but the latter game is altogether too complex for the child to enter at the outset, making it necessary that we begin with him in a simple way, and pass on steadily to situations more and more intricate. In this manner he will be led in time to realize that the game can go on only when every one plays fair; and matters will terminate best for all when good-will and co-operation prevail." (2)

Those individuals who in their youth never had a wholesome play life are handicapped in many ways. They generally lack enthusiasm, spontaneity, creative

(1) Educational Review 38:489.

(2) Social Development and Education p. 309

ability, and the ability to co-operate with others, qualities which are not acquired late in life, but in youth on the playground. By providing the city child with an opportunity to play under healthful surroundings, the vacation school has therefore rendered a great service to society.

Newark, Toledo, Worcester, Kansas City and St. Paul are good examples of cities which maintain vacation schools of the second type in which the aim is largely academic. The tendency in recent years has been to place increasing emphasis upon academic work. Many cities in which the vacation work was started solely as a protective agency against the evil influences of the street, have turned to the greater possibility of making the vacation school a vital co-operative factor in the general educative process and have added courses of an academic nature. New York City, Chicago, St. Louis, Cleveland and Cambridge are notable examples of cities which have done this advantageously. In most cases academic work has been offer-

ed chiefly for the benefit of "repeaters" and retarded pupils.

Superintendent Frank E. Parlin of Cambridge in his report for 1910, says : "The experiment of establishing a special class for 9th year pupils, who had failed in June to secure certificates admitting them to the high schools, proved a great advantage to those children. By means of the summer school work, a large per cent of them were able to pass the entrance examinations in September without having been put to the expense of a tutor. No class of pupils in the vacation schools received greater benefit than this one. In fact the new emphasis placed upon the academic work in all the grammar grades last summer proved very profitable to many children who had failed of promotion." (1)

Study classes were formed in the Minneapolis vacation schools in 1911 in response to the urgent demand of parents. It was thought at first that eight or ten teachers would be sufficient to answer this

(1) Cambridge Annual School Report, 1910 - p. 52

demand for academic work. The anticipated attendance, however, was greatly underestimated. Forty-two teachers were finally appointed and over 1100 pupils enrolled. Pupils had to be refused enrollment, in large numbers. Work was very successful and over 70% of those taking academic work earned promotion.

The work carried on in the St. Paul vacation schools has been equally satisfactory. Superintendent Heeter's report for 1910 contained the following excellent description of these schools. "They were intended to accommodate a large number of pupils in the grammar grades and in the high schools who desired to make up special work. Most of the enrollment from the grammar grades was made up of pupils of the "A" 8th grade who desired to do a half year's work and enter the high schools in September rather than in January. Pupils of the high schools were permitted to pursue not more than two subjects, not more than one of which was a new subject. A tuition fee of \$5.00 was charged for the grammar grades, and \$10.00 for the high

school.

"I am pleased to report that these schools were in every way successful both educationally and financially. The attendance was regular; parents and pupils alike seemed to appreciate the opportunity given children to make up work which had been interrupted for one reason or another during the regular school year."(1)

Academic work was first offered in the vacation schools of Cleveland in 1903, when the Summer High School was organized. Similar work was introduced for the benefit of seventh and eighth grade pupils of the fifth and sixth grades in 1907. In his Annual Report of the Cleveland Schools in 1908, Superintendent Elson called attention to the importance of the work carried on in the Summer High School. "The vacation high schools have been from their inception in 1903 an important factor in saving waste. The object of these schools is to afford backward pupils opportunity to make up work left unfinished at the close of school; those completing their work in a satisfactory manner are promoted and permitted to

(1) Report of St. Paul Public Schools, 1911 - pp 54-5

advance with their class. The attendance for each year is as follows:--

Year	Enrollment	Promotions
1903	264	202
1904	207	180
1905	247	193
1906	278	204
1907	303	171
1908	252	149

"The vacation high schools have during the six years of their existence, this enabled over a thousand students to advance regularly with their class; and they have done even more, -- they have undoubtedly been the prime factor in keeping this large number in the school and in securing to them the advantages of a high school education." (1)

The following extracts from the Report of the Vacation Schools of New York City for 1910-11, indicate the extent and character of the academic work which is being carried on there. "Classes were conducted for (1) Annual Report of the Cleveland Schools, 1908.

children of kindergarten age, and instruction to older pupils was also given in English, arithmetic, penmanship, geography and history, in the continuation classes.

"The success of these classes has been remarkable. Last year we conducted one hundred and two continuation classes, while this year their number was increased over fifty per cent, one hundred sixty-three classes having been maintained. -----

"The above figures (giving a total enrollment of 7077 for 1911) show an increase of sixty-one classes and 2566 pupils. Admission to the classes was by cards issued by the principals of the regular day schools, the cards showing information regarding the age, grade and residence of the pupils, and also specifying the particular subjects in which the pupils were deficient and needed help. These classes provide one of the most effective means of reducing the retardation and part-time classes in a city which contains so many foreigners as our own. Preference for admission was

always given to children who had failed to be promoted in June. Next in order of selection were the foreign and over-age pupils. When there was room, the principals admitted over-age or normal children of good health who desired to advance a grade. Teachers were always instructed, however, to give their chief attention to those pupils who were below their normal grade. -----

"In addition to the pupils of our public schools who attended these classes, there were many who came from parochial schools, and some from private schools. In Vacation School No. 1, Manhattan, I found pupils who came from Governor's Island; and in the Queen's, The Bronx, and some Brooklyn schools there were many children who came a long distance. The spirit, discipline and attendance of all the pupils were remarkable. No time was lost in opening exercises, but for the three hours of the session, the teachers taught undisturbed by any one who lacked interest, or who was disorderly. Not a single minute was lost, and the teachers were able to accomplish wonderful results. I

visited many classes in which every pupil on register was present, and in a number of cases, classes had perfect attendance for several weeks. It is confidently believed that the lessons in thoroughness, punctuality, and class spirit which were learned by these pupils will not only redound to their immediate advantage in their school career, but will make for such habits of industry, effort, and conscientious service as will be of great benefit throughout their lives." (1)

Many other reports could be cited if necessary, regarding the vacation work in other cities. The foregoing illustrations, however, are sufficient to indicate the character and extent of the work which is being carried on. The following table gives the enrollment in some of the typical vacation schools of the country.

