THE YEAR-ROUND SCHOOL: A STUDY OF THE ECONOMICAL, EDUCATIONAL AND METHODOLOGICAL BENEFITS

By

WILLIAM KENNETH BULL

Bachelor of Fine Arts
Phillips University
Enid, Oklahoma
1960

Master of Education
Phillips University
Enid, Oklahoma
1968

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1974

THE YEAR-ROUND SCHOOL: A STUDY OF THE ECONOMICAL, EDUCATIONAL AND METHODOLOGICAL BENEFITS

Thesis Approved:

Harold J. Tabb
Thesis Adviser

Lloyd Wiggin

Lloyd D Briggs

Jack C. Bynum

James P. Key

N N Durham
Dean of the Graduate College

ACKNOWLEDGEMENTS

The researcher wishes to express his sincere appreciation to his committee chairman, Dr. Harold J. Polk for his guidance and assistance during this project. Appreciation is also expressed to the other committee members, Dr. James P. Key, Dr. Lloyd D. Briggs, Dr. Lloyd L. Wiggins, and Dr. Jack E. Bynum for their invaluable assistance in the preparation of this manuscript.

Thanks is given to Robert Beall, Artesia, California; Joseph W. Odenthal, Chula Vista, California; Robert D. Muscio, Lakeside, California; and Charles Ballinger, San Diego County Department of Education for their interest and assistance to the author on this project. Those connected with the Fifth National Seminar on Year-Round Education are gratefully acknowledged, too, as are those who gave of their time to mark and return the research tool, and especially those who included copies of local studies of the year-round school.

The gratitude felt for the typing and other assistance given by Mrs. Jenny Whitten throughout this work cannot be put into words. Appreciation is also expressed to my parents Mr. and Mrs. Lloyd A. Bull for their continuous support in my educational endeavors.

The New Mexico State Department of Education should not be overlooked nor should Mr. Frank Perazzoli of the U. S. Office of Education for their valuable assistance through the Education Professions Development Act.

TABLE OF CONTENTS

Chapter Page

V. (CONTINUED)

LIST OF TABLES

CHAPTER I

INTRODUCTION

During the past few years a renewed interest in the year-round school has caused a review by administrators of literature pertaining to and plans progressing in school districts, where these programs have been institutionalized. The present trend originated in 1963 at Ft. Lauderdale, Florida (1) and gained momentum as the post war baby boom reached the threshold of the schools. Numerous articles have been written both in professional journals in all areas of the profession and in magazines for the general public. Several dissertations have also been produced on this topic, usually as feasibility studies aimed toward a specific area of the country. Many pamphlets of studies have also been printed either requested by a local education agency or mandated by a state legislature. An example of this was a study mandated by the legislature in New York in which the introduction to the amendment stated: "In order to enrich and intensify the school programs, to make better use of educational facilities, at the same time to achieve significant economy . . ." (2). The amendment which followed directed the State Education Department to:

> design demonstration programs and conduct experimentation to discover the educational, social and other impacts of rescheduling the school year from the present thirteen year system to a twelve or eleven year system but still providing as many instructional hours or more than are now available (2).

The reasons that educators gave for researching the field summed up as follows:

1. Growing school construction costs
2. Rising enrollments
3. Demand for better educational opportunity for children
4. Need to improve economical and professional status of teachers (3)

A number of districts which have approached the subject have based their statements on the economical factors covered in no. 1 and 2 above such as the Valley View Elementary Schools in Romeoville, Illinois (4) and the Becky-David Elementary Schools in St. Charles County, Missouri (5). In both of these districts the debt limit would not allow construction of much needed new space; so more adequate use of present facilities was necessary. In Germantown, Wisconsin (6) and others, the reason was again economical although the debt limit did not create the pressure that was exerted upon the former two districts mentioned. The same economical bases were used earlier in a move which reached a peak of thirteen school districts in 1925 (7).

When Atlanta school administrators began studying the concept of year-round schools, they abandoned the economical reason as the sole basis for selling the year-round program to the public on the realization that this would head the program toward defeat. If economical principles were to be realized, they would have to be secondary to the offering of a better education. Superintendent John W. Letson was quoted as saying, "We are not going to get competitive salaries for teachers for a part time job" (8). These ideas embody reasons number 3 and 4.

The State Legislature of New York included all four reasons in their mandate of a study done by the State Education Department of New York (2). Numerous other school districts have also done studies toward implementing year-round operation, including Houston, Dallas, Los Angeles, and San Diego, and rejected the plans studied. Forced to begin, the Becky-David Elementary schools started with the quarter system. They soon found this unsatisfactory and switched to the 45-15 plan.

Statement of the Problem

No single source has been encountered in which an administrator can locate comprehensive information concerning year-round school programs. If he is aware of only one basic method or lacks adequate resource materials, this may restrict the scope of his study to only one plan. Thus, a program that might have become a major improvement to the district would never develop. This leads to the general hypothesis that studies often leave questions unanswered and/or lack sufficient scope to reveal the plausible alternative.

Statement of Purpose

The purpose of this study is to bring together the information derived from studies of year-round school programs, in order to render the strengths and weaknesses more apparent. An attempt will be made to locate answers to questions introduced by school systems beyond those found in literature with the assistance of systems now operating year-round. The approximate percentage of school districts considering year-round programs will also be sought. Segments of separate reports

may be brought together in order to give value to something otherwise negated. The advantages and disadvantages of the various types of year-round programs will be discussed jointly with possibilities for crossbreeding programs to obtain a better hybrid. A number of equally viable alternatives may be derived via this study, and the alternative year-round programs best suited to given types of school districts will be discussed.

Objectives

1. To combine general information presently available into one comprehensive source of advantages and disadvantages of various year-round programs.
2. To determine approximate percentages of different size districts by strata, having interest in a year-round program.
3. To identify alternative year-round programs best suited to given types of school districts.

Assumptions

This study is being conducted with the following assumptions:

1. Local education agencies can operate more economically by using their equipment and facilities, including expensive vocational training equipment, during periods which they now set idle.
2. Instruction can better be individualized to meet the needs of each student through various adaptations available through year-round school programs.
3. Designs can allow teachers additional employment rather than necessitating their accepting summer jobs while still allowing for

advanced education to improve skills.

Definition of Terms

Extended School Year (ESY) - The lengthening of the normal school year from 180 to 210-220+ days, basically from 9 months to 10 months.

Year-Round School - The use of school facilities for instructional purposes the full year with exception of normal school holidays and two weeks to one month during the summer to allow for major maintenance.

Trimester - Division of the school year into three equal parts with two segments being equal in instructional time to the normal school year.

Quarter - Division of the school year into four equal parts with three segments being equal in instructional time to the normal school year.

Quinmester - Division of the year into five-nine week segments. Students attend a minimum of four "quins" equal to 180 days.

45-15 Plan - Students are in school 45 school days (9 weeks) and out for vacation 15 school days (3 weeks). Also called 9-3. Various adaptations in use.

12-4 Plan - Students are in school 12 weeks and vacationing 4 weeks.

Rotating - Staggering vacation periods so that an equal portion of the students are on vacation any given segment of the 45-15, Trimester, Quarter, or Quinmester school year used for economy purposes so that fewer classrooms are necessary to handle the larger number of students.

Flexible All-Year School - Plan in which the school is open approximately 235 days. The student and his parents decide which days he will be in attendance to meet the state minimum. He may attend extra days as his family chooses.

District Type - For the purpose of this study, districts have been grouped by types K & 1 thru 6, K & 1 thru 8 & 9, K & 1 thru 12, and 7 & 9 thru 12.

Limitations

This study is restricted to methods of lengthening the school year toward the "year-round" use of present school facilities. It is further limited to those methods, which can be related closely to the present school situation in length of school day and allowing teachers time to update their certification and background.

Some school districts have seen fit to extend the school day by using dual sessions to alleviate crowding. A few districts such as Pittsburg, Pennsylvania with 24 hour use of some facilities and Las Vegas, Nevada with an additional evening session have done so because of the general work habits of the community. This information would be of value and might suggest another study.

It is recognized that teachers today more than ever must update their education from time to time in order to keep their class work relevant. For this reason, time lapses for upgrading education will be built into the information in this study.

Summary

The year-round school is not new nor is this the first period in the history of the United States that it has been studied in order to improve economy in school operation. Some present studies have been forced by rising enrollments with building restrictions placed by debt limits and by legislative mandate, while others have been approached

by choice. Reasons for the studies have ranged from improving economy of operation through improved educational opportunities to improved professionalism for staff.

This study will review various studies done to date and offer possible improvements on individual programs or through combinations of programs. It will also attempt to determine the best type of programs for given types of school systems.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Although the concept of year-round schools is as old as are the schools of this country, the idea appears to many people today to be something new. For this reason, as with anything "new" or "innovative", there are those who seemingly try to out do each other to see who can come up with the most negative aspects, valid or not, reasonable or not, without bothering to look at the positive points. They are not interested whether or not the problem has been solved, if in fact it is a valid problem. Stephen R. Mallory summed it up, "what if the 45-15 program was the system of the day and we advised the parents we were considering a three month summer vacation" (9)?

Rationale

Locating the origin of the year-round school ultimately led back to the earliest schools in the country. Reasons for variation in the school year were also encountered, as were those for the demise of the all year use of school facilities. Prior to the time that near equality in the length of the school year was achieved, some administrators were already creating ideas for the beneficial use of school facilities during their idle months. The quarter system in use by some districts

today was the first method offered. Answers to some of the questions encountered today are available in literature on these early programs.

Early Schools

The early schools of the United States were in operation all year, but these were not common schools. When bills were passed requiring public schools, they generally took into consideration the surrounding circumstances.

> The educational basis for the school calendar is hard to find . . . . Our school year was something of a historical accident based not so much on educational effectiveness as on the life pattern of American communities. In earlier times in rural neighborhoods a three-months school year was provided at a time when the arduous task of tilling, sowing, tending, and harvesting were not in progress (10).

The severe storms of the winter months rendered travel on the country roads impossible. In the hot summer months the children were needed to help on the farm. "The pursuit of knowledge, therefore, was limited to two short terms, one in the spring and the other in the fall" (11). This was typical of rural areas, but metropolitan areas were virtually the opposite.

> In the earlier days, sessions continued practically the year around. The prevailing custom was to divide the school year into four terms of twelve weeks each, with a vacation of a week at the end of each term (11).

In Ohio,

> the legislative act requiring the council to provide for the support of the schools at public expense fixed the annual term of six months, but an early report in which the act was reproduced contained a footnote saying: 'The public schools of Cincinnati are kept open throughout the year' (12).

Cincinnati's case was not atypical. Quite the contrary,

> in 1840 in New York City children attended school forty-nine weeks out of the possible fifty-two. In Chicago there were

> forty-eight weeks of school. In Brooklyn, Baltimore, and Cincinnati, school kept eleven months, in Buffalo twelve months, and in Detroit, two hundred fifty-nine days, or nearly twelve months (11).

In 1849 a formal rule in Cincinnati fixed the length of summer vacation of five weeks, and four years later the schools were ordered closed from the last day of June to the third Monday in August. Another week was added in 1860 and in an additional seven years still another week. By 1911 the regulation in effect allowed the board of education to designate a date in June until the first Monday after the first Tuesday in September (12).

Forty-four states had established laws by 1917 requiring "a minimum term from 60 to 180 days of school for each organized district. . . ." Four states had no mandatory length of the school year, but one of these, Rhode Island, had the longest term (13).

> In answer to an inquiry from the commissioner of education, over one half of all the state superintendents had expressed a willingness to cooperate in securing a uniform 160 days' term for all schools including rural schools (14).

By the time the school year was reaching a point of some balance from district to district and state to state, some educationally minded administrators had already designed remedial and enrichment programs as summer schools. J. Wilmer Kennedy told the National Education Association Convention in 1917, "The all-year school has been a growth, a development from the summer schools established in 1886 in Newark" (15). Many other districts followed this lead and set up summer schools. Some people even called this idea the all-year school, though it doesn't fit our definition today for all students are not involved either directly or indirectly in summer school and a very small percentage has taken advantage of it.

The Year-Round School

The earliest record of a school using what we would refer to as a year-round school is 1904, when Bluffton, Indiana began a four quarter system with students attending any three of the four. The principle was not originally economy, though it was a by-product, but "so that they may be of the greatest possible service to the children for whom they exist." The efficiency of the plan could be increased by as much as one-third, if one-fourth take their vacation each term, and the cost of instruction would remain unchanged (16).

