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# An Inquiry into the Feasibility of an All-Year School in Glenview, Illinois

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AN INQUIRY INTO THE FEASIBILITY  
OF AN ALL-YEAR SCHOOL IN GLENVIEW, ILLINOIS

by

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AN INQUIRY INTO THE HISTORY AND  
STRATEGIES OF THE ALL-YEAR SCHOOL

An Abstract of a Thesis  
Presented to  
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AN INQUIRY INTO THE HISTORY AND  
STRATEGIES OF THE ALL-YEAR SCHOOL

I. Introduction

A. Presentation

1. A review of the history of the school year.
2. An initial presentation of the All-Year concept.

B. Statement of the Study

1. To examine and review the information which is currently available pertaining to the all-year school.
2. To examine and review current proposals in action and under study.

C. Justification of the Study

1. "Modernizing the Present Twelve-Year Pattern of Primary and Secondary Education," was proposed and passed at the 1969 National Conference of Lieutenant Governors..
2. The Education Commission of States at its 1970 annual meeting, in plenary session, reviewed some of the concepts and urged its study.
3. In July, 1970, the Representative Assembly of the National Education Association passed a resolution pertaining to All-Year education.
4. Formulation of the National School Calendar Study Committee.

- 5.. Studies instituted by various states indicate a constituency interest.
- 6.. The First, Second, and Third National Seminars on Year-Round Education
- 7.. Monetary tax savings seeming demand a critical perusal.
8. Curriculum innovations seemingly could be enhanced.

D.. Limitations of the Study

1. Limited to the information and studies completed in the continental limits of the United States.
- 2.. Limited to the Public Schools with enrollments in Unit or Dual districts.
- 3.. School camping programs will not be included..

E.. Definition of Terms

1. All-Year School
2. Extended School Year
3. Year-Round Education.

F.. Procedures Utilized to Obtain Information

1. Library
  - a. Educational Index
  - b. Encyclopedia of Educational Research
  - c. Readers Guide
  - e.. etc.
- 2.. Published and unpublished materials that are obtainable from school districts that are operating or have studied the All-Year school.

3. Legal documents
4. Personal letters
5. The United States Department of Health, Education and Welfare
6. The Office of Economic Opportunity
7. Educational Resource Information Center (ERIC)

## II. Generalizations About the All-Year School

### A. Discussions

1. Why the long summer vacation?
2. Efficient and effective utilization of all facilities.
3. Efficiency of personnel
4. Juvenile delinquency
5. Cost

### B. Social living demands

### C. Legal Aspects

### D. Survival rates

### E. Limited Time for Related Educational Activities

### F. Changes in curriculum planning

### G. Tax Accountability

### H. Summary

### III. Review of All-Year Administrative Arrangements

#### A. Major proposals

1. Continuous Four-Quarter Plan
2. 45-15 plan
3. Multiple trails
4. Trimester
5. Quadrimester
6. Optional Four-Quarter
7. Rotating twelve-one
8. Modified sliding plans
9. Etc.

#### B. Minor proposals

1. Increase the length of the present year
2. Optional summer programs
3. Etc..

### IV.. A Review of All-Year Studies

- A.. Fairfield Public Schools  
Fairfield, Conneticut
- B.. Los Angeles Public Schools  
Los Angeles, California
- C.. Port Huran Public Schools  
Port Huran, Michigan
- D.. Utica Public Schools  
Utica, Michigan

E. State of New York

F. Etc.

V. All-Year Programs Formerly in Operation

A. Rochester Public Schools  
Rochester, Minnesota

- 1. Objectives of the program
- 2. Participation of the teachers
- 3. Salaries
- 4. Student participation
- 5. Workshops and committees
- 6. Maintenance
- 7. Operating costs
- 8. Termination

B. Lexington Public Schools  
Lexington, Kentucky

- 1. Objectives of the program
- 2. Participation of teachers
- 3. Salaries
- 4. Student participation
- 5. Workshops and committees
- 6. Maintenance
- 7. Operating Costs
- 8. Termination

C. Aliquippa Public Schools  
Aliquippa, Pennsylvania

- 1. Objectives of the program
- 2. Participation of teachers
- 3. Salaries
- 4. Student participation
- 5. Workshops and committees
- 6. Maintenance
- 7. Operating Costs
- 8. Termination

D. Etc.

## VI. Review of All-Year Programs Presently Operating

- A. Valley View School District  
Lockport, Illinois
  - 1. Forty-five-fifteen
- B. Atlanta Public Schools  
Atlanta, Gerogia
  - 1. Four quarter plan
- C. Park Elementary School  
Haywood, California
  - 1. Continuous progress
- D. Francis Howell School District  
St. Charles, Missouri
  - 1. Rotating four-quarter
- E. Wilson Campus School, Mankato State College  
Mankato, Minnesota
  - 1. Individualized Smorgasbord
- F. Research-Learning Center, Clarion State College  
Clarion, Pennsylvania
  - 1. Flexible All-Year

## VII. Conclusions

- A.. Summary
- B. Implications
  - 1. For the district
  - 2. For the Student
  - 3. For the Teacher- professional staff
  - 4. For the profession
  - 5. Etc.

AN INQUIRY INTO THE FEASIBILITY  
OF AN ALL-YEAR SCHOOL IN  
GLENVIEW, ILLINOIS

CHAPTER I

Increasingly in the twentieth century public schools are assessing, analyzing, and evaluating their educational objectives and the machinery designed to reach them. Some claim that these objectives could be attained more easily and in a more economical manner if the school year were extended or rescheduled. Their thesis suggests that existing school facilities could easily accommodate more pupils if the conventional school year were rescheduled. They also claim that the increased operating costs under such a program could be offset through fuller use of buildings and equipment and that the number of teachers might be reduced.

In the past, many teachers, administrators, and school board members expressed feelings of ambivalence when they were questioned about the various proposals which were advanced.

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<sup>1</sup>H. A. Hamann, "A Longer School Year?" Illinois Schools Journal, Vol. 48, No. 1, Spring, 1968, p. 47.

Our traditional 180-185 day school year is an inheritance from an earlier era, a "cast-off" of the days when students were needed to harvest the crops during the growing season of our agricultural economy. However, this need for our youth in the field of labor has long passed from the scene.<sup>1</sup> Today our farms are operated under highly technical conditions with modern machinery. Mechanization has also entered all other businesses where our youth previously were needed.

Despite this fact, our schools have traditionally started around Labor Day and have ended in May. It appears that schools in some ways resemble any large and extensive operation where there is a tendency to follow old traditional and worn "ruts" which were established by some predecessors.<sup>2</sup>

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<sup>1</sup>U. S. News & World Report (July 26, 1971) p. 6.

<sup>2</sup>H. A. Hamann, "A Break-Thru of Tradition," Wisconsin Journal of Education, Vol. 94, No. 8 (March, 1962), pp. 15-16.

The year-round movement seems to have a favorable position among citizens who are looking for ways to minimize cost while holding educational quality constant. It is an important concept that must be studied in a particular school district's setting in order to ascertain the factors that will lead to the best education available for boys and girls.

Professor McLain at Clarion State College, Clarion, Pennsylvania, states:

Education has become big business. Capital investment and operational budgets are great and getting greater. It is only logical that the American people, the stockholders of this great enterprise, are demanding maximum economic efficiency in this huge investment.

It is also logical that the local citizens, as they drive past empty schoolhouses in the summer, ask themselves, 'Why do we close our schools a fourth of the year? Wouldn't it be more economical to operate them all year instead of just three quarters of the year?'<sup>1</sup>

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<sup>1</sup> John D. McLain, Considerations for Economy and Quality Education Through Year-Round Schools, Research-Learning Center, Clarion State College, Clarion, Pennsylvania, August, 1969, p. 1.

### The Community

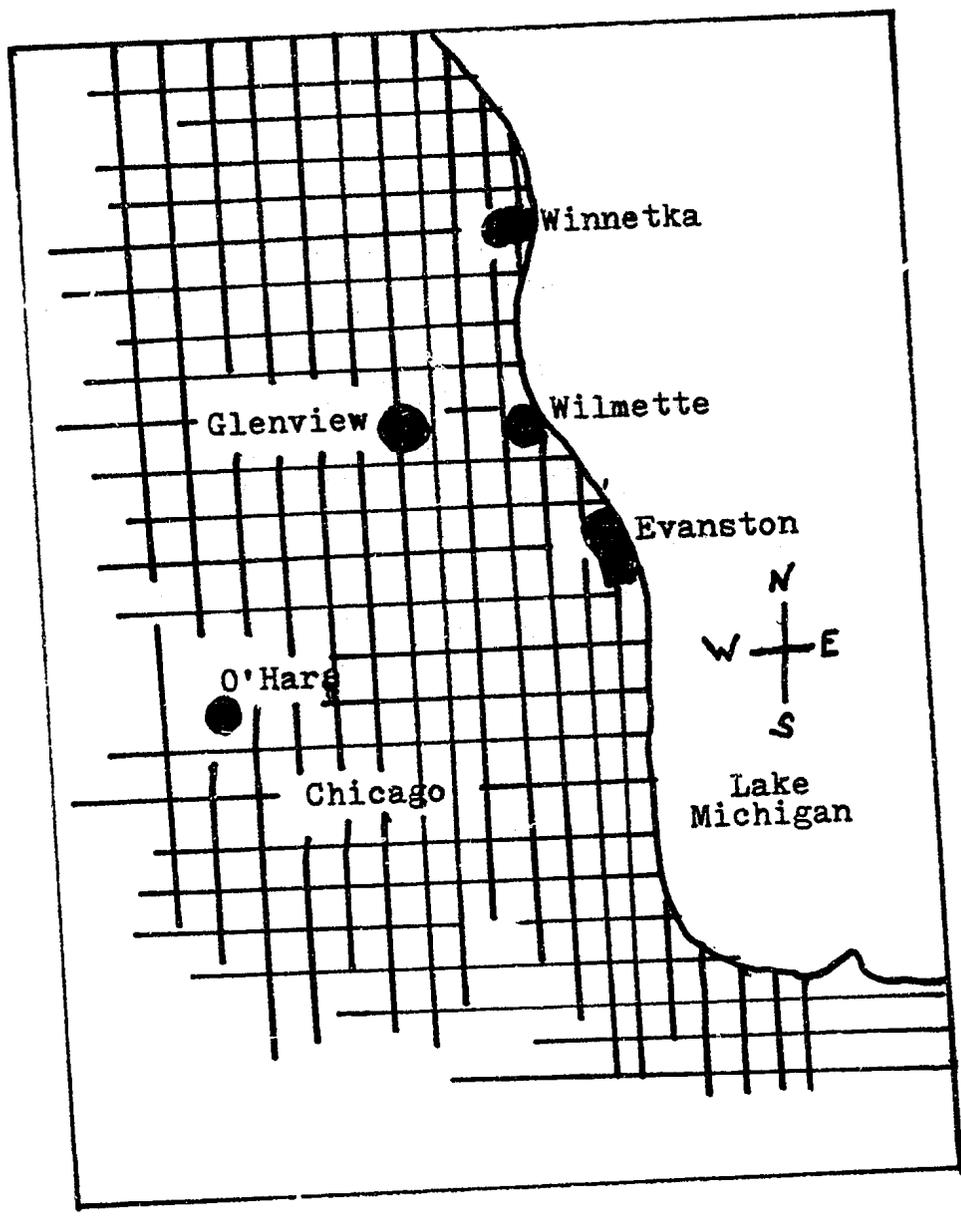
The Community Consolidated School District #34, Glenview, Illinois, is located in Cook County and is situated approximately twelve miles north of Chicago, eight miles west of Lake Michigan, and ten miles northwest of Evanston, Illinois. Its location in relation to other northshore communities is shown in FIGURE I. The northern boundary of the school district touches the Glenview Naval Air Station.

The Consolidated District is usually called a more common name, the Glenview Public Schools. It encompasses 11.6 square miles, including most of the village of Glenview, plus a large unincorporated area, and serves the Glenview Naval Air Station.

#### Community Description.

The community has a population of approximately 20,000 in the village and another 10,000 in the unincorporated area, while the population at the Glenview Naval Air Station varies according to the national and economic conditions of the nation.

FIGURE I  
NORTHSORE COMMUNITIES



Many of the constituents are business and professional leaders who commute to Chicago and other cities throughout the United States. The median number of school years completed is 12.7. A large portion of the population is in the upper occupational classification and is above average in income and academic experience. Parents show a strong interest in the education of their children.

Although Glenview can be classified as a "bedroom community" it has attracted a few major corporation administration centers, research centers, and small businesses. The home offices of Scott Foresman and Company, Psychotechnics, and Krafko Corporation, for an example, are located in the school district.

#### Glenview Naval Air Station.

The Glenview Naval Air Station covers approximately 1300 acres with the southern boundary line contiguous to the Glenview Elementary School District. The Air Station is the headquarters of the Naval

and Marine Reserve Training Commands for the entire United States.

While many of the naval and marine personnel and their dependents reside on the base, many others purchase or rent homes in the school district. The pupils who reside on the Air Station attend the Glenview Schools under Public Laws 815 and 874 and a continuation of the 1941 Lanham Act.

Institutions for Higher Learning.

The Glenview Public Schools are located in close proximity to numerous institutions of higher learning, such as Northwestern University, the University of Chicago, Roosevelt University, Lake Forest College, National College of Education, Harper Junior College, and Oakton Community College.

### School Enrollment.

The yearly enrollment averages approximately 4,600 students. There are seven elementary schools, kindergarten through sixth grade, and one junior high school, grades seven through eight.

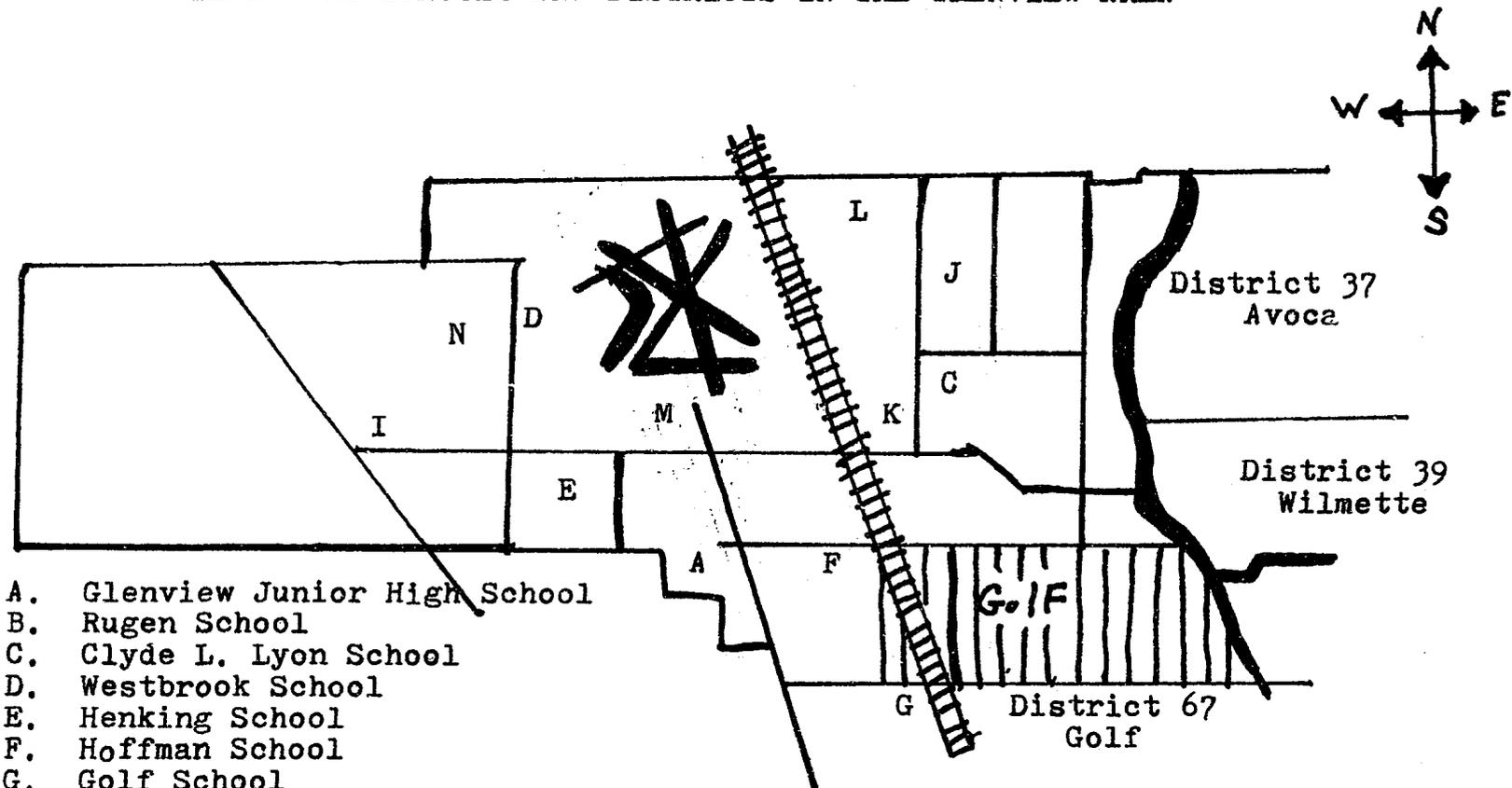
### Parochial Schools.

Four parochial elementary schools are located within the District #34 geographical boundaries. There always has been a close working relationship with the private schools in the area. In fact, Glenview was one of the first school districts in Illinois that provided free bus transportation to the parochial schools.