	Enrollment
Newark 1911	14, 343
Chicago 1910	17, 219
Rochester 1909	1, 475

(1) Report of Vacation Schools of New York City, 1910-11
(pp 6-10)

	Enrollment
Cleveland 1909 -----	6, 441
St. Paul 1910 -----	427
Grand Rapids 1911 -----	1,139
Cambridge 1910 -----	1,115
Cincinnati 1911 -----	2,298
Buffalo 1908 -----	3,138
St. Louis 1911 -----	4,282
New York 1911 -----	23,302
Minneapolis 1911 -----	2,348
Kansas City, Mo. 1911 -----	447
Gary -----	1/2 regular attendance.

By serving as an experiment station for the testing of new educational ideas the vacation school has contributed much to the cause of education. Among other things they have taught us that instruction in the laws of public health and of personal hygiene can and should be made a part of the education of every child; that house-work can be taught in such a way as to be truly educational and at the same time exert a very helpful influence on the home life of the pupils;

and that by reaching the parents through the pupils in these and other ways, the schools can materially aid in the assimilation of the foreign elements of our cities. They have also called attention to the need and demand for vocational training, and have shown us that interest is the real basis of good discipline and good work in school.

Then too, largely as a result of the vacation school, playgrounds have come to be regarded as a necessary part of school equipment and indispensable to the best moral training of children. Playground supervision has thus come to be regarded as a profession and many educated men and women are going out, as trained supervisors in this new field, to render an incalculable service to the children of the rising generation. Moreover with the incorporation of play and other activities of the vacation school into the regular curriculum, "the cram and jam are being crowded out ----- and the 'three H's' the head, the heart and the hand, -- a whole boy, are taking the place too

long monopolized by the 'three R's' - " (1)

The vacation school has in every way fulfilled the expectations of its founders, in its success in counteracting the evils of city life. Wherever vacation schools have opened there has been a marked reduction in juvenile crime. We are told that the number of delinquent children in the courts of Cincinnati decreased from 1450 in 1906, to only 993 for 1910. (2) Similar reports have come from other cities which have vacation schools. Francis Cardozo quotes the New York Tribune as saying: "The police have reported fewer arrests in the neighborhood this summer than ever before, and they are agreed that the influence of the vacation schools on the surrounding streets has been wonderful." (3)

Results such as these which have followed the limited introduction of the vacation school have convinced some of our criminologists that the influence of the all-year school would be one of the most potent factors in the correction of anti-social tendencies and conduct.

(1) Jacob Riis

(2) S. H. Weir, Playground 4:p. 40

(3) Education 22:141.

The All-year School

While the all-year school is largely an outgrowth of the vacation school, we must not overlook the fact that the movement has been materially influenced by the plan of continuous sessions, which was introduced to the University world by William Rainey Harper, President of the University of Chicago, at the time of the re-organization of that institution in 1891. In the words of President Jerome H. Raymond of the University of West Virginia; "It is safe to say that no part of the great scheme of that great University has done more to make the University of Chicago one of the most useful institutions of higher learning in the United States." (1)

According to this plan the University is in continuous session throughout the year, the year being divided into four quarters of twelve weeks each, with a short intermission between each quarter. "Under this system a student may begin his work at the opening of

(1) School Review 7:118

any quarter, and may take a vacation either in the summer quarter, or in the autumn, winter or spring quarter, but he is at liberty to continue his university work during all four quarters if he is strong enough and desires to do so."

At first people scoffed at the idea, and declared that the plan would not work. They argued that it would be impossible for a student to do a high grade of University work during the summer quarter, and that it would be suicidal for both students and instructors to attempt to do four quarters work in a given year. The phenomenal success of the plan has demonstrated the fallacy of these predictions. The summer quarter has been well attended from the start, and has been found to fill a long felt want in the educational world. Other Universities, colleges and normal schools have adopted the plan and found it to work successfully.

There can be no doubt that the success of the Chicago plan first suggested the possibilities of

the all-year school for elementary and secondary schools. As early as 1898, we find O. J. Milliken, Superintendent of the first vacation schools established in Chicago urging the need of extending the system to the public schools. "I believe," he said, "that the time is not far distant when the people will awaken to the fact, that in the congested and poverty-stricken districts, vacations are the devil's seed-time, and that the schools should be kept open the year round, with a change in the course of study to meet the demands of the seasons, - the year divided into four periods, and the teachers receiving their vacations as do the professors in the University of Chicago. With the period of idleness cared for, we shall be a long step toward the solution of the social problem which confronts us today." (1)

President Harper, himself, was an enthusiastic advocate of continuous sessions for elementary and secondary schools, as well as for colleges and universities. Toward the close of the last century, an educa-