The next district to move to the year-round school was Newark in an evolution from their summer school program. A Newark librarian, John Cotton Dana, foresaw the economical possibilities of either getting one-fourth more students through school at slight, if any, additional expense or of getting a student through eight years of elementary school in six and four years of high school in three. He approached Dr. A. B. Poland, Newark superintendent of schools, and together they developed the plan along with its educational possibilities. Dr. Poland presented the four quarter plan in his annual report to the board in 1910 and again in 1911. In 1912, it was accepted and began on a pilot basis in two elementary schools (17).

> The test was most successful and demonstrated, as far as such a test can, that cities can adopt the all-year plan and thereby hasten the progress of children in their studies, improve rather than injure their health, increase the income of teachers without overworking them, increase by nearly 30 per cent the use made of public school buildings and apparatus, thus promoting efficiency without increasing the tax rate, and make it possible for children to cover in the six years from six to twelve the course of study and the training and discipline now taking the eight years from six to fourteen (12).

The plan proved so effective and support from educators and patrons was so great that seventy-four percent of the students remained for the summer quarter. Shortly thereafter ten more schools including a junior high and a high school were added to the plan (19). Others followed suit using Newark as a master plan. ". . . Bayonne, like New York City, suffers from overcrowding of schools and a shortage of classrooms", so Public Schools five, seven, and eleven followed Newark's plan in 1917 (20). It was not mandatory in Bayonne but did help free some space.

The National Education Association Convention in 1925 was brought up to date on Nashville's first year as an all-year district with all schools involved, but students were again free to select their quarters for attendance (21). The four quarter rotating plan operated in scattered school systems reaching a peak of thirteen in 1925 (7). About the time the superintendent in Chicago recommended adoption of the plan, Dr. Poland's successor in Newark, D. B. Corson, read a paper to the board of education condemning the all-year schools. The board voted to abandon the summer quarter, but the support by the principals and teachers who had been involved caused the board to rescind their action pending an outside review (22).

The recommended adoption in Chicago brought a quick response from the American Federation of Teachers via their publication the American Teacher, which was very biased and totally negative. It stated that Newark's Board of Education had just voted to drop the all-year school without referring to the rescinding action or the principals and teachers attitudes in Newark (23).

The report of the review by outside authorities supports Superintendent Corson's contention that students in the all-year schools

were by the majority still spending the full eight years, all four quarters in elementary school rather than cutting it to six years. It also pointed out the difficulty in administering a district with both all-year and traditional schools. However, the report found that students requiring the additional two years in the all-year schools would also require two additonal years under the traditional program, so the all-year schools were serving a valid purpose and were economical to operate, therefore, a recommendation was made that they be continued. The board accepted that recommendation (24).

Aliquippa, Pennsylvania schools picked up the four quarter plan after deciding against holding double sessions. Their enrollment had increased from 2292 in 1919-20 to 6611 in 1928-29, so the first three schools went on the all-year plan July 23, 1928. On July 22, 1929, a junior and a senior high were added, and on October 15, 1930, all the remaining schools in the district went all-year (25).

> By 1931, "all year schools have been attempted in Nashville, Tennessee; Newark, New Jersey; Omaha, Nebraska; Columbus, Georgia; Aliquippa, Pennsylvania; Gary, Indiana; Lakewood, Ohio; and several other cities. They have been well patronized by the pupils anxious to complete a four year high school course in three years, by those eager to 'make up' courses failed previously and by those who wish to take part in the summer leisure or educational opportunities schools offer (26).

By 1933 Newark had after twenty years dropped their all-year schools. Nashville had also dropped theirs as had Mason City, Iowa. Omaha was still going and Ambridge, Pennsylvania had just begun by following Aliquippa's lead. Aliquippa had after five years found a number of economic benefits with the largest single item being the reduction of the cost of debt service (27).

As was also true of many other things, the all-year school hardly

survived the depression and World War II tied almost end to end. The depression caught all but those districts, which had been forced to use the mandatory, rotating quarter plan, because of a lack of classroom space. Probably the inability to pay teachers forced the others to cut back. After the economic picture brightened, Aliquippa, Pennsylvania, finding their enrollment down some also dropped the all-year schools shortly after their neighboring city, Ambridge in 1938 (28).

During the World War II only a few scattered articles could be found pushing the year-round concept, but these were unrelated to any on-going project, "and by 1950 only one American city, Chattanooga, Tennessee, has schools organized on the four-quarter plan" (29). Some districts were organizing summer schools during the immediate post war years and passing them off as year around use of their schools, but the percentage of students taking advantage of them was so small, that there was little relationship to the full use of the remaining nine months. A few districts put forth an earnest effort to upgrade both the education profession and teachers pay such as Rochester, Minnesota and Glencoe, Illinois (30). These districts kept teachers on staff the year around, and those not teaching summer school were kept busy upgrading curriculum or improving their backgrounds with short courses.

The Present Trend

> "In 1956, no schools were reported as having such a plan in operation (quarters) although several large cities - Houston, San Diego, and Atlanta - spent considerable effort in exploring the plan only to reject it" (31).

A number of other cities also funded studies, and statements in many are questionable, but they were all rejected. The next effort of

a year-round program was done using the trimester system in a laboratory school connected with Florida State University at Tallahassee fitting the segments of the high school calendar to those in the college (32). The proximity is probably the reason also that Nova High School in Ft. Lauderdale, Florida opened with a 220 day year divided into trimesters (1).

Much discussion and study followed in the ensuing years. The New York State Legislature passed a bill requiring their State Education Department to run feasibility studies. The State Education Department designed several programs, field tested some and reported back to the Legislature in 1968.

These plans included a 12/4 plan with the schools in session twelve months and four staggered vacations, the exact design was unclear, and several extended school year plans. The ESY plans included all children and either forced them through or filled the additional time with remedial course work where necessary. These were the Modified Summer School, a Trimester plan, a Quadrimester plan, and a Multiple Trails plan. "A year ago at least 60 school systems in American states were considering extended school year plans" (33) referred also to the year 1968. Atlanta began their year-round program with grades 8 through 12 in 1968, recognizing that school as usual wasn't meeting needs. They realized that the sale of the year-round program only on utilizing buildings and saving money would head it toward defeat, so according to Superintendent John W. Letson, "We undertook it with the hope of providing a better educational program, and greater educational opportunity for the amount of dollars we had to spend" (8).

Growing at 12 percent per year and setting at their debt limit caused Becky-David Elementary School in St. Charles County, Missouri to go year-round. The District began with the rotating quarter plan to increase capacity by one-third. The winter quarter proved too bad for vacations, and a little further study led them to the 45-15 plan (5). The Valley View Elementary School District at Lockport, Illinois had reasons similar to Becky-David for adopting the year-round concept. The district was formed by combining five one-room schools with a total of 89 students in 1953. The combined area totalled 41.5 square miles to become one of the largest districts by area in Illinois. Within a few years the suburban movement of young families was swelling the student population at a rate of 600 to 700 per year, and they were soon beyond their bonding limit. Their study began in 1968 and the 45-15 plan was instituted in 1970 (34). Paul Swinford, district business manager, said, "I built $6 million worth of classrooms, two schools, and it didn't cost anybody a cent." There was no new grass to cut, no new desks to buy, no new libraries to equip, and new buildings for future growth will serve four for the price of three (35).

In 1969, Park School in Hayward California started an ESY program using four 50 day quarters with three weeks between each. The program here was unique in that they went nongraded and dropped report cards at the same time the program began. Teachers spent one week of the interim for planning, in-service training and in formal conferences with parents, at least three per year. Children were allowed to proceed at their own pace both horizontally and vertically. This program has not gone district wide (36).

Having reached the maximum property tax assessment, thus requiring double sessions or finding a way to better utilize facilities, Chula Vista Elementary School District in California also went year-round. Superintendent Dr. Tiffany had been eyeing the concept for twenty years, and after hearing that Lockport, Illinois had taken the plunge he decided to also. He sent an assistant superintendent to Valley View. He held a meeting for public information, and a bilingual sheet of answers was circulated before the meeting was held. People's attitudes were mostly negative but after the meeting they were ten to one in favor. The 45-15 plan went into effect in 1970 (9).

Another unique plan was developed in Dade County, Florida. Rather than completely revamping the school year from an outside point of view, they saw just enough time in the summer for one additional nine week segment leaving two to three weeks for major maintenance. The quinmester was born. Like the 45-15 when used at the secondary level it meant revising courses to nine weeks. A student could attend any four of the five quins for the equivalent of 180 days. Courses of study other than some science and a few math courses are nonsequential (37).

Summary

School was in session all year in the original schools of this country. With the mandate of public schools, the agrarian economy was taken into consideration and rural schools were in session only short periods while many city schools operated the year around. People were soon trying to achieve some balance in the length of the school term.

As school facilities were left idle for longer periods, some innovative administrators sought ways to use this time to improve educational opportunities. In short time the idea developed allowing students to alternate their vacation periods to improve the economics of school operation. This created the quarter system, and soon the idea of allowing students to attend all four quarters was advanced. This allowed the completion of eight years in six, which was economical and allowed a student to almost finish a high school education by the legal age to enter the job market.

Newark maintained year-round schools for over 20 years and several other districts for shorter periods. While the depression with unpaid teachers cancelled most of these programs, those districts which initiated year-round programs of economic necessity retained them through the slump. One district operated all year in 1950 and none in 1956.

The rising construction costs and increasing enrollments caused several districts to review all-year plans in the late 1950's and early 1960's. By the late 1960's the same reasons for earlier studies had created sufficient pressure in some districts, which were setting at their bonding limits, to force them into operation all year on a rotating basis. A few other school districts have adopted year-round programs from the stand point of educational benefits offered.

CHAPTER III

PROCEDURE

Introduction

In recent years interest has greatly increased in fuller use of expensive buildings and equipment which often sat idle one-fourth of the year while school was not in session. The reasons various programs were dropped in the past were usually selfish. Sometimes it was administrators who looked upon the program as extra work, and to simplify things for themselves, killed the idea in the embryonic stage, or cast out an existing program. At times it has been other school personnel who developed preconceived ideas and attacked the plan in ignorance, as did the American Federation of Teachers relative to Chicago's attempt in the 1920's (23). The other pressure has come from an uninformed public who have forgotten those in their midst who must work their hardest during the summer and made statements like it would "violate the sanctity of the American summer vacation" (38). Again, Stephen R. Mallory said it well, "what if the 45-15 program was the system of the day, and we advised parents we were considering a three month summer vacation" (9).

Only one study relative to Newark (24) was located in its complete form in the review of literature. References to other studies were often vague or incomplete and generally made to appear negative, and

at least one contained a false statement, quoting an assistant superintendent in Newark as saying that the only school they had had on all-year program was one vocational high school.

Sources of Data

Some problems relative to the year-round school were found in the review of literature, as were solutions to many. The studies which have been conducted in recent years should reveal more problems, including the reasons they caused some possible program to be rejected.

A questionnaire designed to determine interest and reasons for interest or lack thereof was mailed to a stratified random sample of school districts in the United States having over 1000 student population. These districts were grouped as follows by range of grades covered: K-6 and 1-6; K-8, 1-8, K-9, and 1-9; 7-12 and 9-12; K-12 and 1-12. The information above was obtained from the Education Directory, a publication of the National Center for Educational Statistics.

Stratification was done in two ways. First, calculations were run on populations from 1000 to 2500; 2501 to 5000; 5001 to 10,000; and 10,001 to infinity. Geographic location was also taken into consideration by stratifying within the student population strata, using the geographical makeup of regions defined by the USOE. Each region in which any given district type and student population stratum exists was represented by at least one district. After a sample had been drawn according to following procedures, any region not represented had districts selected to represent it. These districts were selected in a percentage equal to the percentage of that stratum in that region by the same procedures used to draw the sample from the parameter.

To achieve randomization of the samples the school districts were placed on lists by strata in the order in which they appear in the Education Directory. On the lists by strata each district was assigned a number beginning with one for the first district listed within each stratum and continuing digit by digit through the last district within each stratum. Using these assigned numbers, a sample of the schools within each stratum was drawn using the "Table of Random Numbers", Table B, page 381 in the appendix of Educational Statistics by W. James Popham. Sample selection began in the lower left hand corner working across row 24 then 23, row 22, etcetera, using the minimum number of digits required in each stratum to cover the number assigned to the last school district on the list of that stratum. In the case that more numbers were needed, the procedure was then reversed working backward, right to left across row 1 then 2, etcetera. Upon reaching the starting point in the lower left hand corner, numbers were selected as necessary moving up column 00, then up column 01, 02, etcetera. The size of any given sample was based upon the number of districts within the population of that student population stratum and grade range according to the following table:

POPULATION	PERCENTAGE FOR SAMPLE
0-30	100
31-60	50
61-120	25
121-200	15
201-500	10
501-1000	7.5
1001-inf.	5

The Questionnaire

The questionnaire was designed in two parts. One part was for those districts who were interested in the year-round school plans, including reasons for their interest and possible problems they expected to or had encountered. The other part was for those districts who were not interested, including those who may have already studied the year-round school and rejected it, seeking reasons for rejection, and those who were not even interested in studying all-year programs and their reasons.