### High School Districts.

Illinois high school districts are often set up on a township basis as shown in FIGURES II and III. This happens to be the case in the Glenview Public School area. Approximately one-fifth of the students who graduate from the eighth grade go to the Maine Township High Schools, District #207, while the remaining four-fifths attend the Northfield Township High Schools in District #225. It is apparent that this geographical overlapping can cause some academic

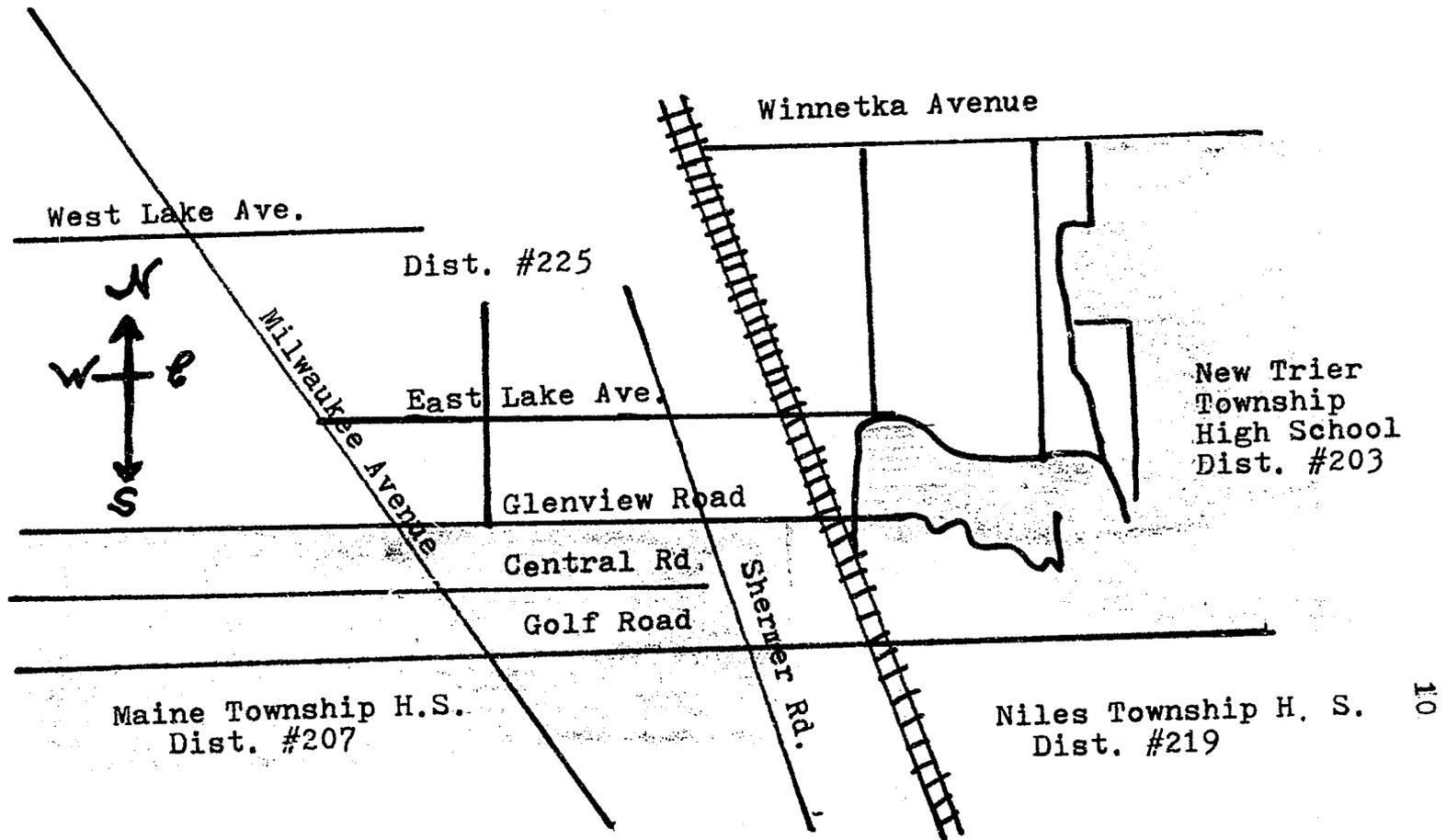
FIGURE II  
ELEMENTARY SCHOOLS AND DISTRICTS IN THE GLENVIEW AREA



- A. Glenview Junior High School
- B. Rugen School
- C. Clyde L. Lyon School
- D. Westbrook School
- E. Henking School
- F. Hoffman School
- G. Golf School
- H. Avoca School
- I. Glen Grove School
- J. Pleasant Ridge School
- K. Our Lady of Perpetual Help
- L. Immanuel Lutheran School
- M. Immanuel Church of the New Jerusalem
- N. St. Catherine Laboure School

+Political and geographical boundaries do not coincide in Cook County. Approximately one-half of the western section is unincorporated.

FIGURE III  
HIGH SCHOOL DISTRICTS IN THE GLENVIEW AREA



problems when it comes to articulation between the districts, sequential program development, and even routine administrative matters such as setting up the yearly calendar.

Board of Education.

Under Section 10-10 of the School Code of Illinois, "the Board of Education shall be composed of seven members which serve as the elected governing body." Candidates for election to the Board of Education in the Glenview Public Schools are screened by a district caucus in an attempt to get the best non-partisan representatives. Candidates may also run for positions on the Board of Education without the backing of the caucus.

### Professional Staff.

The district normally employs 245 teachers, of whom twenty are auxiliary staff members who work in the fields of art, music, and physical education, while thirty are social workers, learning development teachers, speech correctionists, nurses, and psychologists.

Each of the seven elementary schools is served by a full time principal. The junior high school has a full time principal and two full time assistants.

The central administration staff is composed of a superintendent, three assistant superintendents, a director of pupil personnel, and two curriculum consultants. The district also employs a cafeteria manager, an accountant, and a supervisor of buildings and grounds.

### Special Education.

Glenview is a member of the Northern Suburban Special Education District, a cooperative formed by twenty-three participating school districts. The cooperative serves the physically handicapped, home-

bound, partially sighted, blind, deaf, educable mentally handicapped, trainable mentally handicapped, and those with multiple handicaps. It also provides psychiatric consultant service, some supervisory service in the special education field, and additional psychological services.

#### Financial Condition of the District.

The Glenview Public School District is financially sound and has never issued anticipation warrants against the next year's taxes.

In 1970-71 the operation budget funding was made up of about 65% from local property taxes and the remainder from other sources such as state aid, federal aid under Public Law 894,<sup>1</sup> and other categorical federal aids.

TABLE I shows the assessed evaluation and per pupil value.

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<sup>1</sup>Public Law 894 refers to aid which comes to the district as a result of the number of children of federal employees living on the Air Station or working for a federal facility and sending their children to the public schools.

TABLE I  
 ASSESSED EVALUATION AND PER PUPIL VALUE

Year	Enrollment	Assessed Value	Per Pupil Assessed Value
1960-61	3760	\$ 82,137,785	\$25,718
1961-62	4026	86,727,772	27,525
1962-63	4111	92,503,066	27,242
1963-64	4340	96,578,059	28,072
1964-65	4371	100,410,130	27,774
1965-66	4508	107,960,213	27,716
1966-67	4550	112,198,657	27,910
1967-68	4581	117,683,068	29,107
1968-69	4586	126,656,764	33,330
1969-70	4568	140,893,590	34,187
1970-71	4354	146,510,335	36,121

The per pupil assessed value has gone up from \$25,718.00 in 1961 to \$36,121.00 in 1971.

#### Purposes of the Study

The purposes of this study are (1) to review the historical perspectives and current status of the all-year school, (2) to review and examine the current status of the facilities, staff, buildings, and community in the Community Consolidated School District #34, Glenview, Illinois, (3) to explore the feasibility of implementing the four-quarter plan, the 45-15 plan, and the flexible all-year plan, (4) to gather and

report information relative to the attitudes of the community, staff, and administration concerning the acceptance or rejection of the different all-year proposals, and to make recommendations for future consideration.

#### Limitations of the Study

Scope. The study will be limited to (1) an historical review of the all-year movement, (2) a description of current all-year plans, specifically, the 45-15 plan, the four quarter plan, and the flexible all-year plan, and (3) the implications as they are projected in relationship to the status and conditions which prevail in the Glenview Elementary Schools.

Area. No attempt will be made to include historical or factual information from outside of the continental limits of the United States. The United States Military Dependent Schools will not be considered in this study.

Summer Schools. Some districts are sponsoring summer schools in addition to the regular school year. This study will not attempt to list the advantages and disadvantages of extended summer programs.

### Assumptions

It is assumed that the public constituency in the district wants the best education possible for the least amount of money. It is also assumed that the public is unwilling to accept any plan which they might consider would reduce the quality of the education offered by the district.

It is also assumed that old traditions can be broken.

### Definition of Terms

Year-Round School. In this study the term "Year-Round School" refers to the utilization of public school facilities, public school equipment, and public school personnel throughout the entire year rather than limiting their use to the traditional 180-190 day school year.

Flexible All-Year Plan. Under the flexible all-year plan the school is open the entire calendar year. There is no opening or closing of the school in June and September and the students can take their vacations whenever they so desire.

Quarter Plan. A Quarter Plan of year-round schools is one in which the school year is divided

into four equal parts called quarters.

45-15 Plan. The 45-15 plan means that the calendar is divided into four equal quarters. Unlike the four-quarter plan, students attend school for forty-five days and then are on vacation for fifteen days.

Compulsory Four-Quarter. The school year is divided into four equal parts and the students are assigned quarters which they are mandated to attend. The plan often is referred to as the Rotating Four-Quarter Plan.

Normal or Standard School Year. A school year which encompasses approximately 180 days and usually starts the day after Labor Day and ends in early June.

Rescheduled School Year. The term means that the traditional 180-day school year has been changed in one of many different ways.

### Procedures

Materials and information for the study were obtained in the following manner.

Library. The writer used the Education Index, The Encyclopedia of Educational Research, The Readers' Guide, The Educational Resource and Information

Center (ERIC), and all other available indexes and leads known to the writer to locate published articles pertaining to the "all-year school." The facilities of the Glenview Public Library, the Chicago Public Library, the Evanston Public Library, Northwestern University Library, the University of Chicago Library, and the library at National College of Education were utilized.

Unpublished Materials. Upon request various school systems sent mimeographed, photostated, or xeroxed materials pertaining to their all-year programs or study.

Legal Documents. The School District Annual Budget and other recorded data were utilized to obtain a picture of current finances in the Glenview Public Schools.

Questionnaire. A questionnaire was devised and administered to members of the community and of the school staff, who were selected on a random basis.

### Significance of the Problem

Parents, educators, governmental officials, public organizations, and many interested constituents of school communities are presently questioning the efficiency and logic of having school plants in operation for only nine months of each year. In the following sections the writer has presented the thinking of various groups with regard to the issue of an "all-year school" program.

In September, 1971, the district superintendents in all of the elementary school districts in Northfield Township and the superintendent for the Northfield Township High School District indicated a desire to explore avenues of keeping the schools open on an all-year basis because of the shortage of facilities at the high school.<sup>1</sup>

On June 7, 1971, a member of the Glenview Public School's Board of Education asked the administration to take a critical look at the benefits which might be derived from operating the school district on a different academic calendar.

The Citizens' Advisory Council's sub-

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<sup>1</sup>"All-Year School Plan is Being Studied Here," Glenview Announcements, May 13, 1971, p. 3.

committee on year-round education made its report on May 5, 1971. The committee pointed out that:

A unique problem has put itself into our hands; educators must, for the first time find a way to formally educate all children and youth.

In the early days of our country, when society was slow paced, one generation (adults) could teach children solutions to problems likely to be faced when they grew up. It was thought that the best way to obtain knowledge was to absorb it through rote memorization and then to store it for future reference (note: there were few available means of storing knowledge at that time). The school selected the body of knowledge.

...The schools, therefore, must change their teaching techniques. They must help the child to learn how to solve problems, analyze situations, and make decisions.... Finally, they must help the child to make broad generalizations so that he can see more clearly<sup>1</sup> his environment and his own relationship to it.

The study concludes:

The cost of educating children is rising and will continue to do so. Enrollments are increasing, especially as the dropout problem decreases, and this requires new buildings and other facilities. Since teaching all children is far more difficult than teaching just those who learn easily, ...more qualified teachers are needed.

...With all of these things in mind, more and more citizens are considering operating schools year-round. Why not save the cost of letting the schools lie fallow one fourth of the year, and

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<sup>1</sup>Report of the Sub-Committee Investigating the Year-Round School, Citizens' Advisory Council, Glenview, Illinois, May 5, 1971, pp. 103-105.

at the same time, put the child into a situation where he can lose all fear of being stigmatized, where he can be scheduled to learn at his own rate, and where the curriculum can easily be adapted to his individual needs.<sup>1</sup>

In July, 1970, the Representative Assembly of the National Education Association passed a resolution pertaining to all-year education. The resolution considered that teachers should take initiative:

1. In exploring the many ways the school year might be extended to accomplish specific goals (remedial, enrichment, acceleration, recreational, etc.) for students.
2. In examining ways to provide for maximum use of school facilities by the community as a whole.
3. In identifying the advantages and disadvantages of each proposal.
4. In considering the legal implications of a rescheduled school year.
5. In assessing the adequacy of the financial resources and current school facilities (e.g., is air-conditioning a major factor to be considered in relationship to programs proposed for implementation during the summer months?).
6. In determining ways of selecting and assigning staff which will be both effective in terms of the school program and fair and equitable in terms of the demands placed on the staff.

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<sup>1</sup>Ibid.

7. In encouraging and helping develop plans for experimentation by the local system in rescheduling its school year toward the end that the school system individualize and maximize its school programs to meet the needs of its students and the community.
8. In evaluating carefully the results of the experimentation and providing basic facts for further consideration.
9. In providing for incorporation into the regular school program of those models of the extended school year which indicate value through experimentation.
10. In keeping the public informed and involved as the plans and possible implementation of an extended year are conceived and developed.<sup>1</sup>

The Education Commission of the States at its 1970 annual meeting, in plenary session, reviewed some of the concepts of all-year education and resolved that:

...the Education Commission of the States have a major program element called the promotion of the extended school year concept through the identification of barriers to implementation, legal, financial, and instructional implications, and methods of implementing these concepts; and further to keep states informed concerning the latest developments in these areas.<sup>2</sup>

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<sup>1</sup>National Education Association, "The Year-Round School," Statement adopted by the NEA Representative Assembly, July, 1970, San Francisco, California.

<sup>2</sup>Harold LeVander, "The Calendar As an Educational Resource," Compact, December, 1970, p. 3.

On June 8, 1969, the National Conference of Lieutenant Governors considered the topic, "Modernizing the Present Twelve-Year Pattern of Primary and Secondary Education," The memorandum concluded:

WHEREAS the situation as it exists and is projected for the years ahead clearly requires more imagination and innovative approaches than merely calling on the already heavily burdened taxpayer for huge annual increases in annual appropriations in state and local budgets for the support of primary and secondary education; and

WHEREAS any major change in the present and ancient twelve year program for primary and secondary education if it is to be undertaken, must as a practical matter be done virtually simultaneously by all the states because of its effect on the entrance age of college freshmen:

NOW, THEREFORE, BE IT RESOLVED that the National Conference of Lieutenant Governors recommends that the Department of Health, Education, and Welfare, in cooperation with the Education Commission of States, give consideration to the desirability of compressing the twelve year span of primary and secondary education into a shorter span.<sup>1</sup>

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<sup>1</sup>John D. Millett, "Educating the Twenty-First Century Man," National Conference of Lieutenant Governors, (Mineographed), June, 1969, p. 7.

Former President Lyndon Baines Johnson

stated:

Tomorrow's school will be the center of community life, for grown-ups as well as children' --a shopping center of human services,' It might have a community health clinic or a public library, a theater and recreational facilities.

It will provide a formal education for all citizens--and it will not close its doors at three o'clock. It will employ its buildings around the clock and its teachers around the year.<sup>1</sup>

The operation of the public school system for periods of nine or ten months grew out of an agricultural society; young people were needed for work on the farms during the summer months. R. D. Johnson states:

Our traditional way of setting our school calendar, ...is not the result of sound educational thinking, but one of expediency carried over from the days of our past when it was necessary that the youth be available for farm work during the season when crops had to be harvested.<sup>2</sup>

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<sup>1</sup>Lyndon Baines Johnson, From an address at the annual convention of the American Association of School Administrators, February, 1966.

<sup>2</sup>R. D. Johnson, "What Are the Evidences of Need For a Year-Round Educational Program?" Bulletin of the National Association of Secondary School Principals, 37:325-26, April, 1953.

Three decades ago, A. L. Chapman argued that the school was abrogating its dynamic position in society:

If playgrounds for children, school libraries, shops, and laboratories remain inaccessible during vacations; museums, school gyms, swimming pools, school auditoriums, typing rooms remain closed for three months of the year, the school cannot be the dynamic social influence every community has a right to expect it to be.<sup>1</sup>

Engh, a reporter for the Saturday Review, states, "Fifty years ago the nine-month school year made sense....Today, obviously, the story is different."

The problems and needs of the schools in contemporary America demand reappraisal of established practices. In communities where school enrollments are rising, classroom shortages are generating a serious problem. And even in areas enjoying reasonably stable populations, the rigid calendar of another age tends to block development of educational opportunities.<sup>2</sup>

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<sup>1</sup>A. L. Chapman, "Keep the Schools Open Year Round," *School Executive*, 61:16, May, 1942.

<sup>2</sup>Jeri Engh, "Why Not Year-Round Schools?" *Saturday Review*, September, 1966, pp. 82-84.

Forest E. Connor, Executive Secretary of the American Association of School Administrators, takes a similar position:

For years the school's front doors were "padlocked" during July and August. Buildings stood idle. Teachers were out of work or were working at second jobs. The American people held tenaciously to an old school calendar that had its beginning in our earlier agrarian life. Now, however, the almost universal practice of leaving school plants and personnel idle at a time in our history when every available resource is needed.... requires that we abandon school calendars based on a bygone era.<sup>1</sup>

In an annual Gallup Poll on "How the Nation Views the Schools" it was discovered that the suggestion for keeping the schools open all year to utilize school facilities and buildings to the

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<sup>1</sup>William J. Ellena, The Year-Round School, American Association of School Administrators, 1970, pp. 3-4.

full extent did not receive a majority support from the parents or high school students. Yet it should be pointed out that with educational costs mounting yearly, there was an important segment of the population who believed this idea had merit.<sup>1</sup>

The report indicates:

The favorable vote on this idea was rather considerable. Among adults, 42% favored the idea, 50% opposed, and 9% had no opinion. The specific question was, "To utilize school buildings to the full extent, would you favor keeping the schools open year-round?"<sup>2</sup>

TABLE II on this national survey gives the percentage breakdown. Forty per cent of the students themselves like the idea, while fifty-eight per cent oppose it.<sup>3</sup>

In an earlier study, it was found that many parents opposed the idea of year-round schools chiefly because they believed such a change would interfere with their own vacation plans. With more and more parents taking winter vacations or choosing some time of the year other than July and August, opposition to this plan can be

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<sup>1</sup>IDEA Reporter, "Year-Round Schools," (Second Annual Survey of Public Schools), 1970.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

TABLE II  
YEAR ROUND SCHOOL SURVEY

	National Totals	No. Children In School	Public School Parents	Parochial School Parents	High School Juniors and Seniors
	%	%	%	%	%
Approve.....	42	44	39	36	40
Disapprove.....	49	45	56	57	58
No Opinion.....	9	11	5	7	2
	100	100	100	100	100

<sup>1</sup>IDEA. "Year-Round Schools," (Second Annual Survey of the Public Schools) 1970.

expected to decline, especially if it can be substantiated that real economies will result.<sup>1</sup>

Senator Birch Bayh, Democratic Senator from Indiana, urged that teachers be hired on a year-round basis. He stated that the present system causes a "great waste of human resources and talent." Teachers who want to work all year, he said, could spend the extra three months teaching summer schools, poverty programs, vocational programs, or recreational projects. They could also take courses to expand their knowledge and improve their teaching ability while being paid. Educators, like businessmen, should be able to enroll in training programs at the "company's expense," with full pay.<sup>2</sup>

A "mad" housewife in Glenview, Illinois, states:

Three months (13 weeks) of summer vacation for my four boys is about seven weeks too much vacation.... Might not this time be better utilized in terms of the child?

Yes, an extended school year might cost more money--but my budget shows a quantum jump each summer anyway. And I do believe the value of education is immeasurable.

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<sup>1</sup>Ibid.

<sup>2</sup>National School Public Relations Association, Washington Monitors, January, 1969.

Vacant school buildings would appreciate more use, and I, as a parent, would be delighted to see them used seven more weeks a year.<sup>1</sup>

Harold G. Shane, in a Phi Delta Kappan article, foresees a change in planning:

The organization of U. S. education and many of its long familiar policies are due to change sharply and rapidly if the views of professors, teachers, and administrators are accurate. No later than the mid-Eighties, 84% believe, our schools will be open for 12 months and students' programs will be so personalized that the individual can leave school for three months each year choosing both the time and the length of vacations. Educators concede, however, that the public will be reluctant to accept such flexibility.<sup>2</sup>

#### Discussion by School Officials.

The all-year school programs have often been vigorously promoted or attacked by school officials. The following questions are often discussed in the literature offered by advocates or opponents of the all-year movement.