(1) Am. Jour. Soc. 4:307-8

tional commission, made up of experts was appointed to make an extensive study of the needs of the public schools of Chicago, and to recommend such changes in their organization as seemed advisable. President Harper was chairman of this Commission, and Dr. George F. James, secretary. In the report given in 1899, the Commission endorsed the idea of continuous sessions as follows:

"To the thoughtful observer, the enormous waste incident to the present method of conducting our school system is evidenced. The city has an investment of many millions in school property, which is used for a few hours each day during hardly more than one-half the year. Many experts have considered seriously whether it is not advisable to hold during the summer months school sessions with a full corps of teachers. There is no question that if this plan were adopted the attendance would include a very large proportion of Chicago children of school age. Not only would many backward children gladly seize this opportunity to attain the

grade that can naturally be expected of pupils of their age, but many of the more studious and better endowed would be enabled to advance more rapidly and secure a better education before economic necessities force them to become wage-earners.

"As long, however, as the vacation schools are advocated for the benefit of the children, less advantageously situated, than their fellows, no direct effort perhaps can be looked for toward making the vacation course of study a duplicate of the regular work of the public schools. Your Commission, indeed, does not regard with favor, the long vacation universal in our American school system. We believe that the summer schools with a full course of study, which are now proposed for New York City, could be introduced with even greater advantage in Chicago, where the climate during these months permits more earnest and sustained activity." (1)

While appreciating fully the great services rendered by the vacation schools, our leading educators

(1) Report of Chicago Educational Commission p. 154

are now coming to realize that they are not adequate to present day needs. One of the chief complaints against them is that they reach only a small proportion of the children of school age. In only two cities does the enrollment for the summer exceed twenty-five per cent of the enrollment for the regular sessions, while in most of them the proportion is much less. Usually, the vacation school has been conducted solely for the less fortunate classes of children. In most cases, only non-promoted and retarded pupils have been permitted to take academic work. Such pupils have received much benefit from these schools. Reports show that many have, in a few weeks, been enabled to make up back work which would have otherwise necessitated a year's difference in grade and have actually gained better health in doing it.

The question, therefore, naturally arises, why, if a longer school term has proved advantageous for the non-promoted child, it would not be equally desirable for all children. It is generally recognized

that mental retardation is closely associated with physical retardation or weakness. It would, therefore, seem that if anyone should have the benefit of a long vacation it should be the physically weak or mentally retarded child. Since a longer school year has been found to be advantageous to such children, there is every reason to believe that it would be still more advantageous to those who are vigorous and mentally alert.

If, however, academic work is to be offered to all pupils during the summer time, the school should be so organized that whatever work is done in the summer, would count for advancement in the grades. This would necessitate a lengthening of the summer term, and an equalization of term units so that work completed during the summer session would be equivalent to a term's work of the regular school. Various schemes have been proposed as a means of accomplishing this end.

The one which has met with most favor is based upon the Chicago plan. It has been variously designated as the "All-year," "Continuous Session," "Forty-eight

Weeks," "Twelve Months," or "Term Promotion Plan," It involves a division of the school-year into four terms of twelve weeks each, with four vacations of one week between terms. In many cases, this would not mean any great extension of the school-year. For example, schools which now maintain a regular term of forty weeks and a vacation term of six weeks would be kept in session for only two weeks longer.

Before entering upon a full discussion of the advantages of such a scheme, let us see how it is being worked out in various cities.

Although the vacation school movement has been confined chiefly to the large cities, Bluffton, Indiana, one of our smaller cities seems to have been the first to establish a school year of twelve months. The plan was inaugurated there in 1905 under the superintendency of William Wirt. In the June number of Education for 1907, Superintendent Wirt gave the following description of the Bluffton experiment:

"During the past three years, the Bluffton, .

Indiana, common schools, have had a school year of four terms of approximately three school months each. Pupils are not permitted to attend school longer than nine months during the school year. All of the schools are closed for four weeks during the month of August, and every child must select one of the four school terms for an additional vacation of three months.

"The summer terms of 1905 and 1906 were a success. Nearly half of the total number of beginning children for the year entered the summer terms. The small classes and other favorable conditions of this term enabled the teachers and students to do a very superior grade of work, and for the first time in the history of these schools, were the school gardens a success. Following is a calendar of the terms for the present school year: Fall term, September 3 to November 23, 1906; winter term, November 26 to February 22, 1907; spring term, February 25 to May 17, 1907; summer term, May 20 to August 2, 1907. The winter term includes a vacation of one week for the holidays.

"All pupils must take their vacation one of the four terms, provided that when pupils are forced to be out of school for a great length of time on account of sickness, or other unavoidable causes, they may arrange to take their vacation of three months so as to include such unavoidable absence. It is also provided that when the work of pupils has not been satisfactory on account of irregularity in attendance, such pupils will be expected to make up the said absence during their vacation term, and will be placed in classes, where they can review the work they missed because of their irregular attendance. -----

"While the experiment in the Bluffton schools has not as yet worked satisfactorily in equalizing the number of children in school during the several terms, it was expected that a number of years would be required to overcome the prejudice against school in the summer time. The following conclusion, however, seems warranted. There is no more reason why the school should do all of its work during a part of the year and

lie idle the remainder, thus using a much larger plant than necessary, than there is for the railroads to attempt to transport all of their freight and passengers during a part of the year with a much larger equipment than they now require, and then permit their invested capital to lie unproductive for the remainder of the year. When people are given a chance, it will be found that in a measure, they do not all want to go to school at the same time any more than they want to travel at the same time, or have their freight hauled on the same train. Many people wish to go South for the winter, while others wish to go North for the summer. With us quite a number are forced to be absent in the fall on account of hay fever, and so a long list of different conditions could be enumerated that make the four-quarter system of common schools a great convenience to many patrons." (1)

A few years ago when Gary, Indiana, was founded by the United States Steel Corporation, Superintendent Wirt was called from Bluffton to assume the superin-

(1) Education, June, 1907.

tendency of the rapidly growing schools of that city. He has built up there a school system, unique in many ways, which prominent educators have declared to be a great improvement over the traditional plan of school organization. The schools of Gary are run from eight A. M. until nine P. M. six days in the week. Moreover, since 1911, they have been open twelve months in the year. Work, play, and study are so alternated that the pupils are kept in fine physical condition and feel no need of long vacations.