Value of Data

Information obtained via the questionnaire rendered problems which could be treated with the assistance of districts on a year-round plan. It also revealed approximate percentages of districts interested in a year-round program, types of programs being considered, and the reasons behind these. Also disclosed were the sizes of districts with highest interest.

CHAPTER IV

FINDINGS AND ANALYSIS

Findings of this study are presented and analyzed in this chapter. Data reported is based upon responses from a stratified random sample of superintendents of school districts nationwide.

The Sample

The stratified random sample based upon four district types, four ranges of student population, and the regions set forth by the U. S. Office of Education were drawn from the Education Directory. In the "District Type K & 1 thru 6" the Education Directory revealed eight districts in the 2501-5000 student population range and only two with student populations over 10,000, so these two categories were combined. A questionnaire was mailed to this sample to determine districts operating schools year-round, anticipating year-round operations, and having problems which will not allow or which may be solved by year-round operation.

Table I contains the fifteen stratifications with the populations and sample sizes. The number responding from each sample is listed in the "Response" column followed by the percentage of the sample responding. The percentage of response ranged from 73 percent of the population in the K & 1 thru 6 districts with student populations of 2501 to 5000 up to 96 percent of the sample for 7 & 9 thru 12 districts with

TABLE I

POPULATION, SAMPLE, RESPONSE

Student Population	District Type	Population	Sample	Response	Percent Response
1000-2500	K & 1 thru 6	49	25	20	80
1000-2500	K & 1 thru 8 & 9	368	38	35	92
1000-2500	K & 1 thru 12	2884	144	126	88
1000-2500	7 & 9 thru 12	143	23	20	87
2501-5000	K & 1 thru 6	11	11	8	73
2501-5000	K & 1 thru 8 & 9	138	23	18	78
2501-5000	K & 1 thru 12	1821	91	79	87
2501-5000	7 & 9 thru 12	48	25	24	96
5001-10,000	K & 1 thru 8 & 9	66	17	14	82
5001-10,000	K & 1 thru 12	1031	51	44	86
5001-10,000	7 & 9 thru 12	30	30	27	90
5001-inf.	K & 1 thru 6	10	10	8	80
10,001-inf.	K & 1 thru 8 & 9	28	28	22	79
10,001-inf.	K & 1 thru 12	697	52	46	88
10,001-inf.	7 & 9 thru 12	24	24	22	92
TOTALS		7348	592	513	87

student populations of 2501-5000. Eighty-seven percent of the total sample returned completed questionnaires.

Responses to the first question on the questionnaire, "Is any school in your district on year-round operation other than a traditional summer school program for enrichment or remediation," are recorded in Table II. The percentage of respondents for each possibility follows the number of respondents marking that answer or showing no answer.

Responses show that at least one district of each "District Type" has at least one school on year-round operation. Also, there is at least one school in at least one district in each "Student Population" category on year-round operation. A large number of comments on the questionnaire from superintendents of districts other than K & 1 thru 12 reflected the attitude, "we cannot move until our feeder districts do," or vice versa. Many of the districts implementing year-round programs have not been complete K or 1 thru 12 districts. Several superintendents responded that their district was "too small", but most K & 1 thru 6 districts sampled have more students per grade level than the one K & 1 thru 12 in the 1000-2500 student population group which is operating at least one school year-round. Most of the K & 1 thru 8 & 9 and the 7 & 9 thru 12 would also have more students per grade level. Other reasons may be involved in many of those districts, but that one would appear to be an excuse. The percentage of school districts with at least one school on year-round operation suggests a sizeable increase over the 42 known districts in 1972-73. One respondent noted "It's a fad that will be over in five years." It is already beyond six and still growing.

TABLE II

IS ANY SCHOOL IN YOUR DISTRICT ON YEAR-ROUND OPERATION OTHER THAN A TRADITIONAL SUMMER SCHOOL PROGRAM FOR ENRICHMENT OR REMEDIATION?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	0	0	20	100	0	0
1000-2500	K & 1 thru 8 & 9	0	0	35	100	0	0
1000-2500	K & 1 thru 12	1	1	125	99	0	0
1000-2500	7 & 9 thru 12	1	5	19	95	0	0
2501-5000	K & 1 thru 6	0	0	8	100	0	0
2501-5000	K & 1 thru 8 & 9	0	0	18	100	0	0
2501-5000	K & 1 thru 12	1	1	78	99	0	0
2501-5000	7 & 9 thru 12	0	0	24	100	0	0
5001-10,000	K & 1 thru 8 & 9	1	7	13	93	0	0
5001-10,000	K & 1 thru 12	0	0	44	100	0	0
5001-10,000	7 & 9 thru 12	0	0	27	100	0	0
5001-inf.	K & 1 thru 6	1	13	7	88	0	0
10,001-inf.	K & 1 thru 8 & 9	6	27	16	73	0	0
10,001-inf.	K & 1 thru 12	6	13	40	87	0	0
10,001-inf.	7 & 9 thru 12	0	0	22	100	0	0
TOTALS		17	3	496	97	0	0

n = number making that response

In Table III, the responses to the second question on the questionnaire, "Has your state legislature suggested or mandated study of the year-round operation of schools," are recorded. Again the percentage of respondents for each possibility follows the number of respondents marking that answer or showing no answer. A few states have mandated studies, but several respondents underlined or circled the word suggested. On a few questionnaires it was noted that the legislature had passed enabling legislation. It appears that approximately half of the states have suggested or mandated studies of the year-round school.

Table IV reflects the responses to the third question on the questionnaire, "Has your local board of education suggested or specifically approved study of year-round operation toward facilitation." Again, the percentage of respondents for each possibility follows the number of respondents marking that answer or showing no answer. Only in the districts with the largest student populations do the affirmative responses exceed or near 50 percent. The lowest is ten percent in any of the "Student Population" - "District Type" combinations while two-thirds have 20 percent or more. The high is 63 percent of the "Student Population 5001-inf." in the "District Type K & 1 thru 6." A comment by one respondent with a negative answer stated that he had assumed the task without board action as part of his administrative duties in seeking improvements in operational and educational advantages for the district.

In Table V are recorded the responses to the fourth question on the questionnaire, "Are these studies complete." The percentage of respondents for each possibility again follows the number of respondents

TABLE III

HAS YOUR STATE LEGISLATURE SUGGESTED OR MANDATED STUDY OF THE YEAR-ROUND OPERATION OF SCHOOLS?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	7	35	12	60	1	5
1000-2500	K & 1 thru 8 & 9	18	51	16	46	1	3
1000-2500	K & 1 thru 12	38	30	80	63	8	6
1000-2500	7 & 9 thru 12	8	40	12	60	0	0
2501-5000	K & 1 thru 6	4	50	4	50	0	0
2501-5000	K & 1 thru 8 & 9	6	33	12	67	0	0
2501-5000	K & 1 thru 12	34	43	45	57	0	0
2501-5000	7 & 9 thru 12	13	54	11	46	0	0
5001-10,000	K & 1 thru 8 & 9	10	71	3	21	1	7
5001-10,000	K & 1 thru 12	22	50	21	48	1	2
5001-10,000	7 & 9 thru 12	16	59	9	33	2	7
5001-inf.	K & 1 thru 6	5	63	3	38	0	0
10,001-inf.	K & 1 thru 8 & 9	10	45	12	55	0	0
10,001-inf.	K & 1 thru 12	19	41	26	57	1	2
10,001-inf.	7 & 9 thru 12	15	68	7	32	0	0
TOTALS		225	44	273	53	15	3

n = number making that response

TABLE IV

HAS YOUR LOCAL BOARD OF EDUCATION SUGGESTED OR SPECIFICALLY APPROVED STUDY OF YEAR-ROUND OPERATION TOWARD FACILITATION?

Student Population	District Type	Yes n	Yes %	No n	No %	No Answer n	No Answer %
1000-2500	K & 1 thru 6	4	20	16	80	0	0
1000-2500	K & 1 thru 8 & 9	5	14	30	86	0	0
1000-2500	K & 1 thru 12	15	12	111	88	0	0
1000-2500	7 & 9 thru 12	2	10	17	85	1	5
2501-5000	K & 1 thru 6	2	25	6	75	0	0
2501-5000	K & 1 thru 8 & 9	3	17	15	83	0	0
2501-5000	K & 1 thru 12	17	22	62	78	0	0
2501-5000	7 & 9 thru 12	3	13	21	88	0	0
5001-10,000	K & 1 thru 8 & 9	6	43	7	50	1	7
5001-10,000	K & 1 thru 12	10	23	34	77	0	0
5001-10,000	7 & 9 thru 12	7	26	20	74	0	0
5001-inf.	K & 1 thru 6	5	63	3	38	0	0
10,001-inf.	K & 1 thru 8 & 9	10	45	12	55	0	0
10,001-inf.	K & 1 thru 12	21	46	24	52	1	2
10,001-inf.	7 & 9 thru 12	13	59	9	41	0	0
TOTALS		123	24	387	75	3	1

n = number making that response

TABLE V

ARE THESE STUDIES COMPLETE?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	1	5	12	60	7	35
1000-2500	K & 1 thru 8 & 9	1	3	13	37	21	60
1000-2500	K & 1 thru 12	7	6	42	33	77	61
1000-2500	7 & 9 thru 12	0	0	7	35	13	65
2501-5000	K & 1 thru 6	0	0	1	13	7	88
2501-5000	K & 1 thru 8 & 9	1	6	7	39	10	56
2501-5000	K & 1 thru 12	11	14	30	38	38	48
2501-5000	7 & 9 thru 12	0	0	13	54	11	46
5001-10,000	K & 1 thru 8 & 9	3	21	7	50	4	29
5001-10,000	K & 1 thru 12	3	7	24	55	17	39
5001-10,000	7 & 9 thru 12	4	15	10	37	13	48
5001-inf.	K & 1 thru 6	1	13	4	50	3	38
10,001-inf.	K & 1 thru 8 & 9	3	14	9	41	10	45
10,001-inf.	K & 1 thru 12	12	26	17	37	17	37
10,001-inf.	7 & 9 thru 12	7	32	12	55	3	14
TOTALS		54	11	208	41	251	49

n = number making that response

marking that answer or showing no answer. Again, the largest percentages of affirmative replies are generally found in the districts with larger student populations. The maximum is 32 percent of the districts with "Student Populations 10,001-inf.." of "District Type 7 & 9 thru 12" having completed their studies. However, 14 percent of districts with "Student Populations 2501-5000" of "District Type K & 1 thru 12" have completed studies. A large number of respondents marked the "No" response when it was not applicable while others left the spaces blank.

Responses to the fifth question on the questionnaire, "Have you considered the year-round operation of your schools for economic savings," can be found in Table VI. Again, the percentage of respondents for each possibility follows the number of respondents marking that answer or showing no answer. "Yes" responses ranged from 31 percent of one group to 75 percent of another. "No" responses ranged from 25 percent of one group to 68 percent. Slightly under half of the superintendents responding showed that they had considered the year-round operation of schools for economic savings. Some of those respondents showing no answer did so in the form of a question mark, while others stated that no savings could be achieved.