1. Why do public schools have a long summer vacation period?
2. Could the public schools utilize the summer period more advantageously?

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<sup>1</sup>Glenview Life, Vol. 25, No. 47, June 10, 1971, p. 1.

<sup>2</sup>Harold G. Shane, "What Will Schools Become?" Phi Delta Kappan, June, 1971, pp. 596-598.

3. Is teaching a part time profession?
  - a. Would teaching conditions improve if schools were operated on a different calendar?
  - b. Do teachers need the traditional three month vacation for personal and health reasons?
4. Would the efficiency of the teacher be impeded if the school year were lengthened?
5. Are the public schools getting the best possible return on the investment that the people have made in their public school buildings?
6. Are juvenile delinquency rates increased because of the long summer vacation?

#### Summary

Is our community so imbedded in tradition that it would not change its school year if objective research proved that it would bring dividends to the American youth? Can traditional vacation plans be altered enough to satisfy the constituency in the school district?

Since there is nothing sacrosanct about the present school year, could service to the Glenview Public Schools be maintained at an economical cost under a rescheduled school year? Are community attitudes ready for this drastic change?

## CHAPTER II

### REVIEW OF RESEARCH AND RELATED LITERATURE

The purpose of this chapter is to give an historical review of the development of the all-year concept in the United States.

#### EARLY EXPERIMENTS (1800-1950)

Prior to the Civil War many schools operated on a year-round basis. The calendar usually was divided into approximately four twelve week sessions. Short vacation periods were often taken at Christmas, Easter, and other holidays. Generally speaking, the schoolmaster also took a short summer vacation of approximately two to five weeks when he would engage in what was known as the more manly art of assisting with the farming, planting, or helping to clear native crop land.

Research substantiates that Buffalo, Baltimore, Cincinnati, and Chicago operated all-year schools in the early 1800's.<sup>1</sup> However, they gradually shortened the calendar. This was due, in part, to the compulsory school attendance laws which were enacted at that time.

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<sup>1</sup>George M. Jensen, "The Calendar: Undeveloped Resource," Year-Round Education, Seminar on Year-Round Education, Cocoa Beach, Florida, March, 1971, p. 1.

It is interesting to note that the school year in 1870 averaged 132 days. The six largest cities in the United States shortened the school year considerably during the seventy-five year period between 1840 to 1915, as shown in TABLE III, Length of Academic Year.

When compulsory public education became a reality, the school often dismissed during the summer months to permit church-related summer schools to conduct their programs; private endeavors with the goal of propagating a particular faith among the youthful society. The earliest available records reveal that the First Church in Boston, Massachusetts, set up a religious summer school in 1865.<sup>1</sup>

Vacation schools often were sponsored by private philanthropical societies. The Association for Improving Conditions for the Poor established summer schools in New York in 1894. The Civic Federation (Chicago Women's Club) started several summer schools in 1898. The Civic Club started summer schools in Pittsburgh, Pennsylvania, while the Women's Educational and Industrial Union

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<sup>1</sup>Willis Howard Reals, A Study of Summer High Schools, No. 337 (New York: Teachers' College, Columbia University), 1928, p. 71.

TABLE III  
 LENGTH OF ACADEMIC YEAR: SIX LARGEST CITIES  
 IN THE UNITED STATES, 1840-1915<sup>1</sup>

City	1840	1915	Decrease in No. of Days
New York	245 days	193 days	52 days
Chicago	240 days	193 days	47 days
Buffalo	12 months	190 days	50 days
Cleveland	215 days	192 days	23 days
Detroit	259 days	191 days	68 days
Philadelphia	251.5 days	195 days	56.5 days

<sup>1</sup>W. S. Monroe, ed., Encyclopedia of Educational Research,  
 (New York: MacMillan, 1950), p. 375.

started them in Rochester, New York.<sup>1</sup> By 1899 over twenty of the larger cities had vacation-type summer schools.

Public schools gradually started taking over the summer schools and incorporating them into their regular program by offering academic courses which permitted the students to make up courses which they might have failed or where remediation was needed. New York, Chicago, and Providence, Rhode Island, incorporated the summer program prior to the 1900's.<sup>2</sup>  
Bluffton, Indiana.

In 1904 Bluffton, Indiana, was confronted with many of the problems that are plaguing school districts today. Student enrollment was increasing and the lack of space was forcing the district to consider the building of another schoolhouse. After serious study, district officials decided to alleviate some of the enrollment and facility problems by changing the school calendar.

Available research indicates that the Bluffton calendar probably resembled the current four-quarter plan. Some students of this subject have argued,

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<sup>1</sup>Charles O'Dell, Summer Schools, Bulletin 49, University of Illinois, 1930, p. 11.

<sup>2</sup>Ibid.

however, that it could have been an optional fourth quarter or sophisticated summer session. Whatever the actual model or design happened to be is immaterial.<sup>1</sup>

It is interesting to note that the all-year concept is not new, that it was with us for several years around the turn of the century, and that Bluffton's plan was in operation until 1913 when it was discontinued. The reason for its termination is not stated in the literature.

By 1915 many of the larger city school systems in the United States were averaging around 190 days per school year.<sup>2</sup>

Newark, New Jersey.

In 1912, Newark, New Jersey, public schools organized around an all-year program in order to meet the needs of the many foreign-speaking students who had moved into the area. The program was a forerunner of the present optional four-quarter plan. Students were required to attend school during the first three quarters and could voluntarily attend the fourth quarter, better known as the summer quarter.

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<sup>1</sup>The Year-Round School, American Association of School Administrators, Washington, D. C. 1970, p.9.

<sup>2</sup>W. S. Monroe, Op. cit.

Reports indicate that the attendance often ran as high as seventy-five per cent. Available literature indicates that no damaging emotional or physical effects were noted.

School officials in Newark assumed that if a student attended school for three quarters and then elected to take the fourth quarter, it should mean that he had taken one and one-third year's work in one year. Under the plan a student could complete eight years of school in six years.

Unfortunately, the following quotation provides evidence that students can be pushed out of schools too quickly.

...(to) speed up education is one aim. Pupils attend all-year, supposedly to complete their elementary and secondary education more rapidly. This was tried longest in Newark, New Jersey, and found unsatisfactory. Children may be forced to complete certain instructional courses sooner, but they don't mature any faster.<sup>1</sup>

The Newark plan was maintained for nineteen years. It was dropped in 1931 because the constituency claimed that bi-lingual, underprivileged, and socio-logically deprived youngsters were graduating from the eighth grade before they were emotionally and

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<sup>1</sup>H. W. Kerwin, "All Year Schools O. K., But Not on Quarter Plan," California Teachers' Association Journal, 1952, pp. 8-10.

socially mature enough to enter secondary school.<sup>2</sup> Research also seems to substantiate that it was dropped at the onset of the Depression because of the additional costs involved in the program.

Minneapolis, Minnesota,

In 1918, B. B. Jackson, Superintendent of Schools in Minneapolis, Minnesota, stated that the present arrangement of the time for school and vacations is a heritage from the days when most men were farmers.<sup>1</sup> He advocated a change to an all-year program which would encompass forty-eight weeks. Instead of dividing the year into two semesters, he advocated a division into four quarters of twelve weeks each.

Superintendent Jackson described his vision of the all-year school. He stated: ...we should have to consider expense, administration, instruction, and most important, the pupil.<sup>2</sup> He believed that under the new form observers would find:

1. Better adjustment of pupils and school work.
2. Fewer failures.

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<sup>1</sup>B. B. Jackson, "All-Year School Plan," Minneapolis Public School Board of Education, Minutes, November, 1918.

<sup>2</sup>Ibid.

3. Health. Jackson maintained that the Newark experience revealed that health would not be impaired by a lengthened year.
4. Morals. It would eliminate the immoral acts learned while students are out in the alleys.
5. Adjustment to Business and Industrial Conditions. There is an advantage to those boys and girls who must work because more jobs would be available.
6. Adjustment to Home Conditions. Children would be safe at school rather than in danger on the streets.
7. Advantages to the teacher. Better teachers would be attracted to the profession because of longer working periods.<sup>1</sup>

Jackson's all-year proposal dealt with cost,

also:

1. Eliminate waste. Every fall is used for review and every spring entails a slow down. The waste could be eliminated by the short vacation and continuous school.
2. Overhead Expense and Building Maintenance. Maintenance costs involve costs for the entire year. Why not use the buildings?
3. Cost of Summer Quarter. Eleven dollars per pupil per quarter.
4. Cost of Retardation. Repeaters would be brought up to their level more quickly. This would mean a saving of \$350,000 a year.
5. Extended Use of Buildings. The extended use will permit every child to have a seat.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

Jackson concluded that adoption of the all-year school program would gain for Minneapolis:

A reduction in the expense of educating a child; an added incentive for men and women to enter the profession of teaching; and most of all a system which is readily adaptable to the varying needs of home and industry, and places education within the reach of all....

Nashville, Tennessee.

In 1922 Nashville, Tennessee, attempted to meet its economic and educational problems by operating an all-year optional four quarter plan. Similarly to the Newark, New Jersey, plan, attendance at the fourth quarter was encouraged but optional.

Reports reveal that student attendance averaged sixty-four per cent and that teacher attendance averaged eighty-six per cent.<sup>1</sup>

It is interesting to note that neither Nashville nor Newark reported any adverse physical or mental effects because of all-year or summer attendance. The Newark experience supposedly revealed that it did keep many of the students out of mischief during the summer.<sup>2</sup>

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<sup>1</sup>Cincinnati Public Schools, The Four Quarter School, Cincinnati Board of Education, August, 1958, p. 13.

<sup>2</sup>Clarence A. Schoenfeld, Year-Round Education, Madison, Wisconsin, Dembar Educational Research, 1964.

Ellena states:

Both cities discontinued the program, ... primarily because it proved to be too expensive and because the serious complaint was voiced that high school students graduating early as a result of acceleration were actually too young for regular employment and not old enough to succeed in college.<sup>1</sup>

#### Aliquippa, Pennsylvania

In 1926, H. B. Vanderslice, former superintendent of schools, reported that Aliquippa, Pennsylvania, had decided to operate an all-year school because the district was being forced to consider placing forty to fifty per cent of the school population on a part-time day. The Jones and Laughlin Steel Company had expanded very rapidly, causing an influx of families with children. To compound the issue, the district had reached the legal limit of its borrowing power.<sup>2</sup>

The program was abolished in 1938 because the working force in the steel industry had been reduced. Student population dropped from 6700 in 1928 to slightly over 4000 in 1938. Vanderslice concluded that the all-year program was abolished because the need for it had passed. The increased assessed

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<sup>1</sup>William J. Ellena, Op. cit., p. 15.

<sup>2</sup>Lyle M. Wilson, "The All-Year School in Aliquippa," (Aliquippa Public Schools, 1958), pp. 3-5.

evaluation in the district and the decrease in student population permitted the district to embark upon the needed building program.<sup>1</sup>

In summary, the literature about the Aliquippa four-quarter all-year plan offers the following highlights:

1. The program was economically feasible and did save tax dollars.
2. The program permitted the maximum utilization of buildings, other facilities, and equipment.
3. Parents objected quite vociferously to the vacation periods other than during the summer months.
4. Pupil progress probably had not been hurt by attendance during the hot summer months.
5. Teachers seemed to have objected to the constant changing of classrooms and groups.

#### Ambridge, Pennsylvania

Ambridge, Pennsylvania, tried the four-quarter all-year approach in 1930 when it was confronted with a large student enrollment while new schools were being constructed. The plan was discontinued in 1936, when the new buildings were completed, because of its unpopularity and because of administrative problems.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>H. C. Hartsell, Op. cit., p. 23.

In 1925 thirteen systems reportedly were using some form of the modified all-year school proposals.<sup>1</sup> Rescheduled calendar plans often were discussed during the Great Depression years in an attempt to solve the economic problems that were plaguing the educational system at the time. Unfortunately, monetary considerations prevented concrete experimentation.

Chattanooga, Tennessee.

Chattanooga, Tennessee operated an experimental all-year four quarter plan in several of its schools in the 1930's. At the same time Omaha, Nebraska experimented with a modified twelve-month plan in a large technical high school that had an enrollment of over 4000 students.<sup>2</sup> Burke concludes that the Omaha plan was discontinued because of the following reasons:

1. It was difficult to enforce compulsory attendance laws during the summer.
2. Maintenance costs seemingly increased.
3. Parental objections were voiced.
4. Pupils, parents, and teachers did not consider the plan more effective than the normal three quarter plan.

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<sup>1</sup>The Defined School Year, American Federation of Teachers (Washington, D.C.: AFT-CIO, 1963), p. 10.

<sup>2</sup>Ibid.

During the 1930's to 1950's optional summer school sessions often were added to the traditional 180-day school year. The sessions varied in length and often served numerous limited objectives. It was during this period that several states did break out of traditional ruts by enacting legislation which permitted state reimbursement on an equalized basis for pupil attendance during the summer months.

Glencoe, Illinois.

In 1945, Glencoe, Illinois, instituted an all-year program after Dr. Arthur B. Moehlman, Professor of School Administration at the University of Michigan, recommended it as a method of attracting, retaining, and making possible the professional growth of teachers. The principal emphasis was on teacher growth and the indirect services to students through staff growth, planning, and curriculum revision.<sup>1</sup>

Shreve reports that the Glencoe, Illinois, program was started with two main provisions:

1. Provisions for a six weeks' summer session devoted to evaluation and the further improve-

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<sup>1</sup>Robert H. Shreve, "A Survey of Selected Schools Operating Extended School Year Programs," Unpublished Doctoral dissertation, Colorado State College of Education, Greeley, Colorado, August, 1955, pp. 93-117.

ment of teaching and the opportunity for individual growth and development.

2. Provisions for a salary schedule which would place teaching on a professional basis. A flat increase of twenty per cent was given to all staff personnel to cover the extended period of employment.<sup>1</sup>

Participation of the staff during the six week period was voluntary and flexible. All teachers were given the month of August as a vacation period.<sup>2</sup> During the six week summer program teachers were assigned to one of the following areas:

1. Advanced college or university study.
2. Workshop study under the direction of the Glencoe Public Schools.
3. Special individual or group work in developing new curriculum plans or teaching devices.
4. Serving the summer educational and recreational programs.
5. Approved travel involving visitation and study of special aspects of community, state, and national or foreign cultures.
6. Beginning with the summer session of 1955 a teacher after three years of participation in the extended school program may apply for a sabbatical leave during the summer with full pay.<sup>3</sup>

Glencoe teachers are hired for a minimum of forty-four weeks instead of the traditional

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<sup>1</sup>Ibid.

<sup>2</sup>Paul J. Misner, "Teachers' Role in an All-Year Program," Journal of the National Education Association, 37:500-01.

<sup>3</sup>Shreve, Op. cit., pp. 99-100.

thirty-six or thirty-eight weeks. When Glencoe started the program, a flat twenty per cent increase in salaries was given to the staff to compensate for the services.

Rochester, Minnesota.

In 1946 the Rochester, Minnesota, Public Schools adopted an agreement with the teaching staff whereby all teachers were given an opportunity for year-round employment.<sup>1</sup>

The first objective in lengthening the school term in Rochester was to raise teachers' salaries. The secondary objective was given to remedial and enrichment programs. Credit courses were given at the senior high school level for students who wished to broaden their total educational background, or to complete courses they had failed. The greatest student participation came in the recreational program. The orientation program for new teachers was generally considered one of the most successful parts of the Rochester all-year school.

Participation of the teachers was voluntary, but Kinder reported that 91 per cent of the teachers

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<sup>1</sup>J. A. Kinder, Summer Activities and Personnel Assignments, Rochester Public Schools, Rochester, Minnesota, August, 1970, pp. 1-3.

were on the twelve month plan during the 1955-56 school year. Under the full year employment contract, teachers could serve under five categories:

1. Summer recreation service.
2. Teaching local summer classes.
3. College or university attendance.
4. Local workshops.
5. Approved travel.

Many teachers served in a combination of recreation and teaching. Provisions were made for teachers who wished to spend part time in colleges or universities.

Classes were taught at all levels. Attendance was voluntary. Students could attend remedial or enrichment courses. Credit courses were available at the high school level. The recreation program was conducted on the elementary school grounds and at several of the park playgrounds.

New teachers reported to the Rochester Public Schools on August 1, for an orientation program. All teachers were in their buildings with their principals two weeks before the school opened. The program introduced the teachers to the community as well as to the educational program. Teachers also attended general meetings, all school curriculum meetings, and participated in other events.

Shreve reported that extending the school program all-year meant an increase in school costs of about 11 per cent. Increased salaries, the expansion of the recreational program, and the greater utilization of materials accounted for the costs.<sup>1</sup>

James V. Moon, former Superintendent of Schools, stated:

Each year,...the activities have been carried on more satisfactorily. The operation of teacher committees has helped to broaden the understanding of difficulties involved and to increase teacher willingness and desire to accept and promote the assignments necessary for the successful carrying out such a broad program has added greatly to the professional growth of the staff.<sup>2</sup>

A review of the program in 1956, ten years after its conception, indicated the need for several changes: (1) separation of educational and recreational services, (2) adoption of a formal statement of policies and regulations governing summer programs, (3) coordination of summer educational services, and (4) awarding extended contracts on a restricted basis.

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<sup>1</sup>Shreve, Op. cit., pp. 80-81.

<sup>2</sup>J. A. Kinder, Op. cit.

<sup>3</sup>Ibid.

A study of the recreational program was conducted by the Community Coordination Council under the leadership of Dr. Gerald Fitzgerald, Director of Recreation Education, University of Minnesota. The final report recommended that a recreation department be developed within the city government. As the new city department's activities expanded, the school district's involvement was curtailed. By 1960 the schools were divorced from the summer recreation program.

In 1970 Superintendent of Schools Kinder stated that less than 40 per cent of the staff in Rochester, Minnesota, were under long term contracts in comparison to the 92 per cent in 1956. He concluded:

Professional development of those with long contracts is encouraged through local workshops, attendance at summer school, and approved travel. Special individual studies may also be approved by the superintendent if they have general significance.<sup>1</sup>

Minnesota state reimbursement aids made it mandatory that students who enrolled must be in attendance at least three hours each day throughout the summer session.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

Lexington, Kentucky.

In 1946 the late W. T. Rowland, then superintendent of the Lexington Public Schools, suggested an all-year school idea to the board of education.

The program was started with two main objectives:

1. The superintendent of schools proposed a lengthened school term to make more efficient use of equipment and personnel.
2. Teaching salaries were to be increased, consequently, why not demand more additional services for additional pay?<sup>1</sup>

Participation was strictly voluntary. Three of five summers were spent in service to the schools, one was spent in professional improvement, and one in pursuit of personal-professional interests of the teachers' own choice.<sup>2</sup>

Participation by students was strictly voluntary. Enrollments in summer classes were approximately 28 per cent of the regular term enrollment.<sup>3</sup>

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<sup>1</sup>Dorothy Miles, "Lexington's Year-Round School," School Board Journal, March, 1952, pp. 27-28.