About three hours a day are devoted to academic work, such as reading, writing and arithmetic. Three and a half hours, on the average, are given up to manual training, scientific experiment, music and gymnasium work. The remainder of the day is devoted to supervised play or physical culture work. The schools are equipped with playgrounds, gardens, swimming pools and gymnasiums. Moreover each department is under the direction of an expert. The programs are so arranged that while one set of pupils is in

the class-room another set is busy in the playground or at work in the shops. In this way the school can accommodate about twice as many pupils as a school conducted in the ordinary way. While the school is always open, pupils are not required to attend more than three quarters of twelve weeks each in any year, and may take a vacation of twelve weeks at any time in the year. Many pupils, however, prefer to remain in attendance throughout the year. Superintendent Wirt reports that nearly half of the pupils attended during the summer quarter of 1911, and that pupils and parents were very enthusiastic over the success of the plan.

Cleveland, Ohio is another city which adopted the all-year school plan in 1911. Since the Cleveland plan represents the most extensive undertaking of the kind, in the country, at present, it is presented at some length.

The following recommendations, submitted by Superintendent W. H. Elson, were adopted by the Cleveland Board of Education, May 22, 1911:

"First - That the summer school shall begin Monday, June 5, and continue twelve weeks. The attendance in this school shall not be compulsory, but be entirely at the option of the parents, and that in cases of doubtful physical ability attendance shall be on the approval of the medical inspector. This does not release the child from attendance at the regular school term beginning in September and ending in May.

"Second - That in elementary schools, it should offer an opportunity for retarded children in the grades from the fourth to the eighth, inclusive, who are retarded one year, and below the fourth grade, children who are retarded two years or more.

"Third - That the hours be from 8 A. M. to 2 P. M. with recess in the morning and one hour at noon, and salaries of teachers should conform to those of the regular school year.

"Fourth - All elementary school buildings should be open for summer classes except where the director of schools finds it impossible on account of repairs or

changes to use the building, in which case the children should be transferred to another school.

"Fifth - One teacher in each building should be assigned as assistant principal, who shall make reports and direct in matters of detail.

"Sixth - The make-up of classes should conform to the regulations governing the same in the regular school year, and in cases where there are not sufficient pupils to constitute a class, school children should be transferred to the nearest building having their grade or division.

"Seventh - Obviously, in view of the bearing of the summer school upon the regular school, principals will desire to organize the classes in their respective buildings. In view of the early closing this year, this will be possible and will require their attendance on the first day of the summer school.

"Eighth - That an academic high school for regular work be opened in the Central High building, to which pupils from any high school district in the city

may be admitted, the hours and salaries of teachers to conform to those of the regular school year, one teacher being assigned as assistant principal, who shall direct the details of school and make reports.

"Ninth - That regular work be conducted in the Technical High School and the High School of Commerce as heretofore." (1)

Previous to this change, the length of the school year for the elementary schools of Cleveland was thirty-eight weeks; for the Technical High School and School of Commerce, thirty-six; and for the academic high schools, forty weeks. Besides a summer term of eight weeks was maintained for the benefit of non-promoted pupils. Under the new plan, the year is divided into four terms of twelve weeks each, and made uniform for all the schools. Moreover the work of the summer term is greatly extended by admitting promoted pupils for advance work, on equal terms with non-promoted children, thereby offering equal opportunities to both classes.

(1) Bureau of Education Report - Chapter IV p. 151 - 1911.

It will be noticed that for the elementary pupils attending the summer school, the increase in the school year is only two weeks, while for others the time is actually shortened by two weeks. In the high schools, the time remains the same, the chief difference being that it is distributed more evenly. Warren E. Hicks, Assistant Superintendent of the Cleveland Schools reports that the attendance during the summer of 1911 was larger than for any previous year, and that the plan has helped materially in reducing the number of retarded pupils. Moreover, the Cleveland plan seems to have met with hearty approval from teachers and patrons.

Newark, N. J. which has maintained vacation schools since 1885, has been considering the advisability of changing to the all-year school, for some time. Toward the end of the school year of 1909-10, Superintendent Poland recommended to the Newark Board of Education that two all-year-round schools be opened as an experiment. Unfortunately the pro-

posal was made too late to be given a trial at that time. In his report for that year, Superintendent Poland discussed the proposed scheme at some length:

"The opinion seems to be gaining ground," he said, "that the summer term can be made useful to a much larger extent than has been the case formerly. Indeed, there is beginning to be quite an active propaganda for an all-the-year-round school. It is now twenty-five years since the summer schools were established in Newark, the first experiment of the kind in this country. From the beginning they have been an undoubted success. It would not be a difficult matter to organize a school system on the basis of four terms of twelve weeks each, whereby pupils who were able to attend all four terms might have the opportunity to do four year's work in three, or eight year's work in six years.