In Table VII the responses to the sixth question on the questionnaire "Have you considered the year-round operation of schools toward possible educational advantage ," can be found. The percentage of respondents for each possibility again follows the number of respondents marking that answer or showing no answer. A larger percentage of respondents showed that they had considered educational advantages offered in year-round operation. Affirmative answers range

TABLE VI

HAVE YOU CONSIDERED THE YEAR-ROUND OPERATION OF YOUR SCHOOLS FOR ECONOMIC SAVINGS?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	10	50	10	50	0	0
1000-2500	K & 1 thru 8 & 9	13	37	22	63	0	0
1000-2500	K & 1 thru 12	39	31	86	68	1	1
1000-2500	7 & 9 thru 12	7	35	12	60	1	5
2501-5000	K & 1 thru 6	5	63	3	38	0	0
2501-5000	K & 1 thru 8 & 9	6	33	12	67	0	0
2501-5000	K & 1 thru 12	40	51	37	47	2	3
2501-5000	7 & 9 thru 12	11	46	13	54	0	0
5001-10,000	K & 1 thru 8 & 9	9	64	4	29	1	7
5001-10,000	K & 1 thru 12	22	50	22	50	0	0
5001-10,000	7 & 9 thru 12	11	41	14	52	2	7
5001-inf.	K & 1 thru 6	6	75	2	25	0	0
10,001-inf.	K & 1 thru 8 & 9	9	41	13	59	0	0
10,001-inf.	K & 1 thru 12	28	61	18	39	0	0
10,001-inf.	7 & 9 thru 12	10	45	11	50	1	5
TOTALS		226	44	279	54	8	2

n = number making that response

TABLE VII

HAVE YOU CONSIDERED THE YEAR-ROUND OPERATION OF SCHOOLS TOWARD POSSIBLE EDUCATIONAL ADVANTAGES?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	9	45	11	55	0	0
1000-2500	K & 1 thru 8 & 9	23	66	12	34	0	0
1000-2500	K & 1 thru 12	57	45	69	55	0	0
1000-2500	7 & 9 thru 12	10	50	10	50	0	0
2501-5000	K & 1 thru 6	7	88	1	13	0	0
2501-5000	K & 1 thru 8 & 9	10	56	8	44	0	0
2501-5000	K & 1 thru 12	46	58	32	41	1	1
2501-5000	7 & 9 thru 12	18	75	6	25	0	0
5001-10,000	K & 1 thru 8 & 9	12	86	2	14	0	0
5001-10,000	K & 1 thru 12	26	59	18	41	0	0
5001-10,000	7 & 9 thru 12	16	59	10	37	1	4
5001-inf.	K & 1 thru 6	7	88	1	13	0	0
10,001-inf.	K & 1 thru 8 & 9	16	73	5	23	1	5
10,001-inf.	K & 1 thru 12	37	80	9	20	0	0
10,001-inf.	7 & 9 thru 12	16	73	6	27	0	0
TOTALS		310	60	200	39	3	1

n = number making that response

from 45 percent to 88 percent with 60 percent of the total sample responding "yes". Thirty-nine percent of the total sample responded "no", and one percent gave no answer.

Table VIII reflects the responses to the seventh question on the questionnaire, "Have you considered the possible advantages to your staff incorporated in the year-round operation of your schools." Again, the percentage of respondents for each possibility follows the number of respondents marking that answer or showing no answer. The range for affirmative answers is from 37 percent at the low end to 80 percent at the upper end. "No" responses are a minimum of 13 percent up to 59 percent. Fifty-eight percent responded that they had considered advantages to their staff found in year-round operation of schools.

For the eighth question on the questionnaire, "Do you foresee a move toward year-round operation of one or more schools in your district within the next five years," the responses are recorded in Table IX. The percentages of respondents for each possibility again follows the number of respondents marking that answer or showing no answer. The range of percentages of affirmative answers runs from a low of 10 percent to a high of 59 percent. "No" responses show a low of 36 percent to a high of 90 percent. Several of the "No Answer" respondents were in the form of a question mark. The larger percentages of "Yes" responses are found in those districts with student populations of 5001 and over. The largest percentages of "No" responses are within the 1000-2500 student population districts.

Table X contains the responses to the ninth question on the questionnaire, "Do you foresee a move toward year-round operation of one

TABLE VIII

HAVE YOU CONSIDERED THE POSSIBLE ADVANTAGES TO YOUR STAFF INCORPORATED IN THE YEAR-ROUND OPERATION OF YOUR SCHOOLS?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	9	45	10	50	1	5
1000-2500	K & 1 thru 8 & 9	18	51	17	49	0	0
1000-2500	K & 1 thru 12	57	45	69	55	0	0
1000-2500	7 & 9 thru 12	9	45	11	55	0	0
2501-5000	K & 1 thru 6	6	75	1	13	1	13
2501-5000	K & 1 thru 8 & 9	10	56	8	44	0	0
2501-5000	K & 1 thru 12	49	62	28	35	2	3
2501-5000	7 & 9 thru 12	17	71	7	29	0	0
5001-10,000	K & 1 thru 8 & 9	11	79	2	14	1	7
5001-10,000	K & 1 thru 12	25	57	19	43	0	0
5001-10,000	7 & 9 thru 12	10	37	16	59	1	4
5001-inf.	K & 1 thru 6	5	63	3	38	0	0
10,001-inf.	K & 1 thru 8 & 9	15	68	7	32	0	0
10,001-inf.	K & 1 thru 12	37	80	9	20	0	0
10,001-inf.	7 & 9 thru 12	17	77	5	23	0	0
TOTALS		295	58	212	41	6	1

n = number making that response

TABLE IX

DO YOU FORESEE A MOVE TOWARD YEAR-ROUND OPERATION OF ONE OR MORE SCHOOLS IN YOUR DISTRICT WITHIN THE NEXT FIVE YEARS?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	2	10	18	90	0	0
1000-2500	K & 1 thru 8 & 9	5	14	29	83	1	3
1000-2500	K & 1 thru 12	13	10	113	90	0	0
1000-2500	7 & 9 thru 12	5	25	14	70	1	5
2501-5000	K & 1 thru 6	1	13	6	75	1	13
2501-5000	K & 1 thru 8 & 9	4	22	13	72	1	6
2501-5000	K & 1 thru 12	10	13	66	84	3	4
2501-5000	7 & 9 thru 12	5	21	17	71	2	8
5001-10,000	K & 1 thru 8 & 9	7	50	7	50	0	0
5001-10,000	K & 1 thru 12	13	30	30	68	1	2
5001-10,000	7 & 9 thru 12	4	15	21	78	2	7
5001-inf.	K & 1 thru 6	2	25	4	50	2	25
10,001-inf.	K & 1 thru 8 & 9	13	59	8	36	1	5
10,001-inf.	K & 1 thru 12	12	26	26	57	8	17
10,001-inf.	7 & 9 thru 12	7	32	14	64	1	5
TOTALS		103	20	386	75	24	5

n = number making that response

TABLE X

DO YOU FORESEE A MOVE TOWARD YEAR-ROUND OPERATION OF ONE OR MORE SCHOOLS IN YOUR DISTRICT IN THE FUTURE?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	4	20	16	80	0	0
1000-2500	K & 1 thru 8 & 9	14	40	20	57	1	3
1000-2500	K & 1 thru 12	34	27	86	68	6	5
1000-2500	7 & 9 thru 12	6	30	11	55	3	15
2501-5000	K & 1 thru 6	3	38	4	50	1	13
2501-5000	K & 1 thru 8 & 9	7	39	11	61	0	0
2501-5000	K & 1 thru 12	26	33	44	56	9	11
2501-5000	7 & 9 thru 12	11	46	11	46	2	8
5001-10,000	K & 1 thru 8 & 9	5	36	7	50	2	14
5001-10,000	K & 1 thru 12	22	50	20	45	2	5
5001-10,000	7 & 9 thru 12	8	30	16	59	3	11
5001-inf.	K & 1 thru 6	3	38	3	38	2	25
10,001-inf.	K & 1 thru 8 & 9	15	68	4	18	3	14
10,001-inf.	K & 1 thru 12	25	54	14	30	7	15
10,001-inf.	7 & 9 thru 12	10	45	9	41	3	14
TOTALS		193	38	276	54	44	9

n = number making that response

or more schools in your district in the future." Again, the number of respondents marking a given answer or showing no answer is followed by the percentage of respondents for each possibility. Several respondents marked it "not applicable" or left it blank following a "Yes" response on the previous question. On one questionnaire it was marked "No" after the previous question had been marked "Yes". The range of percentages for "Yes" answers has a low of 20 percent and a high of 68 percent. Negative responses ranged from a low of 18 percent to a high of 80 percent. Nine percent of the total response had no answer while 38 percent were "Yes" and 54 percent "No."

In Table XI the responses to the tenth question on the questionnaire, "Is there some reason you would not or cannot consider year-round operation of your districts schools," are recorded. The number of respondents marking a given answer or showing no response is again followed by the percentage of respondents for each possibility. Affirmative responses range from 10 percent to 47 percent. The extremes both occur in "District Types" with the smallest "Student Populations", however, there appears to be no pattern other than that the two smallest percentages appear in "District Types K & 1 thru 6." The "No" responses range from 50 to 88 percents. Many notations on returned questionnaires varied from suggestions of negative community attitudes to definite statements of conservativism of the community. Several superintendents commented on the questionnaire that financing was the reason. Many states do not have enabling legislation, and a district would lose funding for students attending during the summer months in those states. A few respondents noted that summer school now draws 40 to 60 percent of the students. One respondent noted that local

TABLE XI

IS THERE SOME REASON YOU WOULD NOT OR CANNOT CONSIDER YEAR-ROUND OPERATION OF YOUR DISTRICTS SCHOOLS?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	2	10	17	85	1	5
1000-2500	K & 1 thru 8 & 9	14	40	20	57	1	3
1000-2500	K & 1 thru 12	59	47	63	50	4	3
1000-2500	7 & 9 thru 12	7	35	11	55	2	10
2501-5000	K & 1 thru 6	3	38	5	63	0	0
2501-5000	K & 1 thru 8 & 9	7	39	9	50	2	11
2501-5000	K & 1 thru 12	29	37	47	59	3	4
2501-5000	7 & 9 thru 12	10	42	13	54	1	4
5001-10,000	K & 1 thru 8 & 9	4	29	10	71	0	0
5001-10,000	K & 1 thru 12	16	36	24	55	4	9
5001-10,000	7 & 9 thru 12	7	26	19	70	1	4
5001-inf.	K & 1 thru 6	1	13	7	88	0	0
10,001-inf.	K & 1 thru 8 & 9	5	23	16	73	1	5
10,001-inf.	K & 1 thru 12	21	46	25	54	0	0
10,001-inf.	7 & 9 thru 12	7	32	15	68	0	0
TOTALS		192	37	301	59	20	4

n = number making that response

industry was set up for summer vacations and would probably oppose the year-round school for that reason. The majority by more than 3 to 2 had, according to sample totals, no reason they would not or cannot consider year-round operation.

Table XII reflects the responses on the eleventh question on the questionnaire, "Is there some specific problem or problems related to the year-round operation of your districts schools which keeps you from considering it." Again, the percentage of respondents for each possibility follows the number of respondents marking a given answer or showing no answer. The "Yes" answers ranged from 23 percent in one category to 67 percent in another. Negative responses ranged from 22 percent to 77 percent. Generally, the districts with 5000 and over student population had lower percentages of "Yes" answers, but two district types of under 5000 student population had percentages in the twenties. Again, the state school financing programs were the most common comments by respondents.

Responses to the twelfth question on the questionnaire, "Do you foresee the need for a new building or addition in your district, either replacement or additional, in the near future," are recorded in Table XIII. The percentages for each possibility again follow the number of responses to each answer or giving no answer. Affirmative answers ranged from 25 percent to 80 percent, and negative responses ranged from 20 percent to 67 percent. There is no apparent pattern to the responses, however a majority of districts do anticipate new construction in the near future.

Table XIV contains the responses to the thirteenth question on the questionnaire, "Are there one or more major companies or occupations

TABLE XII

IS THERE SOME SPECIFIC PROBLEM OR PROBLEMS RELATED TO THE YEAR-ROUND OPERATION OF YOUR DISTRICTS SCHOOLS WHICH KEEPS YOU FROM CONSIDERING IT?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	9	45	10	50	1	5
1000-2500	K & 1 thru 8 & 9	10	29	25	71	0	0
1000-2500	K & 1 thru 12	65	52	55	44	6	5
1000-2500	7 & 9 thru 12	9	45	9	45	2	10
2501-5000	K & 1 thru 6	2	25	5	63	1	13
2501-5000	K & 1 thru 8 & 9	12	67	4	22	2	11
2501-5000	K & 1 thru 12	32	41	40	51	7	9
2501-5000	7 & 9 thru 12	13	54	10	42	1	4
5001-10,000	K & 1 thru 8 & 9	5	36	9	64	0	0
5001-10,000	K & 1 thru 12	16	36	24	55	4	9
5001-10,000	7 & 9 thru 12	9	33	18	67	0	0
5001-inf.	K & 1 thru 6	2	25	6	75	0	0
10,001-inf.	K & 1 thru 8 & 9	5	23	17	77	0	0
10,001-inf.	K & 1 thru 12	19	41	22	48	5	11
10,001-inf.	7 & 9 thru 12	6	27	16	73	0	0
TOTALS		214	42	270	53	29	6

n = number making that response

TABLE XIII

DO YOU FORESEE THE NEED FOR A NEW BUILDING OR ADDITION IN YOUR DISTRICT, EITHER REPLACEMENT OR ADDITIONAL, IN THE NEAR FUTURE?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	11	55	9	45	0	0
1000-2500	K & 1 thru 8 & 9	20	57	15	43	0	0
1000-2500	K & 1 thru 12	70	56	56	44	0	0
1000-2500	7 & 9 thru 12	16	80	4	20	0	0
2501-5000	K & 1 thru 6	3	38	5	63	0	0
2501-5000	K & 1 thru 8 & 9	5	28	12	67	1	6
2501-5000	K & 1 thru 12	54	68	23	29	2	3
2501-5000	7 & 9 thru 12	9	38	15	63	0	0
5001-10,000	K & 1 thru 8 & 9	7	50	7	50	0	0
5001-10,000	K & 1 thru 12	28	64	16	36	0	0
5001-10,000	7 & 9 thru 12	10	37	16	59	1	4
5001-inf.	K & 1 thru 6	2	25	5	63	1	13
10,001-inf.	K & 1 thru 8 & 9	13	59	9	41	0	0
10,001-inf.	K & 1 thru 12	35	76	11	24	0	0
10,001-inf.	7 & 9 thru 12	13	59	8	36	1	5
TOTALS		296	58	211	41	6	1