<sup>2</sup>"Lexington, Kentucky, Adopts a Year-Round Program," Wisconsin Journal of Education, 82:52, October, 1949.

<sup>3</sup>Harry E. Tucker, "Does an Expanded Twelve Month Program Provide Enrichment for Children?" (AASA Convention, Feb., 1951), pp. 1-11.

Extending the Lexington Schools to an all-year program raised the cost of the operation an average 17 per cent. This increased cost was due largely to increased teacher's salaries.<sup>1</sup>

In 1952 the Lexington Board of Education concluded that it had made a good investment which would yield ever increasing dividends in the life of the Lexington children.<sup>2</sup> However, the Lexington program was abandoned in the spring of 1959 following the failure of a tax referendum which would have provided the additional funds to continue the all-year programs.<sup>3</sup>

#### CALENDAR STUDIES (1950-1970)

##### Fairfield, Connecticut.

In 1952, the Fairfield, Connecticut, Citizens' School Study Committee reported on an extensive all-year calendar study. Fairfield, like many other communities, was plagued with a population increase

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<sup>1</sup>Shreve, Op. cit., p. 49.

<sup>2</sup>Miles, Op. cit., p. 28.

<sup>3</sup>John W. Ambrose, Unpublished letter, April 9, 1971.

that could not be handled adequately without placing a greater tax burden on the town for additional school buildings.

It was believed that additional tax money for buildings might possibly cause the town to slight other educational necessities such as competent teaching personnel and adequate equipment.

The Citizens' Study Council studied various staggered all-year plans. The 3 on 2 plan, which places two-thirds of the children in school at one time in order to accommodate more pupils in the same classroom space, would allow the community to save the most money. Under the plan students would have rotated so that one-third of the pupils would have been on vacation while the other two-thirds of the students would be in school. The vacation periods would have been staggered throughout the year rather than having them all during the traditional summer period. Under the 3 on 2 plan, Fairfield, Connecticut, could have saved an estimated 3.3 mills in the tax rate. Other plans that were analyzed included the 4 on 3 plan which matriculates three-fourths of the students in school at one time and the 5 on 4 plan which maintains four-fifths of the students in

school at one time. The Council study indicates that operational savings can be reduced in all of the alternate plans. Savings for the 4 on 3 plan amounted to 2 mills, and 1.3 mills on the 5 on 4 plan in comparison with 3.3 mills for the 3 on 2 plan.<sup>1</sup>

The Fairfield Committee found that the all-year plans had four advantages: (1) school buildings and equipment were not required to stand idle for three months of the year; (2) fewer school buildings would be needed and consequently the debt service, insurance, and other costs would be reduced; (3) fewer textbooks would be needed at any one time; (4) economy in operating the schools could be accomplished.<sup>2</sup>

The Fairfield Committee listed nine disadvantages: (1) there would be an apparent disruption of the present social life in the community; (2) the all-year plan would necessitate altering present methods of school administration; (3) maintenance work normally accomplished during the

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<sup>1</sup>Board of Education, Statement on Findings on the 12-Month Plan, Fairfield, Connecticut, November 20, 1952.

<sup>2</sup>Ibid.

summer months would have to be handled at other times, (4) teachers would change frequently for vacations and leaves, which might affect the quality of teaching; (5) some teachers and pupils would be forced to take vacations at what appeared to be an undesirable time of the year; (6) the plan might involve Saturdays, causing a conflict with families who observe Saturdays as a Sabbath; (7) air-conditioning the classrooms probably would be required; (8) additional work for the staff would naturally call for additional salaries to compensate for the additional work load; (9) conflicts with programs planned by Boy Scouts, Young Men's Christian Associations, and other organizations might arise.

After weighing the advantages and the disadvantages the Council convinced the community that it should reject the all-year staggered plans even though it would save the district approximately \$286,850.00 a year during the period that the building costs were being repaid.<sup>1</sup> The Council

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<sup>1</sup>"The Twelve Month School Year: Will It Solve Your Building Problems?" School Management, 10:84 February, 1966.

recommended that the Board of Education start immediately on an active building program which would facilitate utilizing the present traditional school year. The Council indicated that an all-year plan would be a step backward.<sup>1</sup>

Los Angeles, California.

In 1954 the Los Angeles Office of Education reported that the Los Angeles Public Schools considered the all-year staggered enrollment plan as a method of easing the community educational housing problems.<sup>2</sup> Los Angeles made this study after numerous people suggested it as a method that could be utilized to eliminate half-day sessions and the need for additional new plants. The committee was directed by Dr. John Lombardi, dean of instruction for Los Angeles City College, and composed of school administrators and Parent-Teacher Association representatives.

The committee studied the four-quarter staggered plan whereby a student would be required to attend three out of four quarters consecutively with vacations at different times of the year.

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<sup>1</sup> Ibid.

<sup>2</sup> Los Angeles City Schools, The All-Year School, Los Angeles Board of Education, July, 1954, pp. 80-81.

The Los Angeles City School District found that the all-year staggered plan offered the following advantages: (1) overcrowded schools would have fewer students per quarter; (2) half-day sessions could be eliminated; (3) school personnel could work all year.

The Office of Public Information reported the following seven disadvantages to the staggered four-quarter all-year plan: (1) classes would have to be reorganized four times a year instead of two; (2) vacation periods would be disrupted in families since some students would have vacation periods at different times of the year; (3) seasonal employment for students would be hindered; (4) unless all school districts would operate on an all-year basis, pupils transferring from one district to another would be confronted with an interruption of education until they could be enrolled. There could possibly be trouble evaluating credits and in placing students properly in such subjects as foreign language, mathematics, and science; (5) school custodial services would have to be completed during the school year rather than during the traditional summer; (6) buses would be required to make more trips; (7) public resistance to the plan was great.

Los Angeles found that operating the school system on an all-year basis would entail additional costs of nearly \$2,000,000.00 yearly. The additional costs would be for maintenance work normally done during the summer vacation period. The four-quarter staggered vacation plan would require custodial services to be completed at night or weekends at overtime rates. Buses also would be required to make more trips with fewer students. Since school personnel would be required to work several additional months an additional \$1,000,000.00 would be required for compensation for this additional work load.

In summarizing the Los Angeles study the committee made no recommendations. It pointed out that there were certain education advantages, but there also are many disadvantages which must be considered. It concluded that an all-year plan would meet with too much public resistance, that it would be too costly, and that it would involve many administrative problems.<sup>1</sup>

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<sup>1</sup>Ibid.

Fort Lauderdale, Florida.

In 1963 Nova High School, Fort Lauderdale, Florida, instituted a 220 day trimester calendar. It was coupled with a completely new non-graded program which permitted students to move through high school at their own individualized pace. The program was discontinued in 1965 for the following reasons: (1) strain on students and teachers which had developed due to the lack of extended vacations from Easter to the end of July, (2) students seemed to suffer a psychological "letdown" because they were in school approximately seven weeks longer than students in neighboring districts, (3) pressures were exerted by parents requesting that their children be released for vacations, (4) budgetary problems were becoming more obvious, and (5) some teacher certification problems apparently were involved.<sup>1</sup>

State of New York.

In 1963 the Joint Legislative Committee on School Financing in the State of New York combined

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<sup>1</sup>David Fitzpatrick, "Why Nova School Switched to Three 70-Day Trimesters," Nations' Schools, April, 1966, p. 30.

the goals of educational improvement with that of economy through an amendment to the education law which 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 under the present thirteen year system.<sup>1</sup>

Between 1964 and 1967 pilot projects were instituted in several school districts to test the feasibility of various features of recommended Extended School Year Organizational Plans.<sup>2</sup> A summary of the programs follows:

Commack's Continuous Progress Plan. In 1964 one Commack elementary school instituted a program based upon adoption of an eleven month school year. In August, 1967, the program was considered successful enough to be expanded to four elementary schools.

Cato-Meridian's Quadrimester Plan. In 1964 a modified elementary school quadrimester program was instituted in grades K to 6 of a central school. A combination of a lengthened school day plus a small extension of the school year provided the equivalent of a weighted school year of approximately 220 to 225 school days.

Svosset's Modified Summer School Program for Junior High School. An experimental group of

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<sup>1</sup>The State Education Department, Setting the Stage for Lengthened School Year Programs, Albany, New York, March, 1968, pp. 1-10.

<sup>2</sup>Ibid.

seventh grade students worked through three modified summer school programs to demonstrate the feasibility of taking first time, full year courses in six weeks.

Hornell's Modified Summer Segment for Secondary Students. Junior and Senior high school students took first time, full year courses in seven weeks of summer activity to demonstrate the feasibility of teaching and learning in compacted time blocks.

The School of Human Resources Extended School Year Program for Physically Handicapped Children. This report describes the effects of extended school programs upon physically handicapped children. It could set a pattern of education for other types of disadvantaged children, i.e., blind, deaf, mentally retarded, etc.

Green Chimney's School Camp Program. This private school, without financial support from the state, has completed an extended school year program involving a large number of emotionally disturbed and brain damaged children. The pupils worked through a twelve month program which combined a structured academic program with a camp experience in July and August.<sup>1</sup>

It has been stated by educators that the New York Education Department study has excited the imagination of educators, school board members, legislatures, and other groups in almost every state in the country. This study offered

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<sup>1</sup>Ibid.

twenty-six points for consideration:

1. Academic learning does not stop with the onset of the summer session.
2. Students can learn proportionately more in a lengthened school year than comparable students whose education is limited to the regular school year.
3. Involvement in an active summer program is not detrimental to the children's health.
4. Physically handicapped and emotionally disturbed children can benefit from recommended Extended School Year (ESY) programs.
5. Slow progressing students in experimental programs made greater educational gains over their controls than high ability and average learning students and their controls.
6. Research, current and past, show ESY programs as helping decrease the number of school drop-outs.
7. All children, but especially disadvantaged children can benefit from their involvement in ESY programs.
8. Full year courses can be successfully mastered in compacted six or seven week periods.
9. The modified summer segment can set the stage for more refined ESY programs such as the trimester and quadrimester plans.
10. Some ESY programs can start on a voluntary basis, but at some sacrifice of the economy objective.
11. ESY research does not support the lengthening of an elementary school day to achieve desired economy or educational goals.

12. Computer scheduling can facilitate the administration of ESY programs calling for multiple time modules or multimester scheduling.
13. ESY designs have been developed which can reduce school costs, if and when educators accept economy as a goal.
14. Acceleration in terms of years of schooling is a possibility with ESY programs, but readiness to leave school early is no guarantee that students will take advantage of their higher academic standing to do so.
15. Extended school year plans must be taken out of the temporary or short-range experimental category.
16. Parents and educators need to understand the nature of specific ESY plans before they can react intelligently to the lengthened school year concept.
17. Students, parents, and teachers involved in an ESY program have for the most part reacted affirmatively to the ESY experiment.
18. ESY programs can help stem summer regression in learning.
19. Teacher efficiency is not impaired by the involvement of extended time.
20. Teachers should be employed to work through a full lengthened school year to provide a maximum continuity of learning.
21. In-service training programs are needed to help pupils and teachers work through new time blocks or under new teaching...conditions.
22. Field studies show that secondary school classroom space can become available immediately with the ... adoption of the Multiple Trails plan.

23. The trimester plan can become self-sustaining after a transition year.
24. Educators who consider adopting ESY programs must be prepared to accept changes in regular school year operations.
25. ESY programs may have their greatest success where comparable programs are instituted in an area, region, or country to minimize the problem of creating islands or isolates.
26. Parochial and private schools can benefit from ESY programs releasing space or dollars. Therefore, public school officials should work to coordinate their plans with those responsible for operating the non-public schools.<sup>1</sup>

The California State Legislature voted in 1966 to give \$145,000.00 to the San Juan School Board in order to experiment with the four-quarter plan at the Del Camp High School. The beginning of the project was delayed because of a lack of interest among the students. The Board abandoned the plan before officially inaugurating it. The reasons for the abandonment included: insufficient funds, a lack of student interest, and lack of parental support.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>"All-Year School--Ends in Failure," School Management, 10:73, November, 1966.

Utica, Michigan.

In July, 1970, the Utica Community Schools, Utica, Michigan, completed a comprehensive study of the four-quarter plan. Under the plan, students would have been on vacation during each quarter. The study revealed that the school district could have saved an estimated \$100,000,000 in construction costs over an extrapolated ten year period. The study also showed that the plan might have alienated eighty-eight per cent of the voters.<sup>1</sup> The Michigan Department of Education reports that:

Based on a 180 day contract for teachers the budget for the two semester basis was \$14,350,000 and \$16,121,400 for the four-quarter plan. The increased cost for operating the four-quarter plan is \$1,631,400 or an 11% increase.<sup>2</sup>

It is apparent that an evaluation regarding parental reaction and operating expenses must be balanced and weighed against the reported saving in building cost estimates.

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<sup>1</sup>Michigan Department of Education, "Feasibility Studies for Extending the School Year," October, 1970, p. 14.

<sup>2</sup>Ibid.

Port Huron, Michigan.

The Port Huron School District, Port Huron, Michigan, completed a quadrimester feasibility study in 1970 which was financed by the Michigan State Department of Education. McLain gives the following information about the study:

They [Port Huron] estimated that the plan would increase the operating budget 3.87 mills the first year and 2.5 mills in succeeding years. At the present time it would avoid the need to build new schools at a saving of approximately 3 mills. This study indicated that such a program would be feasible if community acceptance and support were obtained, smaller schools were phased out, the curriculum was revised, state laws and regulations were revised, and staff acceptance was obtained.<sup>1</sup>

National Seminar.

Most recently, a third national seminar was held in Cocoa Beach, Florida. An observer at the seminar asked:

Now that 90 per cent live in urban areas-- and air-conditioning can keep buildings cool-- why should communities continue to close their schools from June to September?

People all over the country have begun to ask questions, and the result is a cautious but discernible movement toward year-round schools.<sup>2</sup>

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<sup>1</sup>John McLain, "Emerging Plans for Year-Round Education," Compact, Vol. 4, No. 6, 1970, p. 7.

<sup>2</sup>Thomas F. Driscoll, "12-Month School Year Gaining Much Support," Naples Daily News, July 25, 1971, p. 12.

Plans are under way for the fourth national seminar which will be conducted in the spring of 1972.

## CHAPTER III

### ALL-YEAR PROGRAMS OPERATING IN 1971

A number of school districts are operating all-year programs at the present time. Those reviewed here are by no means the only ones that are important in the all-year movement, but they represent some of the different approaches that are being tried in different local school districts and the reasons that they are being developed.

### ROTATING FOUR QUARTER PLAN

Probably the most frequently considered idea is the four-quarter plan, with students divided into four sections, each in school three of the four quarters. Each student takes one quarter off annually; three-fourths of the students in school at one time.<sup>1</sup>

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<sup>1</sup>H. A. Hamann, "A Longer School Year," Illinois Schools Journal, Volume 48, No. 1, Spring, 1968, p. 48.

Advocates of the four quarter staggered all-year plan list economy as the major argument for the program. H. R. Vanderslice reviewed the Aliquippa, Pennsylvania, plan which was in operation from 1928 to 1938:

In Aliquippa the major purpose in the minds of members of the Board of School Directors is to utilize fully all existing school buildings before constructing new schools. One member expressed the feeling of the board at the time the plan was adopted when he said, 'Why should we spend millions for school buildings and then allow them to remain idle three months of the year? No solvent business concern would tolerate such management.'<sup>1</sup>

In December, 1970, John McLain reported in Compact that many taxpayers and educators claim that operating schools on the twelve month, four quarter staggered plan, would increase classroom space by one-third.<sup>2</sup> The additional available classrooms could help to avoid construction costs. However, most studies indicate that operating expenses often go up under the plan. This point was vividly highlighted in the Utica and Port Huron, Michigan studies

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<sup>1</sup>H. R. Vanderslice, "Five Years' Experience with All-Year School," Elementary School Journal, 34:257, December, 1933.

<sup>2</sup>John D. McLain, "Emerging Plans for Year-Round Education," Compact, December, 1970, p. 7.

where the district could have saved nearly \$100,000.00 in construction costs over a ten year period. It also revealed that over 88% of the population would have been alienated because of the plan and that most of the people would rather have spent the money to build the new schools than re-schedule the school year or to change existing sociological patterns. The Port Huron study confirmed that the four-quarter plan would necessitate an increase in the operating budget of 3.87 mills per year.

#### Atlanta Public School Plan.

The Atlanta Public Schools embarked upon an updated version of the four-quarter plan in the secondary schools in the fall of 1968. By 1971 the program was in operation in ten elementary schools in Fulton County, Georgia.<sup>1</sup>

The rescheduled school year was developed because school officials believed that it was impossible to accomplish many of the educational

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<sup>1</sup>"The New Trend: Year-Round Schools,"  
U. S. News & World Report, July 26, 1971, pp. 35-37.

objectives that were needed in the twentieth century under the traditional nine month calendar. Unlike some districts that try the four-quarter plan, Atlanta was not concerned with saving tax dollars through the manipulation. Instead, Atlanta officials saw it as an opportunity to develop a new invigorating and individualized program. They saw it as an opportunity to develop a new curriculum which would be divided into many smaller units in order to enhance interest and learning.

E. Curtis Hensen, Assistant Superintendent for Instruction in Atlanta, describes the program:

Structurally, the four-quarter program is simply dividing the school year into four periods of approximately equal length rather than into two semesters and a summer session. To be meaningful, a conscientious effort must be made to provide a complete program during each quarter and to require only minimum prerequisites and/or sequential offerings so that a pupil may choose to work or go on vacation at a time other than the summer with undue penalty.

To merely divide the textbook of courses into four quarters instead of two semesters is not sufficient. Without extensive revision of educational goals and an intensive analysis of the curriculum, four quarters of school will be no more exciting than three quarters or two semesters. Factors other than time, and amount of days must be weighed. Each quarter

course must be a complete and autonomous unit. The number of possible courses within a given discipline must be large enough to assure ease in scheduling while assuring continuous growth opportunities for the pupil. Only occasionally would a pupil be required to pass a specific course since there are others which deal with similar concepts of equal quality which would serve well.<sup>1</sup>

He continues to describe the benefits of the four-quarter Atlanta innovation:

... a system can offer greater flexibility both in scheduling and in curriculum offerings. The possibilities appear unlimited and the benefits to pupils great. If a pupil chooses he may take a greater number of courses in a twelve month-period. Such a choice permits him these options: He may graduate at an earlier date, enrich his plan of studies, take remedial work if required, or take an alternate course if he is unsuccessful in one. He may work on part time jobs on a part time basis. To a great extent, he may vary his studies according to interest and convenience as course offerings become less sequential in some subject areas.<sup>2</sup>

Atlanta officials claim that initially the conversion to a four quarter plan is going to be more expensive. However, the advantages that can accrue to pupils should be the prime consideration.

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<sup>1</sup>E. Curtis Hensen, The Four-Quarter School Program, Atlanta Public Schools, September, 1970,

<sup>2</sup>Ibid.

Becky-David Year Round School.

The Becky-David Elementary School in St. Charles, Missouri, studied the all-year four-quarter plan in an attempt to save tax dollars. The ever increasing enrollments were causing a building space requirement which could not be met because of the low valuation rate and limited bonding power.