-----"For the purpose of giving the experiment a fair trial, I should recommend the selection of a school, or schools in the "Hill" district where summer

school attendance is now large. The all-year-round, or four terms of twelve weeks each, plan would mean to these pupils, but two changes: (a) the extension of school attendance by only two weeks, that is, from forty-six weeks as now, to forty-eight weeks as proposed, and (b) making the attendance all-day instead of half-day as now, during the summer or fourth term. For convenience in organization, gradation, and promotion of pupils, employment and payment of teachers, etc. the terms should be of equal length, or twelve weeks each.

"I have recommended the "Hill" district because so many of the residents of this section of the city came originally from European countries where the longer school year is in vogue." (1)

What seems to the writer to be one of the best schemes yet proposed, for an all-year school, is suggested by Superintendent W. A. Greeson of Grand Rapids, Michigan in his Annual Report for the year ending July 1, 1911. It is as follows:

(1) 54th Annual Report Newark, N. J. Board of Education
1909-10 pp. 59-61

"Divide the school year into four terms of twelve weeks each: summer term, July, August, September; fall term, October, November, December; winter term, January, February, March; spring term, April, May, June. Have a week's vacation at the close of each term, making forty-eight week's of school and four weeks' vacation. Let each grade be divided into three parts and let all three special divisions be conducted simultaneously in all the terms. For example, instead of having the fifth grade divided into 5-1 and 5-2, let it be divided into 5-1, 5-2, and 5-3, each division representing one term of school. Let promotions be made at the close of each term of twelve weeks. If a pupil attends any three of the four terms during the academic year, the compulsory education law will be satisfied. -----

"As to teachers under this system, let the board of education make a contract agreeing to employ a teacher three of the four terms during the school year. These three terms would probably be the fall, winter

and spring terms. It is probable that there would be fewer teachers required during the summer term. Let the superintendent have authority to choose from this body of teachers the number required to conduct the schools during the summer time. -----

"I am submitting this brief outline of the scheme to you for your consideration, not daring to hope that it can be carried into effect immediately. The more I think about it, the more firmly I believe that here lies the solution of many vexatious problems of school administration." (1)

These and other schemes which have been suggested from time to time have been commented on most favorably by newspapers and magazines in all parts of the country. People everywhere are watching with interest the experiments which have been carried on in Cleveland, Gary and other places. If these prove successful, as seems probable, the movement for the all-year schools is sure to become widespread within

(1) p. 26 Annual Report of Supt. of Grand Rapids, Mich. 1911.

a short time.

Many of the new ideas in education are contributing directly to this movement. The portable school has suggested the possibility of locating schools in parks and playgrounds during the summer time. Then, too, open-air classes have shown us how to conduct schools out-of-doors, a method of greatest value during the hot summer months. The new emphasis upon school hygiene, play, physical training, excursions, school gardens and industrial work, has helped to remove many of the old objections to summer school work. As a result of these and other new features, the health and physical well-being of the pupils are so safeguarded that the average child is actually better off at school than at home.

It is to be expected of course that a number of years will be required to overcome the prejudices on the part of many against school in the summer time. Such prejudices, based on tradition, cannot block for long the onrushing "car of progress." The all-year

school has become an imperative need and is bound to come. As President Kirk of Missouri says, "The greatest school movement of the day is the one toward the ~~forty-eight-weeks~~ school year or the all-year school for healthy boys and girls." (1)

(1) Journal of Education 74:315

Advantages of an All-Year School

"Every new educational movement finds dissenters."

The all-year school movement is no exception to this rule. There are some who profess to see in the agitation for a continuous school year "merely another indication of that hurry and unrest, so characteristic of American life in all its other phases." They maintain that the summer months ought to be devoted to their primary purpose of rest and recreation and claim that neither teacher nor pupils could endure constant attendance at school without serious injury to health.

In answer to these objections it may be urged that if children and teachers require three months' vacation in order to recuperate from the strain and pressure of the other nine months, there must be something radically wrong with our present school system. As Dr. Irwin Shepard said, in speaking before the National Educational Association, "It may be questioned if a system which produces strain and pressure so near

to the point of exhaustion, is not unwise and indefensible, and if a distribution of the same work over a longer period might not be wiser, though it involved longer or even continuous sessions. It is certain that the point of efficient work on the part of both teachers and pupils is passed long before signs of strain, overpressure, or exhaustion appear." (1)

But does the long summer vacation send the children back to school in the fall in better physical condition? It is probably true that the old fashioned school required too much purely intellectual work of the child so that he was fatigued at the end of each day, but in the modern school curriculum, brain work and manual work, work and play, so alternate that the normal child is often healthier at the end of the school year than at its beginning. According to an editorial in a recent number of the Craftsman: "It has been proven by accurate scientific experiment that the average health of school-children in the fall, is lower than in the spring just after the close of school. -----

These have proved that bad as our arrangement for indoor school work is, at present, it is better for children's health than unrestricted liberty, unlimited idleness, unbridled over-exertion, lawless over-eating and whimsical gratification of unreasoning impulses." (1)

President John P. Kirk, in advocating the all-year school, quoted a noted biologist as saying, "Summer vacations are sheer waste as far as recuperation is concerned, after the first week. -----Abnormal fatigue among children that cannot be overcome in a week is due, for the most part, to bad cooking, irregularity, inadequate sleep, lack of ventilated bedrooms, improper clothing, inadequate exercise and lack of bathing." (2) Medical inspection, the open-air school, physical training and the school nurse, rather than three months of idleness, afford the proper remedies in such cases. Moreover, it should be remembered that no pupil need be required to attend more than three terms of the year, the fourth being optional.