n = number making that response

TABLE XIV

ARE THERE ONE OR MORE MAJOR COMPANIES OR OCCUPATIONS WITHIN YOUR DISTRICT WHICH NECESSITATE HIGH SUMMER PRODUCTION OVER WINTER, i.e. CONSTRUCTION, GASOLINE PRODUCTION, MOVING, FARMING, ETC.?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	8	40	11	55	1	5
1000-2500	K & 1 thru 8 & 9	10	29	25	71	0	0
1000-2500	K & 1 thru 12	52	41	72	57	2	2
1000-2500	7 & 9 thru 12	10	50	10	50	0	0
2501-5000	K & 1 thru 6	1	13	7	88	0	0
2501-5000	K & 1 thru 8 & 9	5	28	13	72	0	0
2501-5000	K & 1 thru 12	28	35	49	62	2	3
2501-5000	7 & 9 thru 12	6	25	18	75	0	0
5001-10,000	K & 1 thru 8 & 9	2	14	12	86	0	0
5001-10,000	K & 1 thru 12	13	30	31	70	0	0
5001-10,000	7 & 9 thru 12	3	11	24	89	0	0
5001-inf.	K & 1 thru 6	0	0	8	100	0	0
10,001-inf.	K & 1 thru 8 & 9	3	14	19	86	0	0
10,001-inf.	K & 1 thru 12	22	48	24	52	0	0
10,001-inf.	7 & 9 thru 12	10	45	12	55	0	0
TOTALS		173	34	335	65	5	1

n = number making that response

within your district which necessitate high summer production, i.e. construction, gasoline production, moving, farming, etc." Again, the percentage for each possibility follows the number of respondents giving that answer or no answer. Percentages of "Yes" responses ranged from zero to 50, and "No" responses ranged from 50 percent to 100 percent. There is no apparent pattern by "District Type" or "Student Population." A majority of 65 percent of the superintendents responding recognized no major companies or occupations within their districts.

In Table XV are recorded the responses to the fourteenth question on the questionnaire, "Does this industry require student labor," referring to the previous question. The number of respondents showing a given answer or showing no answer are followed by the percentage of respondents for each possibility. Affirmative answers ranged from zero percent to 36 percent. Negative answers ranged from 42 percent to 78 percent. Again, a large percentage showed no answer ranging from 2 to 33. Often those showing no answer added a comment "not applicable" after responding negatively on the thirteenth question. Some may have used "No" in meaning not applicable, however, the "Yes" answers total 24 percent of the total sample.

Table XVI contains responses to the selection of which if any of the year-round plans listed any superintendent would consider best suited to his district were he to select one. Listed were the most common plans located in literature within the realm of this study, the 45-15, 12-4, Trimester, Quarter, Quinmester. Spaces were also provided for "Other" and "Undecided". The largest percentage of the total sample selected the 45-15 plan and in two-thirds of the categories the 45-15 plan has the largest percentage. The second largest percentage is

TABLE XV

DOES THIS INDUSTRY REQUIRE STUDENT LABOR?

Student Population	District Type	Yes		No		No Answer	
		n	%	n	%	n	%
1000-2500	K & 1 thru 6	6	30	11	55	3	15
1000-2500	K & 1 thru 8 & 9	5	14	25	71	5	14
1000-2500	K & 1 thru 12	45	36	48	38	33	26
1000-2500	7 & 9 thru 12	7	35	11	55	2	10
2501-5000	K & 1 thru 6	1	13	5	63	2	25
2501-5000	K & 1 thru 8 & 9	2	11	14	78	2	11
2501-5000	K & 1 thru 12	19	24	43	54	17	22
2501-5000	7 & 9 thru 12	4	17	10	42	10	42
5001-10,000	K & 1 thru 8 & 9	1	7	9	64	4	29
5001-10,000	K & 1 thru 12	9	20	24	55	11	25
5001-10,000	7 & 9 thru 12	2	7	15	56	10	37
5001-inf.	K & 1 thru 6	0	0	4	50	4	50
10,001-inf.	K & 1 thru 8 & 9	1	5	14	64	7	32
10,001-inf.	K & 1 thru 12	13	28	23	50	10	22
10,001-inf.	7 & 9 thru 12	6	27	10	45	6	27
TOTALS		121	24	266	52	126	25

n = number making that response

TABLE XVI

YEAR-ROUND SCHOOL PLAN SELECTION

Student Population	District Type	45-15 n	%	12-4 n	%	Trimester n	%	Quarter n	%	Quinmester n	%	Other n	%	Undecided n	%	Blank n	%
1000-2500	K & 1 thru 6	9	45	0	0	3	15	1	5	0	0	0	0	5	25	2	10
1000-2500	K & 1 thru 8 & 9	18	51	0	0	0	0	2	6	0	0	0	0	12	34	3	9
1000-2500	K & 1 thru 12	22.5	18	.5	0	13.5	11	24.5	19	2	2	2	2	42	33	19	15
1000-2500	7 & 9 thru 12	9	45	0	0	2	10	4	20	0	0	0	0	3	15	2	10
2501-5000	K & 1 thru 6	3	38	0	0	0	0	0	0	0	0	0	0	2	25	3	38
2501-5000	K & 1 thru 8 & 9	8.5	47	1	6	0	0	2.5	14	0	0	0	0	5	28	1	6
2501-5000	K & 1 thru 12	23	29	0	0	9	11	15.5	20	0	0	2.5	3	23	29	6	8
2501-5000	7 & 9 thru 12	5	21	0	0	2	8	3	13	1	4	1	4	8	33	4	17
5001-10,000	K & 1 thru 8 & 9	9	64	0	0	0	0	0	0	1	7	0	0	1	7	3	21
5001-10,000	K & 1 thru 12	6	14	0	0	5	11	10	23	2	5	2	5	13	30	6	14
5001,10,000	7 & 9 thru 12	11	41	0	0	1.5	6	3	11	2.5	9	2	7	5	19	2	7
5001-inf.	K & 1 thru 6	6	75	0	0	0	0	0	0	0	0	0	0	2	25	0	0
10,001-inf.	K & 1 thru 8 & 9	14	64	1	5	1	5	1	5	2	9	0	0	3	14	0	0
10,001-inf.	K & 1 thru 12	17.5	38	0	0	5	11	9	20	2.5	5	3	7	6	13	3	7
10,001-inf.	7 & 9 thru 12	3	14	0	0	3	14	4	18	5	23	0	0	6	27	1	5
TOTALS		164.5	32	2.5	0	45	9	79.5	15	18	4	12.5	2	136	27	55	11

found in the "Undecided" line. Some respondents expressed no desire to institute a year-round program for various reasons and selected none of the possibilities offered. Two respondents selecting "Other" specifically stated preference for the "Flexible All-Year School."

CHAPTER V

ECONOMICAL, EDUCATIONAL AND METHODOLOGICAL ADVANTAGES AND DISADVANTAGES OF THE YEAR-ROUND SCHOOL

Literature, including many published and unpublished feasibility studies of the year-round school, revealed many benefits. This chapter includes many of these benefits divided into economical, educational and other methodological sections.

Economical Advantages and Disadvantages

Complete studies of the economical benefits of year-round school operations are difficult to find in literature. Those studies located were generally incomplete, and the findings usually reflected the biases of those conducting or overseeing the studies.

Having operated year-round schools for thirteen years, Newark's study was considered excellent and has been referenced many times in the literature. It may be interesting to note that many of those citing this study apparently quit reading after reaching the point where the researchers basically agreed with Superintendent Corson's observation or cited this fact from a secondary source. This observation was that it still required those students going year-round eight years to complete eight years of education rather than the projected six years. They evidently missed the reason that the researchers

recommended continuation of the program. That reason was that the year-round school was in fact shortening the process by two years, but it was shortening from ten to eight years rather than from eight to six. This time frame was because of the students' backgrounds and language problems in the areas where these schools were located. It was, therefore, improving building utilization, i.e. cutting costs (39).

Even though studies were difficult to find in the literature, some districts have completed ex post facto economic evaluations of their programs, and a few did complete cost comparisons. San Diego, California did a comparative cost analysis before implementation in six elementary schools by comparing projected costs of original implementation to the cost of opening one new portable elementary school to handle (1100) an equal number of students. "The estimated savings in the first year, when compared to building and operating a new school of portable classrooms, are approximately $355,230" (40). Two points should be kept in mind in reviewing this study. First, the building used for comparison is one of the least expensive available and may be inadequate for extended use. Second, the building costs must be amortized over the expected life span for such a facility, including upkeep and groundskeeping costs over that same period of time. The savings on the building would, therefore, be divided over 10 years.

Many of the other economical evaluations show an increase in costs the first year or two followed by a savings. The increased costs are usually in the form of inservice training, curriculum revision, and/or air conditioning. The La Mesa-Spring Valley School District in California was among these. Based upon information being gathered during their first year of operation in 1971, they projected five years

in advance adding one elementary school per year to the one elementary and one junior high with which they began. One time costs the first year raised the per student expenditure in the district $2.86. Using the information and materials developed that year, the per student expenditure began dropping yearly until it was down $25.64 with the last elementary school on the program (41).

The administrators for one of the early districts in the present trend of year-round school operation have come to the conclusion that instructional costs per student can be raised or lowered at any time under either system so the calendar is not the difference in instructional costs. Under capital outlay, however, they have found costs down 20 percent; three buildings now serve in lieu of four and three buses in lieu of four. Also, no additional equipment is needed within the building to serve the additional student load. Superintendent Henderson of Francis Howell School District in Missouri cautions,

> any expenditure deemed to be additional and attributed to the schedule change should be determined carefully since the implementation of change is often the excuse for added expense but not the reason (42).

The administrators of Valley View School District in Illinois, another of the early implementers, found

> actual dollar savings in school operation in the Valley View District are only from 2 to 5 percent of the budget. However, so far we have avoided the necessity of building $7,500,000 worth of building (59).

In Chula Vista, California, one of the first districts in California to enter a year-round program, some cost comparisons were run comparing year-round schools with similar traditional year schools within the district in the 1971-72 school year. Because personnel and services are allotted on the basis of enrollment, Joseph W. Odenthal

of Chula Vista City Schools, California has written,

> the costs for the following items (per ADA) are the same for YRS as for regular schools:
>
> 1. Classroom Teachers
> 2. Secretaries and Clerks
> 3. Nursing Services
> 4. Speech and Hearing Consultants
> 5. Supervisors
> 6. Library and A-V Services
> 7. Instructional Supplies
> 8. Field Trips
> 9. Substitutes
> 10. Psychologists and Psychometrists

Mr. Odenthal continued:

> There are some areas where there are definite savings. The best example is in custodial time. It is possible for the custodians to take care of a YRS with over nine hundred pupils at approximately the same cost as a regular school with seven hundred pupils. In addition, there are some obvious operational savings over the long haul. The cost of watering to keep up four schools is obviously less than to keep up five schools. For the 1971-72 school year, a comparison of custodians, custodian supplies, and utility costs for YRS in comparison with regular schools shows that the cost per pupil in air conditioned YRS was $38.80 while in air conditioned regular schools the cost was $47.62. For non-air conditioned schools, the costs were $29.64 per pupil for YRS and $39.20 per pupil for regular schools. For the four schools on YRS this amounted to a savings of $32,411. In addition, there were some other minor savings because costs are in part dependent upon the number of schools.
>
> | | |
> |---|---|
> | Groundsman | $2860 |
> | Fire Insurance | 865 |
> | Community Services | 1723 |
> | Noon Supervisors | 320 |
>
> Total savings in this area are $38,179.

This statement continues to add that no effort was made to determine the savings in maintenance on schools not built which would be in addition to this savings (43).

The economical benefits are generally found in space made available through the year-round facilities. This can only be accomplished

through the use of a rotating plan. It may save the expense of an addition to an existent building, or of a new building, either as needed additional space or as replacement to outdated or condemned facilities. In addition to the facility itself, the furnishings and supplies necessary to a new facility would create additional savings. The janitorial and groundskeeping needs accompanying a new building would also be saved.