In 1969 the students at the Becky-David School were divided into four groups or cycles. FIGURE IV shows that each cycle had four nine week sessions of school and was followed by a three week vacation.<sup>1</sup>

The following points were mentioned after the first year of operation:

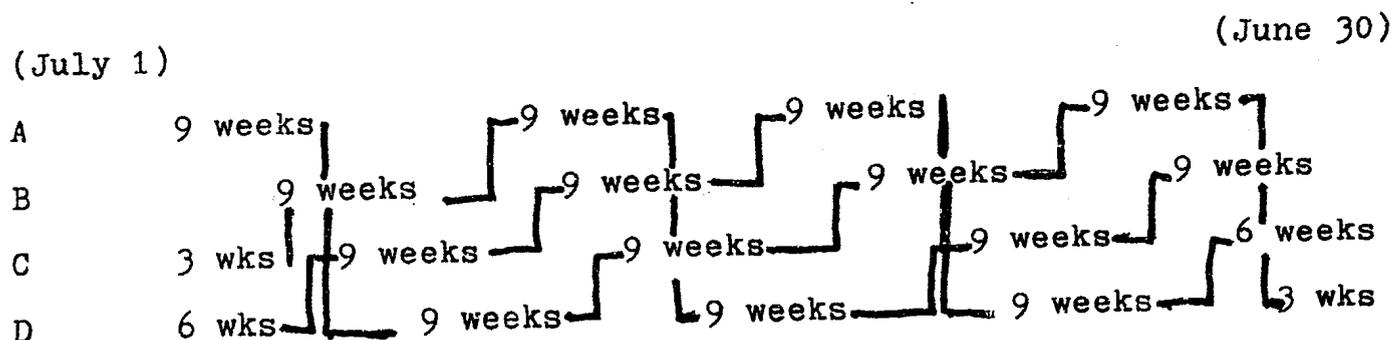
1. That there was a reduction in the number of classrooms needed.
2. The curtailed need for construction saved construction costs.
3. Installation of air-conditioning and the acceleration of deterioration of the building undoubtedly will reduce these savings.

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<sup>1</sup>Alan M. O'Dell, "Becky-David Year-Round School Plan," Francis Howell School District, St. Charles, Missouri, pp. 1-21.

FIGURE IV

BECKY-DAVID SCHEDULE<sup>1</sup>



+State statutes in Missouri require that the school year (174 days of classes) fall between July 1st and June 30th of the following year. For this reason one 9 week session for cycles C & D was divided into a three and six week session. Ideally, cycle C would have started three weeks after cycle B and cycle D would have begun three weeks after cycle C. It should be noted, however, that after the first year of operation all sessions are in reality nine weeks in length since the three and six week sessions at the beginning and end of cycles C and D join to make up a nine week session.

<sup>1</sup>Ibid.

4. A potential saving existed in textbooks, library supplies, and instructional supplies. However, funds were put back into the program since the district is very poor and needed the money.
5. The economic status of teachers was improved.
6. Some increases in variable expenses and expenses for busing were noticed.
7. Educational advantages have been discovered.<sup>1</sup>

#### Park Elementary School.

The Hayward Unified School District, Hayward, California, has operated a compulsory year round schedule at one school since the fall of 1968. The school year consists of four quarters of approximately fifty days each with three weeks between the quarters. One week of each break is devoted to parent conferences, staff development, and planning. Teachers have two weeks, and students have three weeks off between quarters.<sup>2</sup> The district feels that this plan will provide many educational opportunities for the pupils in the following ways:

1. A longer instructional year to help alleviate a crowded curriculum.

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<sup>1</sup>Ibid.

<sup>2</sup>"Compulsory Four Quarter School Year," Educational Leadership, February, 1970.

2. Better opportunities for students to develop their individualized potentials.
3. Better utilization of school facilities.
4. Greater opportunities to plan vacation schedules during different seasons of the year.
5. A shorter vacation period at more frequent intervals to reduce loss of learning, student fatigue, and to provide better learning experiences for the students.
6. Greater in-depth instruction by offering fewer subjects during the day.
7. Opportunities and a time for teachers to plan for the next quarter.
8. Opportunity and a time for closer communication and closer cooperation between parents and staff.
9. Closer relationship with the growing four-quarter organizational pattern being employed by institutions of higher learning, and an opportunity for optimum use of student teachers in the classrooms in the district.<sup>1</sup>

Park Elementary School is designed to encourage a continuous year-round program for individualization. Since students attend more days under the program than they would under a traditional calendar, the

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<sup>1</sup>Raymond G. Arveson, "Elementary Education," Haywood Unified School District, Hayward, California, (leaflet).

program is designed to allow more flexibility in curriculum offerings.

A cost analysis of the program reveals that operating costs are about 15 per cent higher than the budget for standard operation of the district.<sup>1</sup>

#### THE 45-15 PLAN

One can quickly see that the 45-15 plan is a four-quarter plan with an added innovative feature in the form of shorter vacation periods. In actuality, numerous calendars could be developed and implemented under other calendar arrangements. The 45 day sequence evolved because of the popular "grading period" which is used in many of the nation's schools.

The shorter and staggered vacation period permits a district to avoid some of the criticisms that were voiced in Aliquippa and Ambridge, Pennsylvania, when the school boards mandated a compulsory four-quarter plan where one-fourth of

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<sup>1</sup>John McLain, "Year-Round Education--Transition Toward Flexibility," State Government, Winter, 1971, p. 23.

the students were not given a summer vacation. Obviously, the elimination of this major objection to the all-year school concept has enhanced the feasibility of the plan and its popularity.

The 45-15 plan actually is composed of four separate calendars--one for each of the four groups of students that attend school. Scheduled over a twelve month period, each group or cycle is staggered to permit only three-fourths of the students to be in attendance at one time. This arrangement is shown in TABLE IV, Comparative Features of the 45-15 and Staggered Quarter Plans.

#### The 45-15 at Valley View.

Valley View School District #96 is located in Lockport, Illinois, thirty-five miles south of Chicago and a few miles north of Joliet, Illinois. It encompasses the villages of Romeoville, Bolingbrook, and a large rural area that is being developed into housing units very rapidly. The district covers approximately 41 square miles.

Characteristics of the District. In 1953 the district had an enrollment of eighty-nine students.

TABLE IV  
 COMPARATIVE FEATURES OF THE 45-15  
 AND STAGGERED QUARTER PLANS<sup>1</sup>

	Staggered Quarter 45-15	
Provides 180 days of student attendance.....	X	X
Provides for legal holidays, plus Christmas and Easter.....	X	X
Divides student population into four equal segments.....	X	X
Continues teachers on a 180-190 day contract.....	X	X
Provides vacation periods in four seasons.....	-	X
Improves retention of learning (according to research).....	-	X
Reduces juvenile delinquency.....	-	X
Increases utilization of facilities and buildings.....	X	X
Reduces needed capital outlay funds.....	X	X
Provides opportunities to redesign the curriculum.....	X	X
Reduces vandalism (according to statistics).....	X	X

<sup>1</sup>James F. Redmond, "The Extended School Year," Board of Education, Chicago, Illinois, March, 1971, pp. 20-21.

By 1958 the school had 219 students; by 1959 the student population had doubled to 569; by 1961 students numbered 1187; by 1963, 2,424, or approximately 18% more; by 1967, over 4,000; in 1968, 5,000; in 69, 5,500; and by 1970 the district was blessed with over 7,000 students. Experts in the district indicate that a gain of at least 45-55 students each week. At this rate the district could accumulate over 20,000 students by 1980.

Because of the rapid growth, the district has been faced with enormous and almost insurmountable problems. The administration resorted to double sessions on three different occasions. It constantly needed a larger staff, bond referendums were frequent; bonding power was used up; and the quality of education was being threatened.

Superintendent of Schools Hervansen reports that the school district had passed sixteen consecutive referendums without failure during the ten years beginning in 1960. The all-year schedule was developed as an alternative to double sessions, since the district needed more teaching stations because of the increased enrollments.

Similar to the pattern followed in the Becky-David School in St. Charles, Missouri, the pupil population was divided into four equal groups. An attempt was made to have children in the same family in the same cycle on the same schedule. Each group of pupils attends school for 45 days and then has 15 days of vacation. The original starting date of each of the groups is staggered so that only three of the groups attend school on any one day. Each group attends classes 180 days (four sessions of 45 days) per year.<sup>1</sup>

Hermansen explains how the district increased the scheduling capacity:

Increased utilization of facilities through the year-round schedule was selected as an alternative over split sessions and others to provide the additional teaching stations necessary as a result of the rapidly increasing enrollment. Using the ratio of one teacher to 30 students, the district had the ability to handle 5,200 students. Under the year-round program it had the ability to handle over 7,000 students. This made it possible to increase scheduling capacity from 180 rooms to equivalent of 240 rooms--which represents approximately 6 million dollars in capital outlay if these additional rooms were to be constructed immediately.<sup>2</sup>

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<sup>1</sup>Kenneth Hermansen, "The Extended School Year," Research Evaluation, State Superintendent of Instruction, Springfield, Illinois, 1971, pp. 30-31.

<sup>2</sup>Ibid.

Mrs. Lillie Eneix, principal of Valley View School, states, "Basically the 45-15 plan is a method of assigning pupils, building facilities, and staff members for better utilization of all. We had no more bonding power so we had to do something."<sup>1</sup>

Legality of the 45-15 Plan. Great care must be taken to assure local school districts that they will not lose state aid for the attendance earned in July or August on a 180 day distribution calendar. Thirty-three states have permissive legislation which permits local districts to reschedule the calendar over twelve academic months. However, state aid and teacher pension fund distribution formulas often have been obstacles to the implementation of an all-year program.<sup>2</sup>

It was obvious to the officials of Valley View that Illinois' laws regulating state aid distribution would have to be changed prior to the implementation of the 45-15 plan. District officials pleaded with state representatives until the following legislation was enacted:

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<sup>1</sup>Lillie Eneix (Address given to the Illinois Assoc. of Classroom Teachers in Springfield, Illinois), March 26, 1971.

<sup>2</sup>George I. Thomas, "The Legal and Financial Questions," Compact, December, 1970, pp. 9-14.

House Bill 1525 was passed by the Seventy-Sixth General Assembly and was signed into law by the Governor on August 18, 1969. The law authorized the Superintendent of Public Instruction to determine the General State Aid apportionment to districts that operate on an approved twelve month calendar in accordance with Section 18.8 of the School Code of Illinois as near as may be applicable.<sup>1</sup>

With the passage of House Bill 1525 Valley View school officials started the implementation of the plans which they had been thinking about for over a year.

The Illinois General Assembly passed Senate Bill 1437 in May of 1970. It amended sections 10-19.1 and 10-20.12 of The School Code of Illinois, providing for a voluntary all-year school plan. It specified the requirements for pupil attendance and the number of days that a teacher could be required to teach.

...a student's required attendance in school shall be for a minimum term of 180 days of actual attendance, including not more than 4 institute days, during a 12-month period, but shall not exceed 185 days. Under such plan, no teacher shall be required to teach more than 185 days.

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<sup>1</sup>Ray Page, Memo to Valley View School District No. 96, Office of the Superintendent of Public Instruction, Springfield, Illinois, October 7, 1969.

With the passage of the two bills Illinois school districts have the legal basis necessary to move forward with carefully designed all-year programs.

Teacher Contracts. Teachers in the Valley View District can, if they wish, increase their yearly income by several thousand dollars. They may work a straight 45 days on and 15 days off and come up with a standard 180 day contract. Or they may elect to have a 210 day contract, a 225 day contract, or a 240 day contract. Junior high school teachers may have a 270 day contract. Contracts run from July 1st to June 31st. Salaries are figured on a daily basis as illustrated in TABLE V, Valley View Salary Schedule.

Community Support. Assistant Superintendent James Gove states that Valley View has not had a single complaint since the plan went into effect.<sup>1</sup> History reveals that more than two years of extensive planning went into the Valley View 45-15 Continuous School Plan. The district secured the cooperation

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<sup>1</sup>Donald G. Hunton, "Year-Round School," American School and University, November, 1970, p. 6.

TABLE V  
VALLEY VIEW SALARY SCHEDULE--DAILY RATE

	B.A.	+10(140)	+20(150)	M.A.	+15(175)
0.	39.13	39.67	40.22	41.85	42.93
1.	40.37	40.95	41.27	43.27	44.42
2.	40.95	41.53	42.11	44.14	45.29
3.	42.11	42.68	43.27	45.58	46.74
4.	43.27	43.84	44.42	47.03	48.18
5.	44.42	45.00	45.58	48.47	49.63
6.	46.16	46.74	47.32	50.50	51.66
7.	47.32	47.90	48.47	51.95	53.10
8.	48.47	49.05	49.63	53.40	54.55
9.	49.63	50.21	50.79	54.85	56.00
10.	50.79	51.37	51.95	56.29	57.45
11.	53.10	53.68	54.26	58.60	59.76
12.	54.26	54.84	55.42	59.76	60.92
13.		56.00	56.58	60.92	62.16
14.		57.16	57.73	62.14	63.23
15.			58.89	63.52	64.39
16.			61.79	66.13	67.29
20.	55.42	58.32	62.95	67.29	68.45
25.			64.10	69.02	70.11

of parents, civic and business leaders, churches, service clubs, and youth organizations to forge a working plan for year-round school.<sup>1</sup>

Eneix describes the community reaction. The constituents had three choices: "double sessions, they had gone through that before; classes of 50 to 60, naturally they did not want that; or they could go to the 45-15 plan."<sup>2</sup> Most of the people understood the position of the district. Some moved out, some teachers left, but most of them mentally conditioned themselves to accept the challenge. The people never actually voted on the decision to move into the 45-15 plan, but accepted the decision of the Board of Education.

Student Programs. Student cycles and programs were projected and computerized for a five year period. Because of this, families could plan their vacations far in advance and could mentally condition themselves to the 45-15 plan.

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<sup>1</sup>Ibid.

<sup>2</sup>Lillie Eneix, Op. cit.

The pupil attends school and goes on vacation with students from his neighborhood. He comes into contact with more teachers and is permitted to move from one group to another more freely than under a traditional calendar which has only yearly breaking points.

Pat Jones, first grade teacher at Ridge View School, describes the new program in the following words:

The 45 day period seems ideal. After it the child seems to need a vacation. There is little forgetting and we do very little reviewing. The child isn't stuck all year with a teacher he doesn't like. After 45 days he might get a different one. The children adjust best.<sup>1</sup>

Is the 45-15 Plan Workable in All Districts?

The Illinois State Chamber of Commerce states:

To be workable, any plan must be tailored to the educational needs and aspirations of each community. The 45-15 plan, as presently structured, would probably not work in those school districts with small enrollments at each school. Ideally, there should be sufficient numbers of students to justify at least one class for every grade level during each 45-15 class period.<sup>2</sup>

<sup>1</sup>Pat Jones, (Address given to the Illinois Association of Classroom Teachers, Springfield, Illinois), March 26, 1971.

<sup>2</sup>Illinois State Chamber of Commerce, A Major Step Toward Efficient School Operation, Chicago, Illinois, 1970, pp. 1-12.

James Gove, Assistant Superintendent, who articulated the program, says, "The Valley View brainstorm looks good on paper," but ... is the first to admit that it is no cure-all. "This will hold us at least two years before we have to build additional facilities."<sup>1</sup>

#### Cost Analysis.

School districts deal with many variable costs that go up and down at different times of the year. However, the research department at Valley View does estimate that the district had saved the taxpayers approximately \$6,000,000, or the cost of building two 30-room elementary schools in the district. It also is pointed out that in any future school building projects, the district will gain the equivalent of four buildings for every three that it constructs under the 45-15 plan.

In addition to the savings in building construction, the district witnessed an immediate

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<sup>1</sup>George Harmon, "Suburb Turns to All-Year School," Chicago Daily News, January 24-25, 1970, p. 1.

saving in the need for fewer buses. Since one of the four cycles is always on vacation, a theoretical situation should indicate a need of one-fourth fewer buses under ideal conditions. Any capital investment of this type which can be eliminated will result in a large district saving.

Eneix concludes:

The program was designed to maintain the quality of education in the district. It was not designed to improve the teacher schedule, nor was it designed as an experimental program. It was not designed to improve administrative problems, it wasn't even designed to save money because when you have school for more months of the year it will cost more money for more teacher's salaries.<sup>1</sup>

#### THE FLEXIBLE ALL-YEAR SCHOOL

##### Wilson Campus School.

The Wilson Campus School at Mankato State College in Mankato, Minnesota, is operating a flexible year-round program that is designed around human needs and interests and has no beginning and no end. Every effort is made to consider and implement more humane methods, individualization, and the basic needs of society.

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<sup>1</sup>Eneix, Op cit.

TABLE VI shows the comparative features of the flexible all-year, the 45-15, and the four-quarter plans.

Glines explains the program in the following words:

At Wilson there is optional attendance and open campus for all. The school is completely nongraded--kindergarten children mingle and study with senior age children. There are no dress codes, attendance notes from home, study halls, bells, or other such nonsense. Each day a new smorgasbord schedule is developed, based upon the needs of individuals and groups for the day. There are no report cards, even for seniors, and state course requirements for graduation are not followed.<sup>1</sup>

McLain states that Wilson Campus School's program "...is focusing on the basic needs of society in its effort to develop a humane school--a relevant meaningful year-round personalized, individualized school with a 'smorgasbord' curriculum based on the interests of the individual learner."<sup>2</sup>

Clarion State College.

A research-demonstration model of the Flexible All-Year School is being developed at Clarion State

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<sup>1</sup>Donald Glines, "A 1980 School in 1970," Wilson Campus School, Mankato State College, (Mineographed), 1971, 5 p.

<sup>2</sup>John McLain, "Year-Round Education," State Government, Winter, 1971, p. 24.

TABLE VI

COMPARATIVE PLANS

45 - 15 Plan

		Christmas Vacation				Spring Vacation					
7/1/71	A	9	3	10	4	9	3	5	5	3	6/29/72
7/23/71	B	9	3	10		9	3	2	8		7/21/72
8/13/71	C	9	3	7		3	3	9	4		8/11/72
9/3/71	D	9	3	4		6	3	8	1		9/1/72

Rotating Four Quarter Plan

9/3/71		16				17		5	12		9/1/72
		16				10	13		12		
		14				12	7		17		
		14	2			17			17		

Flexible All-Year Plan

9/3/71		16				17			17		9/1/72
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□ Weeks in School      ■ Weeks on Vacation.

College in Clarion, Pennsylvania. The school will open officially in the summer of 1972 and will enroll approximately 300 students ranging from nursery school through secondary school levels.

McLain states:

The Flexible all-year school is designed to operate the year-round, continuously, like a bank, the store, the service station, with no beginning and no ending of the school year.

...a child may enter school whenever he is 'ready.' He will not have to wait another year because he was born a few days too late, as some do now. A student cannot fail at the end of the year, because there is no end of the year, nor a beginning to be sent back to. Learning must be continuously forward. If illness, conflict with authority, or vacation causes a student to be out of school at any time, he can return when it is appropriate without the pressure either to 'catch up' before school is out or to fail. The school will be the center of learning, but the community will be the classroom.<sup>1</sup>

McLain continues:

There are not long summer vacations when the children are dumped on the hot streets with nothing to do. Each child can take his vacation whenever he has something better to do; otherwise he can stay in school as long as he wants.