(1) p. 540 Craftsman, September 1911.

(2) -. 314 Journal of Education, Vol. 74

Again the conditions for school work are, in many respects, better in summer than in winter. In the first place children probably suffer less from the heat in summer, than from the rigorous winter climate of the northern states. There is usually less sickness in summer, and epidemics of measles, whooping-cough and scarlet fever, so prevalent in winter, are practically unknown. There is therefore every reason to believe that many small children who are irregular in attendance during the winter term, on account of stormy weather, bad colds, and contagious diseases, would be able to attend continuously during the summer term.

In the second place, the sanitary conditions of the school are certainly much better in summer than in winter. During the cold season of the year, the school house is apt to be unevenly heated and poorly ventilated, while the short cloudy days render the proper lighting of the schoolroom difficult. The summer term, with wide open windows, plenty of light and fresh air, and an abundance of outdoor play, presents

a striking contrast. Then too, the large brick school-house affords greater relief from intense heat, and better sanitary conditions, than the hot stuffy tenement or sun-baked pavement. As Superintendent Poland of Newark says; "The fact is that in the congested parts of the city the school-buildings are the most healthful places for children in the hot summer months." (1)

Furthermore it would appear that the child is as capable of intellectual growth in the summer as at any other time. Professor C. W. A. Luckey uses a happy illustration to emphasize this truth. "The processes of learning," he says, "are going on all the time in every healthy child. Mental growth like physical growth is a continuous process. Education, to be vital, must take place during the nascent period. Since growth does not stop during the summer, there is no good reason why the education should. It would be a difficult thing for a child to eat enough during the first nine months of the year to last him, without eating, during the next three. It is just as unreason-

(1) Report Board of Education, 1910-11. p. 147

able to do without mental food, and especially so during the years when the child is growing and changing so rapidly." (1)

"We have come to understand," says Dr. Irwin Shepard, "that the ability of anyone (children especially) to do intellectual work is dependent upon individual vitality rather than atmospheric temperature. We know that vitality is lowest in winter and early spring, and at its maximum in late spring and summer. The general experience of summer vacation schools confirms the belief that as much and as effective work can be accomplished in the summer time as in any other part of the year, if the early morning hours are substituted for the afternoon session; while the opportunities to pursue the various forms of nature study excel those of any other season." (2)

The most convincing answer, however, to the contention that school attendance during the summer would be injurious to health, is found in the tests and observations made in the vacation schools. These prove

(1) Proceedings National Educational Association, 1911. p.270
 (2) " " " " " 1898. p.412

that such is not the case. Superintendent Elson of Cleveland who is one of the best authorities on the vacation school says: "The question of the health of children who have attended the summer term has heretofore never been raised, and, so far as teachers have observed, no injury has come to the health of those children by reason of their attending the summer term." (1)

Dr. J. M. Greenwood, superintendent of the Kansas City schools, goes even further. "The statistics thus far collected, indicate so far as the health of both teachers and pupils is concerned, that vacations are more needed in the winter and spring-time than in the summer months, if sickness be considered as a factor. There is no data to show that a rugged, healthy child needs a long summer vacation. -----I will add that the attendance records show that the students in the summer schools of this state enjoy better health than at any other season of the year and that the percentage of sickness is practically a negligible quantity." (2)

Another objection that is sometimes raised to

(1) Journal of Education 73:11-12

(2) Annual Report, Kansas City Schools pp. 40-41

the plan of continuous sessions, is that it would mean a great increase in the cost of the schools. On first thought this would seem to be the case. If all the pupils were to remain in attendance for an additional term each year, the expense would apparently be one-third more than at present. Upon further investigation, however, it is found that the all-year school would actually prove an economy, for the following reasons:

(a) By attending school for a fourth longer each year, pupils would be enabled to shorten the period necessary to complete the school course, by one-fourth. So far as this would result there would be no increase in the cost of instruction since it costs no more to carry a given group forward one term's work, in the summer than at any other time in the year. As a matter of fact it would actually cost less in summer than in winter on account of saving in fuel. This would of course be partly offset by the larger number of pupils who would be able to remain to complete the school course. Any additional expense, however, which

would result from this source would be of little consequence compared to the greater benefits which society would derive from the education of more children in the upper grammar grades and high schools.

(b) As a result of the more rapid progress in going through the grades, approximately one-third more pupils could be cared for with the same outlay for plant. Even if all pupils were to take a vacation of twelve weeks each year, and one-fourth of them dropped out for that purpose each term, the capacity of the schools would still be increased by one-third. This would relieve the terribly crowded conditions existing in the schools of many cities, and would at the same time materially reduce the annual expenditure for new buildings. When one considers that the value of public school property in the United States is approximately one billion dollars, the tremendous waste involved in closing the school buildings for three months in the year, during which time they pay no rent, yield no income, and are merely a charge upon the city for main-

tenance, seems almost criminal. No parallel to it can be found anywhere. "What business man," asks President Raymond, "would build and equip an extensive plant for manufacturing or other business purposes, in which his own personal interests were concerned, and then regularly allow it to lie idle during three months of every twelve? What railroad president would advocate closing the stations, and stopping the service for a long vacation of three months each year? None, I am sure. Shall we, then, be less zealous to make the greatest possible use of the great educational plants whose care and conduct have been committed to our charge, than we would of our own personal business interests?" (1)

It remains for us to consider now some of the positive benefits which would result from the all-year plan. For convenience these will be taken up under two headings as follows: (1) Benefit to Pupils; (2) Benefit to Teachers.