In short, the total economical benefits of a year-round school will never show on the books. The bond issue for additional construction will never be voted and the operational expenses in supplying and keeping a new building and its grounds will never be recorded if it is not built. On the other hand, the cost of air conditioning present facilities for summer use will be recorded as will also a slight possible increase in maintenance of present facilities for the summer. The savings are the differences between the unrecorded cost of a new building or the cost of furnishings, equipping and maintaining a new building and its grounds or the slight increase in costs of maintaining three present buildings.

The savings from the operational budget would be less than two percent. The major savings, however, would be a substantial amount in captial outlay in the form of a building, its furnishings and the interest expense thereon. The major savings then would be in direct savings to the people within that school district.

Educational Advantages and Disadvantages

Suggested educational benefits of year-round school operations are numerous and varied. They run from the improvement of student and

community attitudes toward the school to increasing educational opportunities for the students.

San Diego (44), Chula Vista (45), and La Mesa-Spring Valley (46) School Districts in California, all on the 45-15 plan in elementary schools, conducted evaluations partially based upon achievement tests. All found slight differences most often in favor of the year-round students but at times favoring the traditional students, and these differences were generally statistically insignificant. The ABC School District in Artesia, California on the Flexible All-Year School Plan, also know as the Furgeson Plan, also ran some comparisons based upon achievement and found differences highly in favor of the year-round students. This they explained by the large number of students taking advantage of the year-round school by attending several additional days (47).

Since any year-round program requires no more days in attendance than a traditional program, no significant differences in achievement of the school population should be expected unless a large number of students opportune themselves of additional time made available through year-round operation. This opportunity is not generally available in a traditional program for even in summer school the format is changed to fit different time frames, and the course variety is usually not available.

A major complaint among educators on the question of accountability is that not all education is cognitive, therefore, measureable. On the other hand a large amount of the educator's job is in the development of awareness . . . attitudinal in the affective domain. Educators do not presume to be able to determine for the student how he should

feel about anything but to help them become aware and develop some feelings about a variety of things.

If positive feelings develop in the students and the parents toward the school, the school can be more effective. If the teachers have a positive attitude, they should become more efficient. Determining the attitudes of administrators, teachers, students and parents were the thrusts of questionnaires in Francis Howell School District, St. Charles County, Missouri (48); La Mesa-Spring Valley School District, California (49); San Diego, California (50); and Chula Vista, California (45). In general, attitudes ranged from neutral to extremely positive.

The school board for Prince William County, Virginia had an open hearing to re-evaluate attitudes within the community after eight months in year-round operation. "Of the 47 people who addressed the school board, there was only one negative commentary." To add to this over 80 percent of the student body at the middle school had signed a petition requesting continuation of the program. In Dale City, opinions of parents and other adults were collected door-to-door. Student and staff opinions were collected at school. Eighty-two percent of the parents favored the plan and fourteen percent did not. "Nearly two-thirds (174) of the 274 staff members of the four Dale City schools returned questionnaires . . . ." Eighty-four percent of the men, 73 percent of the women, and 100 percent of the administrators liked working under the plan.

Prince William County found approval so high that they expanded the program to two more schools after the trial operation (51). The fact that many of the other school districts operating a pilot program expanded their programs into other schools might suggest similar

sentiments within those districts. The Valley View School District in Romeoville, Illinois has recently expanded from an elementary district to include a high school as well so that their students could continue on a year-round plan.

Most of the following advantages of year-round schools were supported in these attitudinal surveys, and all are listed as advantages in one or more studies.

Cuts Learning Loss, i.e. Review Time (50, 52, 53, 55, 56)

This is supported by teachers in surveys taken in districts using the 45-15 plan.

More Opportunity for Remediation (52, 53, 55, 57)

This is supported in the opinionaires. The student falling behind would need not make up an entire year but in the Flexible plan could be retained daily. In the 45-15 he could be held back 3 weeks at a time, and in the 12-4, four weeks. In the Quinmester plan, a maximum of nine weeks would pass before he could repeat, 12 weeks in the Quarter, and 18 in the Trimester. Also in the 45-15 or 12-4 systems a short intersession course of 3 or 4 weeks respectively is being used in several districts for remediation and/or enrichment.

Opportunity for more than 180 Days (52, 53, 55, 57)

This allows for rapid advancement or self improvement as desired. This is the same idea advanced by Newark and others earlier in this century and is not generally accepted for the masses now. Lack of acceptance presently is based upon social problems, as well as, placing

large numbers of students on the already flooded job market at an earlier age. For a few brighter individuals desiring higher education, however, the opportunity exists in year-round schools without forcing it on the masses.

Greater Advantage of Vocational Facilities (55, 57)

A major complaint in origination of these facilities is equipment expense, so greater use should be somewhat satisfying. Some returned questionnaires on YRS had comments that only vocational schools in the district were operating year-round.

Opportunity for Summer Learning Experiences (54, 55, 56)

Many educational experiences available during the summer months are lost to the educators under the traditional school year. This is supported in reviewing courses added in Atlanta, Georgia and Dade County, Florida schools among others.

Curriculum Review, Revisions, and Updating (53, 55, 57)

Although this is often seen in studies, curriculum more often than not, remains unchanged in year-round operations. As Dade County, Florida and Atlanta, Georgia have found, many courses can easily adapt to a nine or twelve week format. Often in the traditional 18 week course too much is crammed in or too much is just filler. These nine or twelve week courses would allow a student to take an introductory course to determine interest in a field without being stuck for a year or semester unless he desires an additional course. He can also explore a wider variety of fields.

Career Exploration Broadens (55, 59)

If the variety of courses available to a student increases, the variety of careers to which he is exposed likewise increases. The opportunity to obtain jobs in many trades or services also increases when the students are not in competition with the entire student body for those jobs. Valley View School District in Illinois has included a placement service able to place four students in a single job alternating students each three weeks on the 45-15 plan.

Enable Students to Enter Various Times (52, 55, 56)

Entry could occur at any of several times best suited to their needs. Students entering school for the first time could enter at the date nearest their birthday reducing the wide social gap now existing in the early grades. Students transferring into the district need not be lost because of different texts, speeds, etc., they could enter the next session at its beginning.

Cross-age Tutoring Opportunities Enhanced (58)

Students out of school for a period might be used as volunteer tutors for those still in school at a lower level.

Start up and Close down Time is Minimized (52, 56)

This varies according to the plan, but office personnel would continue at an even pace. Teachers and students would not be quite as affected as in the traditional year where school closes completely for three months. Enthusiasm for a course tends to be higher

at the beginning and lowest in the middle, therefore, shorter courses would reduce boredom on students parts, also, therefore, disciplinary problems. This is supported in the opinion surveys.

Master Teachers Better Used (52, 56)

More pupils could be exposed to master teachers while those assigned to weak teachers could escape after a shorter time.

Teachers should Teach rather than the Textbooks (52)

Too many texts were written in eighteen or thirty-six sections to correspond to traditional school terms and too many teachers over use them rather than designing the course to their desires with those students. Nine or twelve week courses could viably return the text to its place as a reference tool.

Many of the advantages listed are also viewed from the other side as disadvantages. For instance, if more students receive exposure to master teachers then it stands to reason that elementary students may have more than one teacher per year and secondary students, more than one teacher per subject area. Is it more sound educationally to expose more students to master teachers, therefore, more for shorter periods to weak teachers, or to leave a few students for long periods with the master teachers, thereby restricting other students to weak teachers for equally long periods?

The disadvantage found in study after study with no advantageous side was the disruption of school or classes by those students out on vacation at any given time. On the question referring to this possible problem, asked of site administrators, teachers, and students as

evaluation of operating programs, this suggested disadvantage has shown not to be the case in any of the studies found. Instead, the school being in use was found in Newark earlier in this century to reduce vandalism. Also, authorities have stated that shorter vacation periods, found in the 45-15 and 12-4 plans, reduces juvenile delinquency (55, 56, 50).

Methodological Advantages and Disadvantages

Certain benefits concerning efficiency of edifice utilization, although of methodological benefit, were more closely akin to the economical benefits and may be found in that section of this chapter. Also, those methodological benefits of a scholarly nature were included in the section on educational benefits. This section is devoted to the benefits to the adult population and the community as a whole, including the school faculty and staff, the family, community, state and national recreational facilities, and business and industry.

Faculty contracts run from three weeks (48, 52) to 240 days. "The important point is that the 45-15 plan has nothing inherent in it that requires either all 180 or 240 day contracts. A full range of options is open" (60). Other year-round programs also offer varied contract lengths. The Furgeson Plan gives teachers three options as presently set up. "They can work for the traditional school year; they can work for the traditional school year plus any number of days during the vacation sessions for extra pay; or they can take up to six weeks off during the traditional period and repay the equivalent number of hours during the vacation sessions" (61). These statements come from on-going programs, and many studies reflect a similar variety of contract

lengths (52, 56, 58). The teacher can be employed year-round if he so chooses, and work in his profession rather than seek another form of employment in the summer to increase his income. This may raise his professional status (33, 52). Vocational certification often requires trade experience and other teachers sometimes seek jobs in related industry to improve knowledge of their field. "Teachers could work in industry related jobs longer," if desired (55). "There would be an opportunity for teachers to attend regular college sessions during their off-quarter" (62). More opportunities exist to reassign teachers teaching out of their field or misassigned, and unsuccessful or unsatisfied teachers could exit at various points rather than prolonging an unpleasant situation (52). This all suggests a more flexible work year for teachers as La Mesa-Spring Valley Schools found in their opinion poll of teachers (49).

Families also gain flexibility in their yearly schedules as parents and students stated in the La Mesa-Spring Valley opinionaires. Vacation opportunities have been more varied (48). "Family vacations could be arranged at off season times. Vacations could be arranged to coincide with family employment" (63). A Valley View administrator said, "A lot of men who live in our district work in the construction trades and have never been able to take a vacation in summer" (35). Beaverton, Oregon, in their study, supported the same idea in "Allowing students the opportunity to participate in travel vacations during other than the summer months might develop concepts about season, climate, geography, etc., that our present program does not readily allow" (55).

Advantages to the community also show in several studies. Instead

of peaking for an often overload crowd in the summer, camping and other recreational facilities could receive balanced usage and serve more persons (55, 58, 64). Beaverton, Oregon suggests,

> A concerted effort by the school district to work with agencies outside of the school also educating our students to provide constructive direction for activities which occur during the short vacation periods may be more desirable for the conditions of boredom and lack of direction which exists for many of our students during the long summer vacation (55).

Paul H. Howe, a member of the Portland, Oregon Board of Education, did some studies for that school district (64). He points out the "Peaking Effect on our Working and Living Habits" tied to the traditional school year. These include "peaks in our working, living, recreation, and travel habits which are amazing to contemplate. Furthermore, these peaks are expensive and often socially undesirable." His study included tourism businesses, airline boardings, highway traffic counts including fatality statistics, and Oregon state parks usage.

> Rearrangement of school vacation patterns under the year-round concept would do much to extend the usage of parks, camps, and recreational facilities by leveling out these undesirable and irritating peaks over several additional months.

In 1970, the Department of the Interior began closing most of our national parks two to three days per week for much of the year because of insufficient usage to merit costs of maintaining them open.

"Local industry would probably benefit by scheduling employees' vacations all through the year, rather than scheduling all vacations in the summer" (56). A vacation chart of the field division of the public utility with which Paul H. Howe works is included in his study.

> Note the remarkable similarity of this vacation chart to that of the traditional school schedule, including even the Christmas and spring vacation periods. There is little

> question but that such peaks produce a real headache for business and industry, and cause them to work overtime, delay work, and farm out work to meet their own requirements--and all of this at considerable added expense . . . . Tourism, and particularly the hotel-motel industry, should benefit dramatically by the leveling effect of the year-round school. The occupancy rate of hotels and motels is the most vital factor in the efficiency profitability of their business (64).

Various aspects of efficiency for the tourism industry were also noted by William D. Toohey (66). Toohey included the effects on the public utilities as well as public transportation and accommodations. North American Van Lines felt sufficiently strong about the year-round schools probable effect on the efficiency of their operations, that they produced a documentary film supporting the concept. The traditional school calendar has such an effect on their operations that, "almost 50 percent of the total number of our moves in a year occur in the 17 weeks while schools are closed during the summer" (65). Many of these same effects can be transferred to many other businesses, industries and occupations.

The major disadvantage inherent in year-round school methodology is the requirement for change in living habits.

CHAPTER VI

SUMMARY, ANALYSIS, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

In the early years of our country, schools were generally private. Even when public schools were founded they were in use all year. As public education developed into rural areas, two problems kept these schools from year around operation. Transportation available combined with distances and severe winters were a major problem in most of the country, and the need for student labor in planting and harvesting operations. During this time, however, urban schools remained in service all year.