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<sup>1</sup>John McLain, The Flexible All-Year School, Research-Learning Center, Clarion State College, Clarion, Pennsylvania, 1969, p. 12.

<sup>2</sup>John McLain, "Developing Flexible All-Year Schools," Educational Leadership, February, 1971, p. 475.

McLain adds that the Flexible All-Year School will not have the traditional start and stop problems, but will remain in motion.

#### SUMMARY

The four quarter plan is a simple way to avoid and limit new construction and to cut operating costs. Unfortunately, this plan often meets with much disapproval from parents who object to having their children on vacation during the winter, fall, and spring terms. Other parents object to having their students in school during the warm summer months when camping and recreational programs are traditionally most popular.

Atlanta officials claim that the plan usually does not save money, but that it has other real benefits. For example, it requires teachers to reevaluate teaching units and techniques.

The 45-15 plan, although a quarter plan in disguise, seems to eliminate the parental and societal alienation that is developed under the straight four-quarter plan because the pupils receive a fifteen day vacation after every 45 days of school.

It, too, seemingly has many benefits to the child, i.e., shorter forgetting periods, mini-course curriculum programming, and an opportunity for the student to obtain experience from more teachers.

Some compulsory four-quarter programs permit the student to attend sixty or more days per quarter, or over 240 days per year. Additional days can be a positive attraction if the curriculum is designed to permit more individualization and diversified learning. Even then, Nova High School officials found that students objected to being in school for longer periods when students at other schools were not required to do so.

The Flexible All-Year School plan has many humane and practical benefits. Unfortunately, the district must be willing to bear the costs that are added because of the additional staff salaries.

Many authors maintain that the following points are applicable to all of the plans.

1. Increased student benefits.
2. Additional opportunities for curriculum change, e.g., mini-courses.
3. Additional financial considerations through additional utilization of facilities and equipment.

4. Additional opportunity for community involvement.
5. Many "spinoffs" such as flexible admittance periods.
6. Added staff obligations and opportunities for a higher level of professionalism.

## CHAPTER IV

### DISTRICT FACILITY NEEDS

#### Introduction

In May, 1971, the Citizens' Advisory Council recommended that the Glenview Public Schools make the following improvements in the school district.

1. That the district add library/learning centers to each school.
2. That an attempt be made to offer physical education on a daily basis in order to comply with the State Code of Illinois.
3. That the district provide a separate and properly furnished art room in each school.
4. That the district provide separate music rooms in each school.
5. That the district provide the proper learning stations for the expansion of the learning development (learning disability) program.<sup>1</sup>

In March, 1970, the Mid-West Educational Consultant Service reported that people with school age children often seek homes in Glenview, Illinois, because it has established a good reputation for the over-all educational program, that the citizens

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<sup>1</sup>Glenview Public Schools, Citizens' Advisory Committee Report, May, 1971, pp. 1-5.

have generally supported the school district, and that it hires good teachers. The Service also listed good physical plants and a history of stability as positive factors. The report lists the following space needs:

Increased space requirements are also the result of new demands and new dimensions in the instructional program. The classroom of yesterday is no longer sufficient to satisfy the needs of students and teachers today, nor for tomorrow. The Glenview Schools have many things in their favor; however, the Midwest Consultants fully concur with the board of education and the administration in advocating space for art, music, library-learning centers, physical education, offices, conference rooms, teacher work rooms, and adequate storage.<sup>1</sup>

#### Enrollment Trends by Schools.

The Glenview Public Schools currently operate seven kindergarten through sixth grade elementary schools and one seventh and eighth grade junior high school. TABLE VII shows a ten year enrollment cycle at each of the district buildings. TABLE VIII breaks the cycle down by respective grade levels within the attendance areas.

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<sup>1</sup>Darrell R. Blodgett and others. Educational Program and Facilities Survey, Midwest Educational Consultant Service, La Grange, Illinois, March, 1970, p. 81.

TABLE VII  
 ENROLLMENT BY SCHOOLS, GLENVIEW, ILLINOIS  
 1961 to 1971

Year	GG	He	Ho	Ly	Pr	R	W	JH	Total
1961	430	420	573	535	294	465	541	768	4,026
1962	428	421	600	584	274	485	546	773	4,111
1963	485	437	619	620	288	510	593	788	4,340
1964	486	411	602	600	306	514	544	908	4,371
1965	556	447	580	647	281	490	592	915	4,508
1966	550	482	572	688	272	475	612	898	4,550
1967	545	488	554	736	292	459	573	934	4,581
1968	537	464	551	761	284	454	562	958	4,481
1969	557	436	547	749	308	413	558	1,018	4,586
1970	471	499	505	628	397	373	636	1,059	4,568
1971	451	454	503	576	396	352	633	989	4,354

The above figures do not include students which the district houses from the Northern Suburban Special Education District.

Pleasant Ridge School was a kindergarten-fourth grade building from 1961-69. In the fall of 1970 some of the fourth, fifth, and sixth grade students at Lyon School were transferred to Pleasant Ridge School where a new building had been constructed.

TABLE VIII  
ENROLLMENT BY GRADES, 1961 to 1971

Year	Kdg	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1961	677	463	450	423	501	382	362	411	357	4,026
1962	661	473	447	431	433	495	398	366	407	4,111
1963	694	504	484	456	458	443	513	410	378	4,340
1964	640	518	500	482	435	447	441	503	405	4,371
1965	659	481	511	520	512	443	467	422	493	4,508
1966	655	508	478	528	519	517	447	470	428	4,550
1967	644	490	490	488	511	528	496	466	468	4,581
1968	581	511	504	479	487	521	530	496	470	4,581
1969	599	458	514	503	502	479	513	523	495	4,586
1970	511	483	460	503	505	487	465	522	524	4,568
1971	455	452	487	444	521	495	475	473	501	4,354

By reading TABLE VIII across and diagonally, it is possible to determine the per cent of the kindergarten enrollment which remained in the public schools and the change in membership of each age group as it progressed through the eight grades.

These figures reveal an unanticipated drop in actual enrollments in the 1970-1972 school years. The declining enrollments seemingly are in line with national birth rate expectations, i.e., smaller families. TABLE IX offers a profile of the decline and shows the trend during the past three year period.

Glenview capitalized on the unanticipated drop in enrollment by converting a number of classrooms into art rooms, music rooms, and by developing library/learning centers in two of the elementary schools.

The current status of the auxiliary teaching stations is shown in TABLE X. It includes the library/learning centers, music, art, and physical education station status.

TABLE IX  
ENROLLMENT TRENDS: 1969-1972

Grade	Number of Students in Change				
	1969-1970	1970-1971	Change	1971-1972	Change
K	599	538	-61	455	-83
1	458	471	+13	452	-19
2	514	449	-65	487	+38
3	503	500	-03	444	-56
4	502	519	+17	495	-24
5	479	479	--	521	+42
6	513	468	-45	475	+07
7	523	518	-05	473	-45
8	495	526	+31	501	-25
Special	51	48	-03	51	+03
Total	4,637	4,516	-121	4,354	-162

TABLE X  
STATUS OF AUXILIARY TEACHING FACILITIES

School	Music		Art	Physical Education	Library Learning Centers	Special
	Vocal	Instr				
Glen Grove	-	(X)	-	(X)	(X)	-
Henking	x	(X)	x	(X)	-	-
Hoffman	-	(X)	X	(X)	-	x
Lyon	x	(X)	x	(X)	-	-
Pleasant Ridge	x	(X)	x	(X)	x	x
Rugen	-	(X)	x	x	x	-
Westbrook	x	(X)	x	x	-	x
Springman	x	(X)	x	x	(X)	x

x = adequate  
(X)= inadequate  
- = non existing

Facilities needed.

In order to ascertain the needs at each building facility it is necessary to objectively analyze the number of classrooms, teaching stations, offices, and other basic construction needs. The following section describes the needs by building. Square feet are used in order to extrapolate construction costs and to determine the options which might be available to the district.<sup>1</sup>

Glen Grove School      Enrollment: 451      (K-6)

## Facilities in use:

17 open space classrooms  
 1 small library/learning center  
 2 special education classes  
 1 multi-purpose room

## Facilities needed:

900 square feet added to the library/learning center  
 500 square feet for a teacher workroom and science storage  
 900 square feet for a music room  
 900 square feet for an art room.  
 4000 square feet for an additional gymnasium in order to offer physical education each day.

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<sup>1</sup>Suggested space requirements were offered by Mr. P. Brand, Perkins and Will, Architural Firm, Evanston, Illinois, May, 1971.

Henking School Enrollment: 454 (K-6)

Facilities in use:

17 self contained classrooms  
1 art room  
1 vocal music room  
1 spare room  
1 multi-purpose room

Facilities needed:

3600 square feet for a library/learning center.  
4000 square feet for an additional gymnasium in order to offer physical education each day.  
The spare room is to be used for the Learning Development Program and for the teacher work room.

Hoffman School Enrollment: 503 (K-6)

Facilities in use:

19 self contained classrooms  
1 art room  
1 multi-purpose room  
Adequate conference and learning development rooms.

Facilities needed:

3600 square feet for a library/learning center  
4000 square feet for an additional gymnasium in order to offer physical education every day.  
400 square feet for an instrumental music practice area.  
900 square feet for a vocal music room.

Lyon School

Enrollment: 576

(K-6)

## Facilities in use:

21 self contained classrooms  
1 art room  
1 vocal music room  
1 gymnasium  
1 lunchroom

## Facilities needed:

3600 square feet for a library/learning center  
4000 square feet for an additional gymnasium  
in order to offer physical education every  
day.  
400 square feet for additional conference rooms  
500 square feet for additional learning  
development teacher-pupil stations.

Pleasant Ridge School

Enrollment: 396 (K-6)

## Facilities in use:

16 classrooms (One-half self contained, one-  
half multi-age grouping, etc.)  
1 art room  
1 vocal music room  
1 library/learning center  
1 multi-purpose room

## Facilities needed:

4000 square feet for an additional gymnasium  
in order to offer physical education every  
day.

Rugen School                      Enrollment: 352                      (K-6)

Facilities in use:

- 14 classrooms
- 1 library/learning center
- 1 gymnasium
- 1 lunchroom
- 1 art room

Facilities needed:

- 500 square feet for additional teacher/pupil learning disability stations
- 400 square feet for additional office and conference rooms
- 200 square feet for additional office space.

Westbrook School                      Enrollment: 633                      (K-6)

Facilities in use:

- 23 self contained classrooms
- 2 special education classes
- 1 gymnasium
- 1 lunchroom (multi-purpose room)
- 1 art room
- 1 music room
- Adequate conference and office space.

Facilities needed:

- 3600 square feet for a library/learning center

Springman Junior High School. Enrollment: 976 (7-8)

## Facilities in use:

The facilities at this building are considered by school officials to be adequate to handle 1,000 students. The building has adequate classrooms, science rooms, gymnasiums, art rooms, and auxiliary service offices. It also houses an educable mentally handicapped room.

## Facilities needed:

The library/learning center should be enlarged by approximately 1800 square feet. Since the enrollment projected is falling, this could be accomplished by remodeling two classrooms.

## ESTIMATED COST OF ADDITIONAL FACILITIES

Pleasant Ridge School

Gymnasium - 4000 square feet	
\$25.00 per square foot.....	\$100,000
Equipment.....	2,000

Rugen School

Learning development rooms	
- 500 square feet (\$30.00 per square foot).....	15,000
Conference and office space	
- 400 square feet, \$30 sq. ft...	12,000
Additional office space	
- 200 square feet, \$30 sq. ft...	6,000

Hoffman School

Library/learning center	
-3600 sq. ft., \$30 per sq. ft.....	\$108,000
Equipment.....	5,000
Instrumental music, 400 sq. ft.	
\$30 per square foot.....	12,000
Vocal music, 900 square feet, \$30 per	
square foot.....	27,000
Gymnasium	
-4000 sq. ft., \$25 per sq. ft.....	100,000

Lyon School

Library/learning center	
-3600 sq. ft., \$30 per sq. ft.....	108,000
Gymnasium	
-4000 sq. ft., \$25 per sq. ft.....	100,000
Conference rooms - 400 sq. ft.	
\$25 per sq. ft.....	12,000
Learning development stations, 500 sq. ft.	
\$30 per sq. ft.....	15,000
Equipment.....	2,000

Glen Grove School

Library/learning center addition, 900	
square feet, \$30 per sq. ft.....	27,000
Teacher work room/science stroage	
500 sq. ft., \$30 per sq. ft.....	15,000
Art room, 900 sq. ft., \$30 per sq. ft....	27,000
Music room, 900 sq. ft., \$30 per sq. ft..	27,000
Gymnasium, 4000 sq. ft., \$25 per sq. ft..	100,000
Equipment.....	2,000

Henking School

Library/learning center, 3600 sq. ft.,	
\$30 per sq. ft.....	108,000
Gymnasium, 4000 sq. ft., \$25 per sq. ft..	100,000
Equipment.....	5,000

Westbrook School

Library/learning center, 3600 square feet	
\$30 per sq. ft.....	108,000
Equipment.....	5,000

Springman Junior High School

Minor remodeling, but no additional costs at this time or in the predictable future.

Extrapolated Costs

A breakdown of extrapolated costs needed to bring the building facilities up to maximum standards would include the following:

Equipment.....	\$ 23,000.00
Gymnasiums.....	500,000.00
Building Additions...	627,000.00

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Total:           \$1,150,000.00

Costs for the \$1,150,000.00 sale of bonds at 5% over a ten year period would be approximately \$316,250.00. If the \$1,150,000.00 were realized through the sale of bonds over a fifteen year period at 5% the principal and interest cost would be \$1,609,998.50.<sup>1</sup>

Since interest in this area is high, the sale of bonds for \$1,150,000.00 was also figured

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<sup>1</sup>The above costs, principal, and interest approximations were checked with several lending institutions in the Chicago area, January, 1972.

at six per cent. Over a ten year period the costs would run to \$379,500.00 compared to \$551,998.30 for a fifteen year period.

#### Ancillary Service Building

An ancillary service building (central office and warehouse) is presently being constructed with the monetary funds which were received from the sale of the present administration center building and property. The new building will be completed by April, 1972, and should serve the interests and needs of the Glenview Public Schools for several decades.

#### Air-conditioning

Air-conditioning estimates are hard to obtain without actually requesting bids from potential contractors. However, the author did request and receive "ball park" figures from Mr. Gilbert Knott, air-conditioning specialist at Commonwealth Edison and Company, Northbrook, Illinois. He quotes the following estimated figures:

$$180 \text{ classrooms} \times \$550 = \$99,000.00$$

The author estimates another \$18,000-\$20,000 dollars for electrical hookup and installation.

Mr. Knott also indicated that the average yearly costs for operating each three ton unit would run to approximately \$90.00 for a total district operating cost of \$16,200.00.

Estimated maintenance costs average approximately \$25.00 per year per unit over a ten year period. Consequently, prudent districts should budget approximately \$4,500.00 per year for this service.

## CHAPTER V

### DISTRICT NEEDS, STAFF AND COMMUNITY REACTION

#### INTRODUCTION

A careful analysis of the literature reveals that there generally are five major areas of concern which should be considered by local school districts as they study the feasibility of an all-year school for their districts. Sutton summarizes these areas:

First, is the ambiguous area of motivations for going into a year-round school. It is important that a self-analysis of attitudes toward year-round school be conducted by individuals in a school district before, during, and after deciding about year-round school. This individual analysis of attitudes must then be translated into a collective stand on the decision before it will be representative of the community.

Second, anticipatory conclusions should be made considering the possible effects year-round school may have upon pupils in the school district; third, the effects upon teachers; fourth, the possible effects upon school administration, and fifth, the changes which will undoubtedly come about in the community.<sup>1</sup>

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<sup>1</sup>Wayne M. Sutton, "Year-Round Education in the Public Schools," unpublished Doctoral dissertation, University of Illinois, 1970, p. 87.

### Motivational Influences

School districts often list the financial inadequacies of their coffers as the reason for considering an all-year school. This issue has become even more appropriate since a great majority of local area referendums and bond issues are being defeated by constituents who seem to believe that local taxes have reached the maximum limit which taxpayers can afford.

Other motivational factors often include the lack of enough classrooms and other needed facilities such as libraries, gymnasiums, or special education rooms.

Some districts have indicated that they want to change teacher employment patterns in order to utilize the professional staff on an all-year basis. They cite a need for curriculum revision and different educational strategies which possibly could be implemented under a restructured calendar.

Literature reveals that false expectations can easily be aroused if saving money is a primary objective.<sup>1</sup> Nevertheless, financial implications

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<sup>1</sup>Harold LeVander, "The Calendar as an Educational Resource, Compact, December, 1970, p. 3.

often motivate a community.

From the standpoint of financial policy, an extended school year plan that increases school costs is sound if it increases the quantity of educational opportunity proportionately or more than proportionately and it is unsound if it either does not increase or it decreases the quantity/or quality of educational opportunity provided. Conversely, adoption of an all-year plan that decreases school costs is sound fiscal policy if it either does not decrease or it it increases the quantity and/or quality of educational opportunity proportionately or more than proportionately.<sup>1</sup>

Unfortunately, history reveals that the all-year movement in the twenties came about because of financial conditions similar to those which exist in many school districts today. Will history repeat itself? Will it reveal that in 1971-72 school districts rushed into this area only to find that constituents became dissatisfied with the re-scheduled school year and requested to return to the traditional school year when funds became available?

Sutton states:

..."when educators cite financial needs as the major reason for considering year-round educational plans, they are confusing priorities. A school system is not in the business of making money, but to educate children which costs money. To propose and successfully implement a year-round school program on the basis

of financial need seems to be an indication that the plan is strictly an emergency measure and may, or may not, be educationally sound for children in schools. Therefore, to convince a school staff and community of the merits of year-round school, solely on the basis of financial need, can lead to future trouble.<sup>1</sup>

What are the space, facility, and other district needs in the Community Consolidated School District #34, Glenview, Illinois? What are the enrollment trends that influence the number of classrooms needed? Can these needs be met by restructuring the school year?

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<sup>1</sup>Sutton, Op. cit.

Classrooms Gained Under the 45-15 Plan or the  
Four Quarter Plan.

The number of classrooms utilized in any facility is obviously directly related to the student/teacher ratio. The Glenview Public Schools have always been proud that they have kept reasonably close to a 1:25 ratio throughout the kindergarten-sixth grade program. This ratio does not include the auxiliary teaching staff, i.e., the art teacher, music teacher, and physical education instructors, nor the learning disability teachers, social workers, speech clinicians, and psychologist.

The junior high school program has operated on a more flexible sliding ratio according to the needs of the specific area of instruction.

TABLE XI reveals that the district could gain an estimated total of thirty classrooms if the student enrollment remained relatively constant. Unfortunately, statistical collection of this type gives only a picture of classrooms gained. In actuality, the more important picture should relate to how such gains could influence the student and the total school district.

TABLE XI  
 CLASSROOMS GAINED UNDER THE  
 45-15 or FOUR QUARTER PLAN

School	Present Enrollment	Enrollment under 45-15 or 4 Quarter	Classrooms Gained
Glen Grove.....	430 + 21 SE	330 + 107 + 21 SE	4
Henking.....	454	341 + 113	4
Hoffman.....	503	378 + 125	5
Lyon.....	576	432 + 144	5
Pleasant Ridge.....	396	297 + 99	4
Rugen.....	352	264 + 88	3
Westbrook.....	633	464 + 154 + 15 SE	5
Springman, Jr. High	989	731 + 243 + 15 SE	8

SE: Special Education

Classrooms gained: 38

Statistics based on the present (1971) K-6, 7-8 administrative arrangement.