(1) Benefit to Pupils: In the first place

(1) School Review 7:118

the proposed plan would mean a great saving of time to pupils. In recent years there has been much discussion regarding the desirability of shortening the school course. It is generally accepted that a young man ought to complete a college course before taking up professional or other vocational training. If he spends four years in college and three or four more for professional training, he is at least twenty-five years old, and often several years older, before he is ready to begin his life work. This usually means that he is thirty before he is in a position to marry. By that time he has lost much of the facility to "give and take," so that his chances for matrimonial happiness are much less than if he had married five or six years earlier. There can be no doubt but that this has an important bearing on the divorce problem, and the rapidly decreasing birthrate in America.

Under the all-year arrangement it would be possible for the young man to enter upon his business or professional career four or five years earlier than

at present. Two years could be saved in the grades, and one year each in the high school, college and professional school, without reducing the total number of months of schooling. In this way the student could finish college by eighteen, and the professional school by twenty-one. Chicago University has already shown how this saving of time can be effected to good advantage in our higher institutions of learning.

Not only would this saving of time benefit the boy or girl who goes through college, but it would mean a great deal to the great mass of children who must leave school at an early age. We must bear in mind that only a small fraction of school children ever receive the benefits of a high school education, to say nothing of the college and university. Professor Edward L. Thorndike of Teacher's College, Columbia University, who recently made a careful study of the extent of the withdrawal of pupils from school, summarized the results of his investigation in the following statement:

"I estimate that the general tendency of

American cities of 25,000 population and over, is, or was about 1900, to keep in school out of 100 entering pupils, 90 till Grade Four, 81 till Grade Five, 68 till Grade Six, 54 till Grade Seven, 40 till the last grammar grade, 27 till the first High School grade, 17 till the second, 12 till the third, and 8 till the fourth." (1) Such figures are astounding. They show that more than half of the pupils never reach the Eighth Grade. With continuous sessions these conditions would be materially improved.

Under the all-year plan, when pupils could complete the grammar grades in six years instead of eight, it would be reasonable to expect that at least 68 instead of only 40, out of every hundred would remain to receive the benefits of a complete grammar school education. As a matter of fact the percentage would probably be much larger, as many pupils drop out of school every year in order to continue permanently at work which they have secured during vacation. Many a boy fails to return to school in the fall on account

(1) "Elimination of Pupils from School." Bulletin of Bureau of Education 1907 - No. 4.

of the taste of financial independence which he has enjoyed during the summer. Perhaps he has been a delivery or messenger boy at four dollars a week. As a result school has no more attraction for him and all entreaties of parents and teachers are in vain. He can be neither coaxed nor driven back to school. How much better it would be for that boy and for society if there were no long vacation and he were to remain in school continuously, until he had received the maximum of training his circumstances or mental capacity would justify.

Furthermore the opportunity offered for reclassification at the end of each twelve weeks, would be a great advantage to the non-promoted and retarded pupils. Instead of being obliged to drop behind a half year or year, as at present, such pupils would be enabled to make up their deficiencies in twelve weeks' time. Thousands of pupils who drop out of school annually rather than repeat a half-year's work could in this way be encouraged to go on. This scheme would also be a boon to the bright child, since double promotions

could more easily be made. "With classes only three months apart in their work, at many places in the course of study it can be arranged so that pupils can be transferred from one class to another, and this break up the rigid school machinery whereby all pupils are held together in a 'lock step' marking time through the course of study regardless of their varying conditions and ability." (1)

Again the addition of a summer term would meet the needs of that large class of children who are unavoidably absent during the regular term on account of sickness, contagious disease in the family etc. Many of these are not receiving more than six months schooling at the present time. With schools in session twelve months in the year, they would, in many cases, be able to carry nine months work.

In addition to this saving of time the pupils would be enabled to accomplish more in a given time under the all-year school. It is the universal testimony of teachers, that children become so demoralized

(1) William Wirt - Education, June 1907 - (619 -622)

by three months of idleness, that it takes them until Thanksgiving to recover the habits of industry and attention which they had at the close of school. As G. Stanley Hall puts it: "During the long vacation of from two and a half to four months or more, children's "forgettery" of their school work is in very active operation, demolishing their acquirements, so that their progress is not unlike that of the fabled frog getting out of the well, which climbed up three feet each day and fell back one or two each night." (1)

Then, too, a part of the time saved in the grades could be devoted to industrial training or other vocational work which is deemed so essential to-day. This would mean a great deal to children who must leave school at fifteen, as it would enable them to get three full years of training in some trade, or other useful occupation after completing the elementary course. Superintendent Wirt of Gary, Indiana, calls attention to another advantage in regard to vocational training which is well worth considering. "The opportunity of the

(1) Educational Problems.

school to find employment for older pupils in the industrial life of the community would be increased at least four fold. In place of all such pupils being thrown on the market at one time for one quarter of the year, one fourth of such pupils would be on the market the entire calendar year. In connection with vocational school departments, it would be possible for four boys to take the place of one regular continuous apprentice in a shop, or office. In a vocational school during thirty-six weeks the boys would secure the fundamental experience of handling certain machines, for example, which experience would then be perfected by twelve weeks actual operation of the machines in the industrial shop. Then the boys would return to school and secure further experience with additional machines along with his academic work for thirty-six weeks, returning again to the industrial shop for twelve weeks actual operation. Such a school organization, therefore, would enable the co-operation of school room experience with practical shop experience in vocational training, and the industri-

al plants of the city would in a sense become school laboratories, with a corresponding saving in the cost of school equipment." (1)

(2) Benefit to Teachers: In the first place it would increase salaries. If teachers were employed for twelve months instead of nine, their income would be increased by one-third. Nor would this involve any additional expense to school districts, for as we have already shown the all-year school would mean an actual economy to the tax-payer.