The present school year of approximately 180 days came as a result of a compromise to give equal educational opportunity to all students regardless the location of their habitat. Transportation had improved and more schools were available at shorter distances, so rural schools lengthened their year while urban schools shortened theirs.

Although the required number of days in attendance became standard, innovative educators immediately began seeking methods to offer students a variety of ways to meet the requirements. When many students were dropping out of school at 14 or 15 years of age to enter an open labor market, the year-round school offered the opportunity to

complete a high school education in three years less by attending all year. Other students also found advantage in vacationing other than summer so as not to compete with all the others for the parttime job market.

The number of school districts with year round programs grew until the depression with the longest district lasting about 20 years. Shortly after the great depression several schools adopted summer schools for enrichment and remediation purposes. The summer school restricts students as a whole to a September to June calendar, then offers additional coursework for some of them. From time to time a proponent of year-round schools was heard, but not until the early part of the seventh decade of this century was a year-round plan reintroduced. Since that reintroduction the number of school districts with year-round operations has steadily increased.

Objectives

1. To combine general information presently available into one comprehensive source of advantages and disadvantages of various year-round programs.
2. To determine approximate percentages of different size districts by strata, having interest in a year-round program.
3. To identify alternative year-round programs best suited to given types of school districts.

Assumptions underlying the study included more economical operation by local education agencies by using their equipment and facilities, including expensive vocational education equipment, during periods which they now set idle. Better individualization of

instruction to meet the needs of each student through various adaptations available through year-round school programs was also assumed. It was assumed also that teachers can be allowed additional employment via year-round operation, rather than necessitating their accepting summer jobs. Year-round operations still allows for advanced education to improve skills.

A research mail-out questionnaire (Appendix C) was developed by the researcher from the review of literature. Interviews of persons involved with the Fifth National Seminar of Year-Round Education and administrators involved with ongoing programs in San Diego County, and Artesia, California were also used in development of the questionnaire.

The questionnaires were mailed with a cover letter (Appendix D) and stamped addressed return envelopes. The mailing went to a stratified-random sample of superintendents of school districts with student populations of 1000 and above in the nation. A total return of 87 percent was received with the return ranging from 73 percent in one stratum to 96 percent in another.

The data from returns has been tabled for analysis. This, literature and interviews have provided information to meet the objectives set forth for this study.

Summary and Analysis of the Survey

Objective number two was to determine approximate percentage of different size districts by strata, having interest in a year-round program. The responses to the first, eighth and ninth questions on the questionnaire suggest a definite trend toward the year-round school.

With 42 districts having at least one school on a year-round plan in 1972-73, three percent responded affirmatively this year, 20 percent anticipate having a school on a year-round plan within five years, and 38 percent anticipate moving toward a year-round program in the future.

Interest in the year-round school has also been shown among other segments of the population. Forty-four percent of the returns affirmed their state legislatures interest shown by suggestion or mandate. Twenty-four percent had received suggestions or approval of studies of year-round operation from their local boards of education with 11 percent having completed their study.

Many returns treated the tenth and eleventh questions on the questionnaire similarly by comments to each question. Thirty-seven percent showed the presence of a reason their district would not or could not consider year-round operation of their schools. Forty-two percent showed the existence of a problem or problems related to the year-round operation of their districts school which keep them from considering it. Comments to both often were the same, either community attitudes or conservative area, or finances referring to the funding formulas. Neither is an innate problem of the year-round school; although both are good reasons they are external reasons.

While 58 percent foresaw a need for a new building or addition in their district as replacement or in addition to present facilities in the near future, only 44 percent showed that they had considered year-round operation for economic savings. The economic advantage of year-round operation is generally in the capital outlay portion of the budget.

The educational advantages offered in year-round operation had

been considered to some degree by 60 percent of the superintendents responding. Fifty-eight percent of the returns showed that consideration had been given to the advantages to their staff incorporated in year-round operation. Companies or occupations exist in 34 percent of the school districts which require high summer production, and 24 percent of these require student labor. A portion of the educational advantage is the variety of vacation possibilities. If a high summer production is needed either employees cannot take vacation time, or the efficiency of production is cut by employees taking vacation time. Students filling in for regular employees possibly cut production efficiency. If schools operated year-round some students would be available to fill in anytime but a larger percentage of the regular employees might be on hand at any given time for more efficient operation. In operations where the only production is summer and this requires student labor little change is possible, however, if this production laps into spring and/or fall, the need for student labor during these seasons might be solved by year-round school operation. Parents who cannot vacation in summer cannot, under the traditional school year, take their children on a family vacation without withdrawing them from school for the period.

Objective number three was to identify alternative year-round programs best suited to given types of school districts, but the returns suggest that no YRS Plan - District Type or Student Population relationships exists. Of the five plans offered for selection, 45-15, 12-4, Trimester, Quarter, and Quinmester, the 45-15 received the largest percentage of preference. The second largest percentage was undecided, and the third largest selected the Quarter plan. Reasons for selection

were not given so whether geography, climate, or other could not be determined.

Summary of Advantages and Disadvantages

Objective number one was to combine general information presently available into one comprehensive source of advantages and disadvantages of various year-round programs. Numerous reports of ongoing programs and feasibility studies, which were made available to the author by the respondents in this study, have been analyzed in Chapter V and are summarized into economical, educational, and methodological advantages and disadvantages.

Summary of Economical Advantages and Disadvantages

The greatest economical advantage can be derived through the savings in not constructing a new building or additions as replacements or totally new, and in not having to maintain that unbuilt building and its grounds or equip it. No insurance is needed on the non-existent building either. Districts not needing a new structure may find that they can vacate an older facility and sell it and its grounds at a profit, keeping in mind future needs. In doing so they cut out maintenance, groundskeeping, and insurance needs and labor which are usually high on old buildings.

Air conditioning would become necessary in most parts of the country, but the costs would generally be less than half the cost of a new structure. At the present time air conditioning is needed but nonexistent during the late Spring and early Fall in many of these same areas. Thus, this existing problem would also be solved.

Savings would generally fall between 2 to 5 percent. Though minimal when broken down to the individual taxpayer it may open the way to some educational opportunity or facility not now available. Five percent of 100,000 dollars is five thousand dollars, and five percent of one million is fifty thousand.

Economical benefits to teachers would come in the opportunity to increase their income working in their profession. Economical benefits to industry and other benefits to teachers and industry can be found under methodological benefits.

Summary of Educational Advantages and Disadvantages

Educational benefits are:

1. Some plans cut learning loss
2. More opportunity for remediation
3. Opportunity for more than 180 days for rapid advancement or self improvement
4. Greater advantage of vocational facilities
5. Opportunity for summer learning experiences
6. Curriculum review, revisions, and updating
7. Career exploration broadens
8. Enable students to enter at any of several times best suited to their needs
9. Cross-aged tutoring opportunities enhanced
10. Start up and close down time minimized
11. Master teachers better used
12 Textbooks would be returned to their rightful place as a

reference tool.

Summed up, these mean better use of group methods to better meet individual needs and goals.

Summary of Methodological Advantages and Disadvantages

The teacher can accept a contract for any period between three weeks and twelve months, depending upon needs and desires. This variety allows better opportunity for educational travel, upgrading education during any portion of the college year, or for vocational teachers to work in industrial related jobs for longer periods if desired. Year-round school operation allows flexibility to the staff.

Families also gain flexibility in that they can vacation at off season times when facilities are not so crowded. Vacations could coincide with family employment. Many who have never taken a family vacation would have the opportunity.

The community could achieve balanced usage of camping and recreational facilities and serve more persons rather than serving a peak number for a short time.

Local industry could operate more efficiently by their employees being able to schedule vacations throughout the year rather than during one short segment of the year. Some industries cannot allow summer vacations.

Some educators would have you believe that their school year is tied to the community or industry, but studies show that industry, recreational facility usage, and travel, including traffic death counts are tied to the school year. The major disadvantage inherent in the

year-round school is the requirement for change in living habits.

Conclusions

There is a growing trend toward the year-round school in order to achieve more efficient use of facilities and equipment, use group methods in offering more variety for greater individualization of instruction, free society and industry from the traditional school year toward greater efficiency.

Most districts can obtain some economical benefits by year-round operations. Educational programs implemented at the same time as the year-round program often have costs tied to the implementation of the year-round program. Possible implementation of these programs is a benefit of year-round operation, but the program may not have been necessary, and expense should not, therefore, be tied to the cost of year-round operation. The year-round school, often receives the debits for unnecessry additions.

The year-round school opens a wide variety of educational benefits. Many become available automatically and the opportunity to many others is opened at varying costs. The variety of opportunities for each individual can be greatly expanded using more economical group methods to accomplish each students goals.

Some of the year-round programs offer families several opportunities to vacation together in any season. Others offer the advantage of a family vacation to many who have never before vacationed together.

Communities can achieve more balanced use of their recreational and camping facilities rather than one extreme peak period. This offers community members better service at more economical costs.

Industries related to travel will be able to operate more efficiently by balancing usage over greater periods of time or all year around. The moving industry and those requiring transfers can operate more efficiently by balancing moves around the calendar, and transferring to fill vacanies soon after they occur rather than waiting until school is out. Other industries can spread their vacations around the year balancing production or maintaining production through the summer.

People fight change. Until people can be informed of the advantages to them they will not accept something which make them and their offspring different from the norm.

Recommendations

Methods available should be used to educate the public and all segments of it including industry of the advantages available through the year-round school. Economic advantages have been overcried and generally have not lived up to expectations, to the exclusion of educational benefits and the direct benefits to other segments of our society. Some effort has been started to correct this deficiency in communications but it needs to be expanded.

Legislators and Congressmen need to be informed so that funding formulas presently tied to the traditional school year can be changed in order to allow local education agencies to adopt any improvements without the loss of funds which would presently occur by balancing attendance over longer periods.

SELECTED BIBLIOGRAPHY

1. Fitzpatrick, D. "Why Nova School Switched to Three 70 Day Trimesters." Nation's Schools, Vol. 77, No. 4 (April, 1966), 30 & 34.

2. "Setting the Stage for Lengthened School Year Programs." (unpub. special report for the Governor and Legislature of New York, March, 1968). ED 020578.

3. "Increased Interest in Longer School Year." School and Society, Vol. 97, No. 2316 (March, 1969), 155.

4. Ernst, L. "The Year-Round School: Faddish or Feasible?" Nation's Schools, Vol. 88, No. 5 (November, 1971).

5. O'Dell, A. M. "Becky-David the Year-Round School." School and Community, LVI, No. 5 (January, 1970), 13.

6. Ames, G. "Why One District Rejected Year-Round Schools." Nation's Schools, Vol. 84, No. 6 (December, 1969), 94.

7. "The Rescheduled School Year." NEA Research Bulletin, Vol. 46, No. 3 (October, 1968), 67-70.

8. Rice, A. H. "Atlanta Schoolman Discusses His Year-Round School Programs." Nation's Schools, Vol. 86, No. 6 (December, 1970), 12.

9. Mallory, S. R. "Year-Round School: Coming, Coming, Here!" School Management, Vol. 15, No. 8 (August, 1971), 24-25 & 27.

10. Miller, V. "Pondering the Year-Round School." Illinois Education, Vol. 57, No. 9 (May, 1969), 381-384.

11. Lovell, L. E. "All-Year School." Educational Review, LXXIII (April, 1927), 196-202.

12. "Shortening of the School Term." School and Society, Vol. 38, No. 982 (October 21, 1933), 529.

13. Muerman, J. C. Minimum School-Term Regulations, Dept. of the Interior, Bureau of Education, Bulletin, 1916, No. 42.

14. "Minimum School Terms." School and Society, V, No. 108 (January 20, 1917), 70-71.

15. Kennedy, J. W. "The All-Year School." National Education Association, LV, (1917), 795-801.

16. Wirt, W. A. "A School Year of Twelve Months." Education, XXVII, No. 10 (June, 1907), 619-622.

17. "Educational News and Editorial Comments." Elementary School Journal, XXVI, No. 6 (February, 1926), 401-405.

18. Dana, J. C. "All-Year Schools." The Independent, Vol. 74, No. 3346 (January, 1913), 137-139.

19. "The All-Year School." The Elementary School Journal, XXIV, No. 6 (February, 1924), 409-411.

20. "The Continuous School Year at Bayonne." School and Society, V, No. 125 (May 19, 1917), 584.

21. Weber, H. C. "Defense Through the Educated Quota: The All-Year School." National Education Association, Vol. 63 (1925).

22. "Educational News and Editorial Comment." The Elementary School Journal, XXVI, No. 1 (September, 1925), 2-4.

23. "Educational News and Editorial Comment." The Elementary School Journal, XXVII, No. 5 (January, 1927), 326-329.