As we examine the needs of each building in the light of the projected classroom gain we enter into the area of estimated predictability. Although this can be done with a certain degree of accuracy, enrollment trends could shift and financial resources could change. In addition, future curriculum trends could make conventional solutions even more difficult. This is especially true when teacher militancy must be considered an integral part of any change relating to facility changes, curriculum innovation and change, and even teacher desires.

With this in mind, the following solutions seem feasible if all items remain constant.

Glen Grove School

Classrooms gained: 4 (3600 square feet)

Classrooms could be converted to:

- 900 square feet added to the library/  
learning center
- 900 square feet utilized for an art room.
- 900 square feet utilized for a music room.
- 900 square feet utilized for a teacher  
work room and science storage area.

This solution would gain the building needs which were recommended by the Citizens' Advisory Council. However, it would not obtain the 4000

additional square feet needed for a second gymnasium/  
auditorium combination.

Henking School

Classrooms gained: 4 (3600 square feet)

Classrooms could be converted to:

3600 square feet for a library/learning center.  
Extensive remodeling is necessary when  
four classrooms are converted from their  
present "box-like" structure.

Estimated cost of remodeling:	\$35,000.00
Estimated cost of additional equipment.....	5,000.00
Total remodeling costs:	<u>\$40,000.00</u>

This solution would not obtain the 4000  
square feet for an additional gymnasium/auditorium  
combination.

The existing spare classroom could be utilized  
by the Northern Suburban Special Education District  
for a Learning Disability or Mentally Retarded  
classroom.

Hoffman School

Classrooms gained: 5 (4500 square feet)

Classrooms could be converted to:

900 square feet for a vocal music room  
3600 square feet for a library/learning center.

Estimated cost of remodeling:	\$45,000.00
Estimated cost of additional equipment.....	5,000.00

Total remodeling cost; \$50,000.00

This solution would not obtain the 4000 square feet which were recommended for an additional gymnasium/auditorium, nor the 400 square feet needed for an instrumental music practice area.

Lyon School

Classrooms gained: 5 (4500 square feet)

Classrooms could be converted to:

3600 square feet for a library/learning center.

Estimated remodeling costs:	\$45,000.00
Estimated cost of additional equipment.....	5,000.00

400 square feet for additional conference rooms.

500 square feet for additional learning disability stations	
Estimated costs of remodeling.	3,000.00

Total remodeling costs: \$53,000.00

This solution would not obtain the 4000 square feet which were recommended for an additional gymnasium.

Pleasant Ridge School

Classrooms gained: 4 (3600 square feet)

Classrooms converted to:

Remain vacant or permit utilization by the Northern Suburban Special Education District.

Rugen School

Classrooms gained: 3 (2700 square feet)

Classrooms converted to:

900 square feet remodeled for conference rooms and teaching stations for learning development program.

Estimated cost of remodeling..... \$2,000.00

900 square feet for additional office and conference rooms..... 5,000.00

900 square feet remain vacant.

Total estimated cost:	\$7,000.00
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Westbrook School

Classrooms gained: 5 (4500 square feet)

Classrooms converted to:

3600 square feet for a library/learning center.

Estimated cost of remodeling.....	\$45,000.00
Additional equipment.....	5,000.00

Total remodeling costs:	<u>\$50,000.00</u>
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One additional classroom would be gained.

However, this could be kept as a spare room since Westbrook School serves the Glenview Naval Air Station and often can expect a sudden shift in the number of service-connected dependents.

#### Springman Junior High School

Classrooms gained: 8 (7200 square feet)

Classrooms converted to:

2700 square feet added to the present library/learning center.....	\$30,000.00
1800 square feet for a large group instruction room.....	4,500.00

The additional three extra rooms could be used for video instruction rooms, additional creative dramatics, etc.

Estimated cost of remodeling:	<u>\$37,500.00</u>
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Composite Remodeling Costs Under the 45-15 or Four  
Quarter Plan.

Henking.....	\$40,000.00
Hoffman.....	50,000.00
Lyon.....	53,000.00
Rugen.....	7,000.00
Westbrook.....	50,000.00
Springman Junior High.....	37,500.00

Estimated total cost: \$237,500.00

Five additional gymnasiums would still be needed if every student were to have physical education on a daily basis as recommended by The Illinois School Code. Rescheduling the school year on the 45-15 or four quarter plan would permit the scheduling of four to six additional classes per week in each of the existing facilities. This arrangement would not satisfy the desired goal.

TABLE XII gives the comparative costs of additional facility needs which have been extrapolated. Interest charges and other incidentals have not been added for the purpose of comparing "rough estimates."

TABLE XII  
 COMPARATIVE COSTS OF ADDITIONAL  
 FACILITY NEEDS

Additional costs:	180 Day Traditional	45-15 or 4 Quarter
Equipment.....	\$ 23,000.00	\$ 22,000.00
Gymnasiums.....	500,000.00	500,000.00
Building additions or remodeling.	627,000.00	215,500.00
	\$1,150,000.00	\$737,500.00
Air-conditioning.....		119,000.00
		\$856,500.00

### Conclusions

Motivational factors affecting the community could include the fact that an estimated \$284,500.00 possibly could be saved by the district if it elected to bring the facilities and equipment up to the standards which were recommended by the Citizens' Advisory Council. It must, however, be pointed out that the operational costs of the district increase because of air-conditioning and that staff salaries and instructional costs are generally slightly higher.

#### THE MIDDLE SCHOOL CONCEPT UNDER THE 45-15 OR FOUR QUARTER PLAN

In Illinois, there are three types of school districts: (1) elementary, (2) secondary, and (3) unit. Elementary school districts usually serve pupils in kindergarten through the eighth grade.

Like other elementary school districts, Glenview operates a K-6-2 administrative structure and houses the seventh and eighth grade pupils in a separate building known as the junior high school.

This building operates a modified departmentalized structure, with specific modules of time allotted to an area of instruction, similar to that of many traditional senior high schools.

The objectives of the district as stated in the Board of Education Policy Manual include the following:

The Board of Education is committed to a philosophy of service to children. Each student is to be helped to develop as a mature individual and as a contributing member of society.

The primary aim of the public schools of this community, which is the basis for the formulation of all the system, is the orderly, efficient instruction of the children enrolled in these schools.<sup>1</sup>

In 1968 a proposal to reorganize the school district into a K-5-3 arrangement was defeated by the voters who were asked to approve a bond issue amounting to \$3,750,000.00. Out of this amount \$3,250,000.00 was to be used to purchase a site and construct a new Middle School and to make some modifications to the present Junior High School.

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<sup>1</sup>Board of Education, School District #34, Glenview Policy Manual, Glenview, Illinois, 1971, p. 1.

Although the Board of Education appointed a Citizens' Advisory Committee which was to determine the reasons for the failure of the referendum, the evidence which they generated appears quite inconclusive and questionable. However, it can be stated that since 1968 many school referenda have been defeated on the North Shore and that it appears that there exists a strong opposition to rising taxes.

A discussion with teachers and administrators at the junior high school reveals that the planning in educational program development is difficult because the students are either entering the school or graduating in a two year period. Advocates of the Middle School concept indicate that adding the sixth grade to the seventh and eighth grade can make a significant improvement in student esprit-de-corps, program development, and administrative flexibility.

Mary F. Compton, Professor at the University of Georgia, agrees:

The most neglected age group in the schools today is that which is becoming known as the 'in-between-ager,' This group includes students in the later years of the elementary program and

those in the first two years of the junior high school. These are the youngsters who have needs quite different from their younger and older counterparts. Indeed, one of the characteristics which unites this group is that they are so different from one another--the differences between students during these years are much more numerous and varied than during any other period of public education.

These children in the middle years have been neglected under the present...plan of school organization. Neither the self-contained classroom of the elementary school nor the subject centered program of the junior high school adequately meets their needs.<sup>1</sup>

Dr. Kindred, in The Intermediate Schools, states:

The Middle School will exist as a school in its own right, free of the image of the senior high school and free to serve as an educational laboratory for the early adolescent. It would serve as an educational laboratory for early adolescent. It would serve as a transitional phase between the paternalism of the neighborhood elementary school and the varied, departmentalized environment of the senior high school....Techniques, programming and curriculum would provide for varying rates, interests, and abilities. Emphasis would be given to an educational program which would provide for the development of individual study skills and their related individual responsibility.<sup>2</sup>

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<sup>1</sup>Mary F. Compton, Theory into Practice, (Ohio State University), June, 1968, pp. 108-109.

<sup>2</sup>Leslie W. Kindred, The Intermediate Schools, Prentice Hall, Inc. 1968, p. 97.

Could Glenview Move to a Middle School by Implementing the 45-15 or Four Quarter Plan?

The Glenview Junior High School is presently operating at its maximum capacity. According to enrollment projections presented in TABLE XIII, transferring the sixth grade to the junior high school would cause overcrowding the building by 90 to 110 students even if the 45-15 or four quarter plan were implemented to effectively cut down the daily enrollment.

TABLE XIV shows the number of classrooms that would be vacated in a K-5-3 organizational pattern under the 45-15 or four quarter plan. It reveals that some of the elementary schools would be receiving a lower enrollment which would force them into multiple grade situations or a redesigned multi-age curriculum in a team or cooperative teaching situation. According to some educational specialists this would be a positive element. However, some members of the teaching staff have worked in self contained classrooms for several years and have shown resistance when urged to look at new and innovative ideas in this area of education.

TABLE XIII  
 ENROLLMENT PROJECTIONS UNDER  
 A 45-15 OR FOUR QUARTER PLAN

School	Present Enrollment	Sixth Grade	Enrollment Under a K-5-3	Eighth Grade
Glen Grove.....	451	55	306	
Henking.....	354	79	375	
Hoffman.....	503	75	428	
Lyon.....	576	91	485	
Pleasant Ridge .....	396	45	351	
Rugen.....	352	56	296	
Westbrook.....	633	74	559	
		<u>475</u>	<u>2,890</u>	
Springman Junior High School.....				501
				Seventh Grade..... 473
				Sixth Grade..... 475
				<u>Total: 1,339</u>

TABLE XIV

WHAT WOULD THE K-5-3 STRUCTURE UNDER THE 45-15 OR FOUR QUARTER PLAN  
MEAN TO THE K-5 FACILITIES?

School	Enrollment Under K-5-3	Classrooms Vacated Under K-5-3 Shift	Classrooms Vacated Under 45-15 or 4 Q	Total Classrooms Vacated
Glen Grove.....	396	2	4	6
Henking.....	375	3	4	7
Hoffman.....	428	3	4	7
Lyon.....	485	4	5	9
Pleasant Ridge...	351	2	3	5
Rugen.....	296	2	3	5
Westbrook.....	559	3	5	8
		19	28	47

Number of classrooms that could be converted to library/learning centers, and other needed facilities equals 27.  
Unused classrooms after conversion, etc, equals 10.

An additional operating cost of approximately \$44,580.00 dollars is shown in TABLE XV. This does not include remodeling the elementary school buildings or the installation of the necessary air-conditioning equipment.

#### CONCLUSION

The desire to have a Middle School can be listed as a community motivational factor. However, since the conversion to a middle school would cause overcrowding at the junior high school and obviously would cause at least ten classrooms to stand vacant in the elementary schools, it would seem that this concept would prove to be more costly than the conversion of the district to the 45-15 or four quarter plan under the K-6-2 administrative arrangement. Reconstruction and remodeling costs probably would be similar since the basic remodeling needs at the elementary schools would remain the same even if the sixth grade students were transferred to the junior high school.

However, it does not mean that the sixth

TABLE XV  
COMPARISON OF OPERATIONAL COSTS

Operational Cost Items	Traditional	45-15 or 4 Quarter
Electricity and water.....	\$ 8,650	\$10,800
Heat.....	13,000	13,000
Telephone.....	2,300	2,875
Custodial supplies.....	4,000	5,000
Custodial service.....	2,375	2,970
Transportation.....	108,000	110,000
Benefits, certified.....	11,025	11,025
non-certified....	3,600	4,160
Maintenance service.....	1,000	1,500
Maintenance service, etc...	5,000	7,500
Insurance.....	6,000	6,000
Air-conditioning operation and maintenance.....		20,700

Cost of the traditional 7th & 8th grade  
in comparison to the 45-15 Plan in a 6-7-8  
program.

	7-8	45-15 6-7-8
Staff.....	\$705,000	\$910,000
Supplies.....	153,500	162,000
Operating costs.....	164,000	195,000
Total:	\$1,023,450	\$1,268,000
Saving on transferred elementary teachers: 200,000		
		\$1,068,000
Difference:		\$44,580

grade does not need a broader, more diversified, and personalized instructional program. Nor does it mean that the two year junior high school concept is sound academically. However, it does suggest that there probably are other administrative arrangements which the district could utilize more efficiently and with less financial obligation.

## COMMUNITY REACTION

The District #34 Board of Education has discussed the 45-15 plan at several official meetings since 1970. One of the neighboring high school districts, #207, has expressed interest in the proposals and is currently studying the options which a rescheduled school year could provide. The Citizens' Advisory Committee inserted a sub-committee report into their final recommendations which asked school officials to take a close look at the options which might become available in the future.

Data Collection.

A questionnaire was given to 620 families in November, 1971, in order to sample the reaction which parents in the community would have to a change in the school calendar and other related concepts. Of these questionnaires, five hundred and two were returned.

The instrument, a copy of which appears in Appendix B, is composed of an explanatory letter, a brief review of the four quarter and 45-15 plans,

the plan known as the flexible all-year school, and seventeen questions.

### Analysis of Four Quarter Questions and Responses

#### Question #1

An analysis of the data collected reveals that only 32 people out of 502 (6.3%) favored the four quarter plan. Eighty people (15.94%) said that they would support it, while 367 (73.11%) said that they could not support the plan, leaving a total of 55 people (10.95%) who could not say whether they would or would not support it.

#### Question #6.

When the respondents were asked if the four quarter plan would cost the taxpayers the same as, more than, or less than they are now paying in taxes to operate the schools, 139 (27.68%) stated that it would be the same; 207, (41.23%) felt that it would cost more; 41 (8.16%) stated that it would cost less; and 115 (22.9%) said that they did not know the answer.

Question #8

When asked if they would vote for higher taxes to avoid the plan, 136 (27.09%) said yes, while 366 (72.91%) said no.

Since only 6.3% of the respondents favored the plan, it can be assumed that the 72.91% who indicated that they would not vote for higher taxes to avoid the plan are doing so because they are against any increase in taxation at this time.

Parental Comments about the Four Quarter Plan.

Twenty-five people stated that they believed that the Illinois winters were too cold and that they did not want their children on vacation during this period.

Twenty-three respondents stated that summer was a "lousy" time to spend a quarter in school. One mother stated that it was better for fishing.

It is true, that unlike Atlanta, Georgia, where the four quarter plan apparently is working well and the winters are mild, Illinois' winters provide a handicap to because of the cold damp weather. Mothers are often "saddled" with changing the clothing of youngsters several times during the day and with carefully watching so that youngsters

do not spend too much time outdoors when frostbite could occur. Several people added to this discussion by commenting that many camps cannot operate during the winter months because of the weather.

### Summary and Conclusions

Since only a small percentage of the respondents indicated a preference for the four quarter plan it can be assumed that the plan is not too popular.

When it comes to taxation, the parents indicated that they would not vote for additional taxes in order to prevent the plan from being enacted. This could easily be construed to indicate apathy or a "don't care" attitude on the part of the constituents. It also could mean that the populace has faith in the Board of Education and the school administrators to do the best job with the education of the children, or it could mean that the parents are opposed to an increase in what they consider to be the already high Illinois property taxes.

The winter months would present a problem to the mothers whose children would be on vacation

during three of the severely cold and damp northern Illinois months.

Analysis of the 45-15 Plan Questions and Answers

Question #1

When respondents were asked if they favored the four quarter plan, the 45-15 plan, or neither of the two plans, 238 people (47.4%) indicated that they favored the 45-15 plan compared to 46.2% (238 respondents) who favored neither plan.

Question #2

The respondents were asked if they felt that the 45-15 plan would cost taxpayers the same as, more than, or less than, they are now paying to operate the schools. One hundred and fifty-five constituents (31.9%) stated that the plan would cost the same, 187 (37.2%) felt that it would cost more, 68 (13.5%) said less, and 92 (18.3%) could not say which category was correct.

A number of comments under the question indicated a belief that the plan would cost more because administrators would want to offer more services and consequently cause an increase which theoretically could be avoided. Several respondents stated that

operating costs would force an increase in expenditures.

Question #3

When asked if the respondents would favor the 45-15 plan even if it made educational taxes go up, 126 (25.09%) answered yes, while 376 (74.91%) answered no. Several comments under the question indicated that they really meant "emphatically, no."

Question #4

In a similar question, respondents were asked if they would vote for higher taxes in order to avoid the 45-15 plan. Seventy-eight (15.54%) said yes, while 424 (84.46%) said no.

Question #5

Respondents were asked if they would support the 45-15 plan if it were adopted. Two hundred twenty-two (44.23%) said they would, 207 (41.23%) said that they would not, and 73 (14.54%) said that they could not say whether they would support it or not.

Question #9

The respondents were asked to rank in

descending order of importance, beginning with number one, the five reasons for favoring the 45-15 plan. TABLE XVI shows the number and per cent of responses.

Parental Comments About the 45-15 Plan.

Sleeping and working schedule would be hard to adjust to during the summer when children want to stay up late.

We know two families under the plan. They like it.

We prefer the plan over the present schedule.

The plan is a great idea.

The plan was needed several years ago, not now.

Five people stated, "The birth rate is going down, so why change now?"

Two respondents said, "It will increase the pressures on students."

I will support the plan if comparative cost analysis would reveal long range cost reductions and comparative programs.

The plan would be fair to all families if all children in a family, K-12th grade, could be on the same schedule.

Twenty-six people stated that the plan would be very hard on working mothers. Fourteen naval constituents expressed concern about whether it

TABLE XVI  
 RESPONDENTS' RANKING OF FIVE STATEMENTS  
 FAVORING THE 45-15 PLAN

Statement: It might save tax dollars.						
502	(N)	I	II	III	IV	V
	(%)	71	92	79	92	168
		14.14	18.32	15.73	18.30	33.46
Statement: It has shorter and more frequent vacations.						
490	(N)	I	II	III	IV	V
	(%)	24	57	103	145	161
		4.89	11.64	21.02	29.59	32.86
Statement: It permits better use of the facilities..						
487	(N)	I	II	III	IV	V
	(%)	171	152	112	38	14
		35.12	31.21	22.99	7.80	2.88
Statement: It permits teachers to work twelve months instead of nine.						
460	(N)	I	II	III	IV	V
	(%)	28	66	92	134	140
		6.09	14.35	20.00	29.13	30.43
Statement: Students are less likely to forget the skills if they have shorter vacations.						
493	(N)	I	II	III	IV	V
	(%)	204	116	90	54	29
		41.38	23.53	18.26	10.95	5.88

would be harder on them because they must move from one state to another quite frequently, while five people mentioned that they were happy that the American public schools were becoming more like their European counterparts.