The great educational need to-day is higher salaries for teachers. Salaries have not kept pace with the rapid increase in the cost of living. According to the report of the Commissioner of Education for 1911, the average salary of public school teachers in the United States is less than \$500. In eleven states, the average annual salary is less than \$400 ; in eight states it is less than \$300; while in two states the average does not reach the ridiculously low figure of \$250. This is much less than a common unskilled laborer, who

(1) June 1907 - Education pp. 619-622.

has permanent work, can earn in a year.

Although the salaries for men teachers are somewhat better, they are so low that no ambitious young man thinks of taking up teaching to-day, except as a "stepping-stone to something better." Thousands of men leave the profession annually, solely for financial reasons. So great has the dearth of men teachers become that the percentage of male teachers in 1908-9 was only 21.4 of the whole number of teachers in the United States. (1) Many profess to see in this situation a serious menace to our public schools. In fact very good reasons can be given to show that the highest welfare of our youth demands as many men teachers as women teachers. Dr. G. Stanley Hall goes so far as to say, "that the progressive feralization of boys, the growing hoodlumism etc., which all admit and complain of, is directly connected with the feminization, chiefly of the school, but also of the home." (2) The all-year school, by affording continuous employment, would tend to attract a larger number of capable men to the teach-

(1) Report Commissioner of Education - 1911.

(2) Educational Problems - Vol. II p. 584

ing profession and would thus aid in solving one of the most difficult problems of school administration.

In the second place, it would solve the vexed problem which confronts the teacher each spring as to how she shall employ her time during the long vacation. Very few teachers are able to find remunerative employment for the summer months. In fact most boards of education look with disfavor upon such a course. One is expected either to spend the time for rest and recreation or for self-improvement. Many teachers spend all their meagre savings in travel or in attendance upon summer terms at colleges or universities. Others unable to save anything are obliged to visit friends or relatives in order to save expense. This may not be a problem for the young lady teacher who has a good home to welcome her at any time, but for mature teachers, especially men with families, it is a serious matter.

The teacher in Spokane, whose home is in Iowa, must either spend a large share of her income for carfare or remain in the West under heavy expense for

three months. In the course of my experience as a city superintendent in the West, I have known many teachers who had to borrow money in order to return to their schools in the fall. Many leave the profession annually, and others are kept from entering it solely because they do not feel able to remain idle for three months each year.

Some may contend that the average teacher needs this period for rest and recreation. If this is true the sensible thing to do would be to make the work lighter, rather than to prescribe an enforced vacation. As has already been shown, the teacher's condition of highest efficiency in the class room is passed long before that state of exhaustion is reached which demands three months for recuperation. "The annual summer vacation itself, deemed so essential for rest, contributes in no slight degree to the burdens of the over-taxed year which follows, by the necessity for recovering the loss incident to the breaking down of intellectual habits, and the waste of acquired knowledge during the

long vacation, even if no more serious results appear."(1)

The truth of the matter is that there is no more reason why the teacher should be idle three months in the year, than the doctor, the lawyer, or the nurse. If it is considered advisable for teachers to take advanced work occasionally, why should they not be granted leave of absence at given intervals, as is done in many of our colleges and universities at the present time? The fact that there are always several times as many candidates for positions in summer schools and vacation schools, shows conclusively that the majority of teachers do not care for a long vacation each year.

In the third place, the all-year plan would give the teacher a definite home and lead to a decided improvement in the matter of tenure. As it is, few teachers have any fixed home, and it is the exception for one to remain longer than two or three years in the same school. The long summer vacation contributes in no small way to this roving tendency which is so characteristic of American teachers. The approach of the

(1) Shepard- Proceedings N. E. A. 1898, p. 411.

annual departure in June naturally raises the question, "Shall I come back next year?" For the unmarried teacher who is far from home, it is often easier to decide in favor of a change. With continuous sessions this question would no longer be raised. In fact it would be easier for the teacher to remain than to change. A more satisfactory tenure would result.

If teachers were to remain in the community throughout the year, they would naturally become more closely identified with its social life and activities, and would soon come to look upon the place as their permanent home. Such a result would accord with the new conception of the position the teacher should occupy in the community.

By securing better salaries, continuous employment and greater permanency in tenure for teachers, the all-year school would be a potent factor in placing teaching on a higher professional basis. As a result a higher grade of men and women would be attracted to teaching as a life work and the efficiency of our

schools would be greatly increased.

"And now in closing, let me ask you, my fellow-teachers, is there any industry of which there is more constant need than the industry of education? Are we not unworthy of our high calling if we neglect to do everything in our power to multiply, in every possible way, the forces that are struggling for the enlightenment of humanity? In all seriousness, I say, let us close our factories and workshops three months out of every twelve if we must; let us stop our railroads and steamships for one-fourth of the year; but let us keep open the year round, day and night, in good weather and in bad, in summer and in winter, every library and every school, every laboratory, every college, every university. Let us rest sometimes from the work of increasing our material goods and chattels, but in the name of all that is good, all that is true, all that is beautiful, let us see to it that the work of increasing and diffusing knowledge among men shall never rest." (1)

(1) p. 124 - School Review, Feb. 1899 - 7:917-24 Raymond.

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