24. "The All-Year Schools in Newark." School and Society, XXIII, No. 589 (April 20, 1926), 462-469.

25. Vanderslice, H. R. "The All-Year School in Aliquippa, Pennsylvania." The Elementary School Journal, XXX, No. 8 (April, 1930), 576-585.

26. "School Registrations." School and Society, Vol. 34, No. 872 (September 12, 1931), 361-362.

27. Vanderslice, H. R. "Five Years Experience with the All-Year School." The Elementary School Journal, XXXIV, No. 4 (December, 1933), 256-258.

28. "Are Year-Round Schools Coming?" U. S. News & World Report, Vol. 39 (November 11, 1955), 100-103.

29. McPerson, V. D. "Keeping Schools Open All Year." Nation's Schools, Vol. 56, No. 3 (September, 1955), 51-54.

30. Gestie, B. D. "Year-Round Employment." The Elementary School Journal, XXXXVIII, No. 2 (October, 1947), 65.

31. Moon, J. V. "The Extended School Year." Education Digest, XXX, No. 2 (October, 1964), 35-38.

32. Merwin, W. V. "A Trimester Plan." American School Board Journal, Vol. 146, No. 4 (April, 1963), 15.

33. Coutts, H. T. and Bergen, J. J. "A Modified School Year: A Proposal for Alberta." Education Canada, Vol. 9, No. 3 (Summer, 1969), 23-27.

34. Thomas, S. C. "Valley View's 45-15 Year-Round School." Today's Education, Vol. 60, No. 8 (November, 1971), 42-43.

35. Driscoll, T. F. "School Around the Calendar." American Education, Vol. 7, No. 2 (March, 1971), 21-23.

36. "Instructor Newsworthy School - This Month: Park School, Hayward, Plan." Journal of Health, Physical Education, and Recreation, (September, 1971), 30.

37. Rothstein, H. and Adams, R. F. "Quinmester Extended School Year Plan." Journal of Health, Physical Education, and Recreation, (September, 1971), 30.

38. "The New Trend: Year-Round Schools." U. S. News & World Report, LXXI, No. 4 (July 26, 1971) 35-37.

39. "Educational News and Editorial Comment." The Elementary School Journal, XXVI, No. 8 (April, 1926), 561-563.

40. "Year-Round Schools for More Efficient Use of Facilities: Recommendations Regarding a Pilot Year-Round Operation of Six Selected Elementary Schools During 1972-73." (unpub. report, San Diego City Schools, San Diego, California, March, 1972).

41. "La Mesa-Spring Valley School District Cost Analysis: Year-Round School." (unpub. report, La Mesa-Spring Valley School District, La Mesa, California, March 27, 1972).

42. Henderson, M. G. "Francis Howell District Year-Round -- A Progress Report." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973. Virginia Department of Education, Richmond, Virginia, 100-102.

43. Odenthal, J. W. (unpub. business communication, Chula Vista City School District, Chula Vista, California, April 17, 1973.

44. Evaluation Services Department, San Diego City Schools (unpub. report, San Diego City Schools, San Diego, California).

45. Lahaderne, H. M. "Year-Round Schools: An Assessment of the Programs Initial year in Four Chula Vista Elementary Schools." (unpub. report, Chula Vista City School District, Chula Vista, California).

46. Pascoe, D. D. "Evaluation of Scholastic Achievement in the Year-Round School" (unpub. report, La Mesa-Spring Valley School District, La Mesa, California, January 16, 1973).

47. Beall, R. S., Gibbs, T., et al. "Focus on the All-Year School." (unpub. report, ABC Unified School District, Artesia, California).

48. O'Dell, A. M. "A General Report on the Frances Howell Year-Round School Plan." (unpub. report, Francis Howell School District, St. Charles County, Missouri, May, 1972).

49. Pascoe, D. D. "Evaluation Data -- Year-Round School." (unpub. report, La Mesa-Spring Valley School District, La Mesa, California, February 1973).

50. Campbell, M. G. "Year-Round School: Perceptions of Parents, Students, and Staff from Six San Diego Pilot Project Elementary Schools." (unpub. report, San Diego Unified School District, San Diego, California, February 1973).

51. Mueller, E. H. and Volk, W. A. "Prince Williams County, Virginia, Program Evaluation: Design and Results." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973, Virginia Department of Education, Richmond, Virginia, 18-26.

52. Williams, B. "Detailed Information of Year-Round Schools." (unpub. memorandum, Wake County Schools, Raleigh, North Carolina, December 12, 1972).

53. Lakeside Citizens Advisory Committee for Year-Round Schools, (unpub. report, Lakeside Union School District, Lakeside, California, September 23, 1971).

54. "Year-Round School." (unpub. report, Fountain Valley School District, Fountain Valley, California, Revised December 7, 1973).

55. Lind, J., Mittelstedt, D., Cochran, J., et al. "Exhibit L - A Sample List of Advantages and Disadvantages of Best Compared With the Traditional School Calendar." (unpub. report, Beaverton School District 48, Beaverton, Oregon, August 17, 1972).

56. "Report on the Potential of the Rescheduled School Year for the Portland Public Schools." (unpub. report, Portland Public Schools, Portland, Oregon, November 1971).

57. Year-Round School - Phase II - Is it Feasible? - Phase III - Is it Acceptable? Published for the State of Michigan Department of Education by the Northville Board of Education, Northville Public Schools, Northville, Michigan.

58. Holt, H. B. "A Secondary School Staff Evaluates Its Year-Round Program." (unpub. report, La Mesa-Spring Valley School District, La Mesa, California, April 1972).

59. Page, J. P. "Valley View - Home of '45-15'." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973, Virginia Department of Education, Richmond, Virginia, 47-49.

60. McCowan, A. "Valley View - Home of '45-15'." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973, Virginia Department of Education, Richmond, Virginia, 50-54.

61. Tsitrian, J. "The Furgeson Plan for All-Year School." Phi Delta Kappan, Vol. LIV, No. 5 (January, 1973), 314.

62. Ogden, C. L. "The Four Quarter Plan. . . How Practical an Idea?" School Board Journal, (August, 1956), 19-21.

63. Bain, R. "Final Report Twelve Month Task Force North Clackmas School District #12." (unpub. report, North Clackmas School District #12, Milwaukie, Oregon).

64. Howe, P. H. "Why the Year-Round School Makes Sense to the Businessman." (unpub. statement, School District No. 1, Portland, Oregon).

65. Dettmer, R. G. "Y.R.S. Truly." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973, Virginia Department of Education, Richmond, Virginia, 181.

66. Toohey, W. D. "How Will Year-Round Education Affect the Travel Industry." Proceedings of the Fifth National Seminar on Year-Round Education, Virginia Beach, Virginia, May 8-11, 1973, Virginia Department of Education, Richmond, Virginia, 171-174.

APPENDIX A

POPULATION MATRIX

APPENDIX A

POPULATION MATRIX

	District Types			
Student Population	K & 1-6	K & 1 -8 & 9	K & 1-12	7 & 9-12
1000-2500	49	368	2884	143
2501-5000	11	138	1821	48
5001-10,000	8	66	1031	30
10,001-inf.	2	28	697	24

For the purpose of this study school districts in the nation were divided into four district types by grade range served and four student population groupings. The population of the various district types within the various groupings by student population are shown on this matrix.

APPENDIX B

SAMPLE MATRIX

APPENDIX B

SAMPLE MATRIX

	District Types			
Student Population	K & 1-6	K & 1-8 & 9	K & 1-12	7 & 9-12
1000-2500	25	38	144	23
2501-5000	11	23	91	25
5001-10,000	8	17	51	30
10,001-inf.	2	28	52	24

For the purpose of this study school districts in the nation were divided into four district types by grade range served and four student population groupings. Samples were drawn according to specifications set forth in this study, and the sample size for each category is shown on this matrix.

APPENDIX C

QUESTIONNAIRE

YEAR-ROUND SCHOOLS
QUESTIONNAIRE

DIRECTIONS: Please mark the box which signifies your answer. Comments may be written in the space below each question or in the space following the questions for specific problems needing attention.

YES	NO	
☐	☐	Is any school in your district on year-round operation other than a traditional summer school program for enrichment or remediation?
☐	☐	Has your state legislature suggested or mandated study of the year-round operation of schools?
☐	☐	Has your local board of education suggested or specifically approved study of year-round operation toward facilitation?
☐	☐	Are these studies complete?
☐	☐	Have you considered the year-round operation of your schools for economic savings?
☐	☐	Have you considered the year-round operation of schools toward possible educational advantages?
☐	☐	Have you considered the possible advantages to your staff incorporated in the year-round operation of your schools?

YES	NO	
☐	☐	Do you foresee a move toward year-round operation of one or more schools in your district within the next five years?
☐	☐	Do you foresee a move toward year-round operation of one or more schools in your district in the future?
☐	☐	Is there some reason you would not or cannot consider year-round operation of your districts schools?
☐	☐	Is there some specific problem or problems related to the year-round operation of your districts schools which keeps you from considering it?
☐	☐	Do you foresee the need for a new building or addition in your district, either replacement or additional, in the near future?
☐	☐	Are there one or more major companies or occupations within your district which necessitate high summer production over winter, i.e. construction, gasoline production, moving, farming, etc.?
☐	☐	Does this industry require student labor?

Which type of year-round program do you consider best suited to your school district, if you were to select one?

45-15	12-4	Trimester	Quarter	Quinmester	Other	Undecided
____	____	_____	_____	_____	____	_____

In the space below or on back, would you please list major problems encountered or anticipated, or those which keep you from considering year-round schools, as your time permits.

APPENDIX D

FIRST COVER LETTER

OKLAHOMA STATE UNIVERSITY • STILLWATER

School of Occupational and Adult Education 74074
Classroom Building 406
372-6211, Ext. 6287

October 15, 1973

Dear

In recent years there has been a push toward accountability in education. This has been not only for the teacher in the classroom but also toward more efficient use of facilities and equipment.

Year-round schools have been offered as one alternative for more efficient use of our facilities and equipment. In 1972-73 forty-two school districts in the United States had a least one school on a year-round plan, and over 100 were conducting feasibility studies. Many districts which began with one school have expanded their year-round programs year by year. New York and Texas state legislatures have mandated studies of extended school year programs, and other states have suggested such studies.

I am conducting a study to determine interest in year-round programs, to discover problems encountered and anticipated, and to offer assistance in locating solutions to problems of all year operation. Your assistance is requested. Will you please mark and return the attached questionnaire. A copy of any study of year-round schools would be greatly appreciated if your district has conducted such a study; payment is assured for all costs involved in reproduction and mailing.

If I can be of assistance, please contact me.

Sincerely,

W. Kenneth Bull
EPDA Fellow

APPENDIX E

SECOND COVER LETTER

OKLAHOMA STATE UNIVERSITY · STILLWATER

School of Occupational and Adult Education
Classroom Building 406
(405) 372-6211, Ext. 6287

74074

January 14, 1974

Dear Superintendent;

About two months ago I mailed you a questionnaire on year-round schools. Interest has been great as almost 70 percent have been returned, but I have not yet received yours. In the event that the original has been misplaced over the holidays, I am enclosing another with a stamped self-addressed envelope.

Since no research is necessary, the few minutes of your time will be greatly appreciated.

Sincerely,

W. Kenneth Bull
EPDA Fellow

WB/jlb
Enclosure

VITA 2

William Kenneth Bull

Candidate for the Degree of

Doctor of Education

Thesis: THE YEAR-ROUND SCHOOL: A STUDY OF THE ECONOMICAL, EDUCATIONAL AND METHODOLOGICAL BENEFITS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Enid, Oklahoma, July 3, 1938, the son of Mr. and Mrs. Lloyd A. Bull.

Education: Graduated from Enid High School, Enid, Oklahoma, in June, 1956; received Bachelor of Fine Arts degree in Commercial Art from Phillips University in 1960; completed teacher certification requirements at Oklahoma State University in 1961, and Phillips University in 1964; received Master of Education degree in Guidance from Phillips University in 1968; attended New Mexico State University in 1971, and University of New Mexico 1971-72; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1974.

Professional Experience: Administrative Assistant to the Educational Advisor, Panzer Kaserne, Boeblingen, Germany, 1963-64; Art teacher, Brooks Jr. High, Wichita, Kansas, 1965-66; Guidance Counselor, Ellis Public Schools, Ellis, Kansas, 1967-68; Guidance Director and Counselor, Farmington Municipal Schools, Farmington, New Mexico, 1968-71; Assistant Director of Guidance Services, New Mexico State Department of Education, Santa Fe, New Mexico, 1971-72.

Professional Membership: Phi Delta Kappa, American Vocational Association, Oklahoma Vocational Association, National Vocational Guidance Association, Past member of local, state, and national organizations related to respective positions.