### Summary and Conclusions

Literature reveals that people are questioning the logic behind the present calendar which was designed for an agricultural economy.<sup>1</sup>

As far as costs are concerned, the available literature indicates that operating expenses and increased teacher salaries under the 45-15 plan will cause a slight increase in the operational budget. The savings which are often reported result when construction costs can be deferred. Glenview schools could use more space, but some constituents claim that the change is not absolutely necessary to continue the present program.

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<sup>1</sup>Hamann, op. cit.

The overwhelming 84.46% who stated that they would not support the plan if it made taxes go up is not surprising in view of the fact that a large number of educational rate referenda are turned down in this area of the state. One respondent summarized it by stating, "We are just sick of paying higher and higher taxes."

The respondents also indicated a concern that students might be less likely to forget skills if they had shorter vacations.

#### Analysis of Questions and Responses About the Flexible All-Year School

Some specialists advocate a flexible all-year school that is open year-round similar to a store, hospital, or filling station. The program would be highly personalized and would permit students to take their vacations when they wanted them. Would you favor this plan?

405 respondents, (80.67%) answered No.

97 respondents, (19.33%) answered Yes.

Several of the people who commented indicated that they considered the structure too "free" and that it obviously would cost more money. They also believed that the program would be difficult to implement because theoretically each child

would be operating at his own level or stage of readiness. Positive comments included the possibility of youngsters being admitted on their birthdays when they became five, rather than waiting until the September admittance date.

Question #15

Question #15 asked if the constituents would favor the flexible all-year school plan even if it cost additional tax dollars.

441 respondents, (87.85%), said No.

61 respondents, (12.15%), said Yes.

Summary and Analysis of Flexible All-Year Responses.

Since 80.67% of the respondents gave a negative response to the Flexible All-Year proposal, it can only be assumed that it is not popular at this time.

Questions and Answers Pertinent to the Four  
Quarter, 45-15, and Flexible All-Year Plans.

Question #10

Respondents were asked to rank in descending order of importance, beginning with #1, the five reasons for opposing the all-year school. The pattern of answers in TABLE XVII reveals the number and per cent of people who marked the reasons they opposed 1st, 2nd, ...5th.

TABLE XVII  
 RESPONDENTS' RANKING OF FIVE REASONS FOR  
 OPPOSING AN ALL-YEAR SCHOOL

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Statement: It would interfere with the traditional vacation period.						
		I	II	III	IV	V
502	(N)	103	72	123	149	55
	(%)	20.51	14.34	24.50	29.68	10.97
Statement: It would interfere with summer camps, scouts, etc.						
		I	II	III	IV	V
487	(N)	50	81	169	144	43
	(%)	10.27	16.63	34.70	29.56	8.84
Statement: Brothers and sisters might be on a different vacation schedule.						
		I	II	III	IV	V
486	(N)	269	82	80	35	20
	(%)	55.34	16.89	16.46	7.20	4.11
Statement: The high school and elementary schedule might not be the same.						
		I	II	III	IV	V
498	(N)	62	219	81	110	26
	(%)	12.45	43.98	16.27	24.27	5.22
Statement: Summer maintenance would have to be done at other times.						
		I	II	III	IV	V
462	(N)	8	14	38	57	345
	(%)	1.74	3.04	8.24	12.34	74.64

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Question #11

Do you feel that the high school calendar would have to be the same as the elementary school calendar?

434, or 86.45%, answered yes.

68, or 13.55%, answered no.

Question #12

Do you feel that air-conditioning would be necessary before either of the plans would work?

402, (80.08%), said Yes.

100, (19.92%), said No.

Question #13

Do you feel that church activities, scout programs, and playground programs could be adjusted to a rescheduled school year?

367, or 73.11%, answered Yes.

135, or 26.89%, answered No.

Question #16

Question #16 asked the respondents if they would like to see the school year lengthened, shortened, or if it should remain open the same number of days. The following responses were

noted:

130, (25.89%), said lengthened

13, (2.59%), said shortened

359, (71.52%), said that it should remain  
the same (180 days).

Summary and Analysis of Questions 10, 11, 12, 13,  
and 16.

An analysis of question ten reveals that many of the respondents listed the five reasons for opposing the all-year school in the following rank order.

First: Brothers and sisters might be on a different vacation schedule.

Second: The high school and elementary schedule might not be the same.

Third: It would interfere with summer camps, scout programs, etc.

Fourth: It would interfere with the traditional vacation period.

Fifth: Summer maintenance would have to be done at other times.

Question #11

86.45% indicated that they felt that the high school and elementary school calendar would have to be the same. The casual reader must realize that there have been times when the

elementary school district and the two high school district calendars were different. The difference did cause considerable frustration in families that had students at the two levels.

#### Air-conditioning

Four out of five people felt that it would be necessary to install air-conditioning before either of the plans would work. Ten of the respondents added comments which indicated that they knew that it would be a great expense, but very necessary in the hot, humid, and changeable weather of the Chicago area.

#### Church Activities, camps, scout, and playground activities

Seventy-three per cent of the respondents stated that they felt that church activities, scout programs, and playground programs could be adjusted to a rescheduled school year. This seems contradictory in view of some of the opinions expressed by several of the respondents.

Our two beautiful pools would operate at a loss if only one-fourth of the students could swim during the day.

The financing of park district and scout programs would suffer because they would need more help during the other four seasons.

College help might not be available during the other seasons.

Eight hundred boys participated in the little league which practices during the afternoon periods.

Major scout and day camps are designed for summer attendance. Additional costs would be necessitated if they would be forced to operate during the colder season.

#### Length of School Year

Seven out of ten people feel that the 180 day calendar is long enough. However, several people did comment that they felt that American schools should operate with a six week summer vacation period similar to that of the European schools.

#### Additional Comments about the all-year plans:

##### Facilities.

Fifteen people believed that present facilities would be adequate because of the decreasing enrollments.

We really do not need additional facilities at this time. (Similar comments from ten parents.)

The school age population is declining and consequently no additional facilities will be needed so why change the calendar. (Similar comments from six parents.)

Glenview has limited growth potential, limited construction could handle it, therefore, why change the calendar now?

The district really doesn't need the space, so why change the calendar?

These plans only save money in construction costs, so why would Glenview be interested in the proposals?

School administrators in the nation are going to be hard pressed to explain why facilities can lie idle for three months each year.

The need for a calendar change existed approximately ten years ago when the district was overcrowded.

#### Additional Comments: Taxation

If taxes get much higher in this area no one will be able to live here. (Similar comments from twelve parents.)

It would be cheaper to build the additional "needed" facilities rather than spend the money on air-conditioning. (Similar comments from six parents.)

Additional taxation to change to an all-year program would be very undesirable.

The more taxes the administrators get the more they seem to be able to use.

It is too optimistic to believe that an all-year proposal would save the taxpayers money.

I am sick, sick, sick, of increased taxes.

Additional Comments: Vacation Period

We are summer enthusiasts and do not want to give it up under any circumstances.

Winter months often were much too cold to enjoy a vacation in this area of the state.

The summer months are needed for a complete rest away from school.

There would be a loss of class companionship which would carry over into the vacation period.

Relatives and friends would be on vacations at different times.

Vacation is too short under the 45-15 plan.

The children look forward to summer. It is only fair to keep it that way.

There would be problems with rescheduling family activities.

It is not fair to the teacher or the student to be forced to stay in school during the wonderful summer months.

The long lazy summer should be a part of growing up--not just school.

Summer vacations should be shortened similar to the European countries. Much more learning could take place if the vacation was limited to six weeks.

Children get bored with the long summer vacation.

General Comments About the All-Year Plans.

The large number of additional unsolicited comments noted on the questionnaire, may be

considered indicative of the interest of the respondents. These comments cover a wide range of concerns. For example, thirty-one respondents commented that they did not favor a change in the school calendar. Twenty-five commented that the birth rates were declining and consequently the need for such plans had been eliminated.

Other comments:

The schools have been hampered by the traditional nine month agricultural calendar.

Will the space gained open the door to further busing and integration?

I can not see any favorable conditions in the plan.

A realistic answer to many educational problems.

Fine arts and athletic programs would become nonexistent.

Comparative programs and facilities will not be available at lower cost.

Some type all-year program might be sound if a better program can be effected and more space made available at a comparatively lower long range cost.

Each teacher would have to cope with at least three grade levels.

Higher costs and additional equipment and facilities will never be an acceptable substitute for a good teacher.

We are already over-loaded with teachers.

The utilization of the staff on an all-year proposal will not decrease costs.

Students should be exposed to several teachers each week.

Teacher institutes and similar functions could be held during the spring vacation and this would free the classrooms for more utilization.

### Conclusion

Out of the three plans, the four quarter, 45-15, and flexible all-year, only the 45-15 plan generated positive interest among the constituency. It must be pointed out that the number favoring the plan fell short of the fifty per cent mark.

The responses relating to taxation indicate that the constituents are firmly against any raise in taxation and that they might work to defeat any proposal which might require an increase in taxes.

Parents agreed that air-conditioning would be needed if any plan were to work.

Many parents believe that 180 days of school is adequate at this time and they would hesitate to increase or decrease the number of

days at this time.

Great concern was expressed about making sure that both the elementary and high school calendars would be the same at all times.

#### STAFF REACTION

##### Data Collection

A questionnaire was administered to 230 staff members in order to sample the opinions and attitudes of the professional staff members toward a change in the school calendar, three all-year proposals, and other related concepts.

One hundred seventy-five, or 76.08%, completed the instrument, a copy of which appears in Appendix C. It is composed of an explanatory letter, a brief review of the four quarter, 45-15, and flexible all-year plans, and fifty questions.

Biographical Information About the Respondents.Sex

(N) 27 Males (15.42%)

148 Females (84.58%)

AgeBetween the  
ages of:

(N) 51 ..... 20 - 30

48 ..... 31 - 40

40 ..... 41 - 50

36 ..... 51 - 65

Resident of the School District.

(N) 54 ...Yes

121 ...No

Salary of Respondents.

Between:

(N) 40 ..... \$7,000 - 8,000

55 ..... 8,001 - 9,000

49 ..... 9,001 -12,000

31 ..... 12,001 - Above

Analysis of Questions and Responses Related to  
the Four Quarter Plan.Question #7

An analysis of the data collected reveals

that 23 staff members out of 175 favored the four quarter plan. The 23 members constitute 13.14% of the respondents.

Question #11

When respondents were asked if they thought that the four quarter plan would cost taxpayers the same as, more than, or less than they are now paying to operate the schools, 53 (30.29%) stated that it would be the same, 50 (28.57%) said that it would cost more, 27 (15.43%) stated that it would cost less, while 45 (25.71%) said that they did not know the answer.

Question #12

When respondents were asked if they would favor the four quarter plan if it were adopted, 43, (24.57%) answered yes, 72 (41.15%) stated No, while sixty (34.28%) said that they could not say.

Question #13

When teachers were asked if they believed that parents would vote for higher taxes to avoid the plan, forty (22.85%) said yes, while 135 (77.15%) said no.

### Teacher Comments about the Four Quarter Plan.

The plan is not needed now that the population growth has stopped and the enrollment is decreasing.

The plan should have been considered four or five years ago when the population growth was at its greatest. It really is not needed at this time.

Which student or teacher would like to work during the summer when he could be doing other more enjoyable things?

The split friendship of students would be a detrimental factor.

Our winters really are too severe to try this plan.

### Summary and Conclusions

Seventy-five per cent of the teachers said that they would not favor the plan or that they could not say if they would favor it. Since only a small percentage of the staff favored the plan it can be assumed that the plan is not popular at this time.

The questions relating to taxation are an indication that the professional staff is aware of the probable community reaction against real estate taxes, and that no additional monies would be available for the implementation of new plans.

Analysis of Staff Opinions and Attitudes Relating  
to the 45-15 Plan.

Question #7

When the professional staff was asked if they favored the four quarter plan, the 45-15 plan, or neither of the two plans, 97 members (55.43%) indicated that they favored the 45-15 plan. compared to 13.14% who favored the four quarter plan and 31.43% who favored neither of the two plans.

Question #8

Staff members were asked if they felt that the 45-15 plan would cost taxpayers the same, more, or less than they are now paying in taxes to operate the schools. Sixty-four (36.57%) said the same, forty-nine (28%) said that it would cost more, thirty-four (19.43%) said less, and twenty-eight (16.00%) said that they could not say if it would cost more, cost less, or would remain the same.

Question #9

Eighty-three (47.42%) of the staff members indicated that they would support the plan if it were adopted. Forty-six stated that they would not

support it, while another forty-six (26.28%) indicated that they could not say if they could support it.

Question #10

One hundred forty-seven staff members (84%) indicated that they did not believe that the taxpayers would vote for higher taxes to avoid the plan. Twenty-eight members (16%) believe that the taxpayers would vote for higher taxes to avoid the plan.

Question #14

The respondents were asked to rank in descending order of importance, beginning with #1, the five reasons for favoring the 45-15 plan. The pattern of answers in TABLE XVIII reveals the number and per cent of people who marked the reasons they favored 1st, 2nd, ...5th.

TABLE XVIII  
 RESPONDENTS' RANKING OF FIVE REASONS  
 FAVORING THE 45-15 PLAN

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Statement: It might save tax dollars.						
		I	II	III	IV	V
175	(N)	9	23	34	41	68
	(%)	5.14	13.14	19.43	23.43	38.85
Statement: It has shorter and more frequent vacations.						
		I	II	III	IV	V
174	(N)	19	24	40	57	35
	(%)	10.86	13.71	22.85	32.57	20.00
Statement: It permits better use of the facilities.						
		I	II	III	IV	V
175	(N)	30	55	59	23	3
	(%)	20.00	31.42	33.72	13.14	1.71
Statement: It permits teachers to work twelve months instead of nine.						
		I	II	III	IV	V
155	(N)	12	32	40	39	32
	(%)	7.74	20.64	25.80	25.16	20.64
Statement: Students are less likely to forget the skills if they have shorter vacations.						
		I	II	III	IV	V
168	(N)	75	38	34	16	5
	(%)	44.64	22.61	20.23	9.52	2.98

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Questions 26 to 49

Questions 26 to 49 were adopted and modified from an instrument which was designed and utilized by Dr. William M. Rogge prior to the implementation of the 45-15 plan in the Valley View School District and published by the U. S. Department of Health, Education, and Welfare, January, 1971, Grant Number OEG-0-70-2642.

TABLE XIX provides a summary of the responses to twenty-five questions on the all-year plan.

TABLE XIX  
 RESPONDENTS' FEELING ABOUT ALL-YEAR ISSUES:  
 OPINIONS AND ATTITUDES

Summary of Responses on Completed Evaluations										
Question Number	Heartily Agree		RATINGS				Mildly Disagree		Strongly Disagree	
	n	%	Mildly Agree	Don't Know	Mildly Disagree	Strongly Disagree	n	%	n	%
26	26	14.86	32	18.29	37	21.14	50	28.57	30	17.14
27	61	34.86	54	30.86	42	24.00	09	05.14	09	05.14
28	40	22.86	71	40.57	45	25.72	10	05.71	09	05.14
29	32	18.29	61	34.86	52	29.72	10	05.71	20	11.42
30	41	23.43	52	29.72	54	30.85	23	13.14	05	02.86
31	26	14.86	33	18.86	42	24.00	34	19.42	40	22.86
32	26	14.86	47	26.86	41	23.43	39	22.28	22	12.57
33	29	16.57	57	32.57	40	22.86	42	24.00	07	04.00
34	25	14.29	63	36.00	56	32.00	16	09.14	15	08.57
35	24	13.72	40	22.86	76	43.43	22	12.57	13	07.42
36	11	06.28	33	18.86	69	39.43	43	24.57	19	10.86
37	01	00.57	56	32.00	98	56.00	14	08.00	06	03.43
38	26	14.86	72	41.14	40	22.86	25	14.20	12	06.85
39	111	63.42	35	20.00	21	12.00	04	02.29	04	02.29
40	13	07.43	56	32.00	83	47.43	14	08.00	09	05.14
41	10	05.71	41	23.43	71	40.57	38	21.71	15	08.57
42	28	16.00	73	41.72	53	30.28	16	09.14	05	02.86
43	25	14.29	50	28.57	67	38.28	29	16.57	04	02.29
44	33	18.86	68	38.86	48	27.43	23	13.14	03	01.71
45	20	11.43	50	28.57	56	32.00	35	20.00	14	08.00
46	18	10.29	54	30.86	79	45.14	17	09.71	07	04.00
47	01	00.57	25	14.29	68	38.86	64	36.57	17	09.71
48	05	02.86	09	05.14	73	41.71	53	30.29	35	20.00
49	13	07.43	16	09.14	32	18.29	57	32.57	57	32.57
50	62	35.43	65	37.14	33	18.86	11	06.28	04	02.29

Analysis of Questions 26 to 49

For convenience, each of the twenty-five questions has been placed into one of the following categories.

Student success

Teacher success

Inter-school relations

Attitudes of lay citizens

Costs

Tooling up

In this category, six items were offered for reaction to range from (1) Heartily Agree, (2) Mildly Agree, (3) Don't Know or Mixed Reactions, (4) Mildly Disagree, or (5) Strongly Disagree.

Student Success

Item:

27. Students would do better on yearly achievement tests if they had several short vacations instead of one long summer vacation.

(1)34.86; (2)30.86; (3)24.00; (4)5.14; (5)5.14

29. A completely individualized instruction program is easier under the 45-15 plan. (Ignore special education classes.)

(1)18.29; (2)34.86; (3)29.72; (4)5.71; (5)11.42

34. Students would become more positive in their attitudes toward school under the 45-15 plan.  
(1)14.29; (2)36.00; (3)32.00; (4)9.14; (5)8.57
38. Half or more of the children would return to the schools during their vacations at least once a week if they were allowed to use the libraries, participate in extra-curricular activities, and join field trips.  
(1)14.86; (2)41.14; (3)22.86; (4)14.29; (5)6.85
47. Students would do less homework under the 45-15 plan?  
(1)0.57; (2)14.29; (3)38.86; (4)36.57; (5)9.71

Over 65% of the respondents believed that positive gains could be made on achievement tests if students had several short vacations instead of one long vacation. Close to 60% thought that absenteeism would be much higher during the summer months. Fifty-six per cent indicated that students probably would return to school if they were permitted to utilize the libraries and to participate in extra-curricular activities during vacation periods. Approximately half of the respondents declared that attitudes toward school would improve under the 45-15 calendar. Forty-six per cent indicated that the plan probably would not cause less homework to be done.

Teacher Success

Five items were grouped under the category of Teacher Success, two items concerned teaching conditions:

26. Teachers who work more than the customary 180 days within a twelve-month period would become tired and worn out.

(1)14.86; (2)18.29; (3)22.14; (4)28.57; (5)17.14

31. It would be much harder to teach under the 45-15 plan. Please list the reasons for your rating.

(1)14.86; (2)18.86; (3)24.00; (4)19.42; (5)22.86

Respondents who agreed that it would be harder to teach under the 45-15 plan gave the following reasons:

It would be harder to get to know the students.

It would require more record keeping.

Teachers with children of their own would have to resign.

The fifteen day vacation period would be abused and students would take other vacations.

Students would skip to be with their friends.

Music and art courses would not have enough contiguous time with the proper students.

Each new 45 day period would be almost like starting the school year again.

Coordination of physical education and band would be almost impossible.

The summer gives the teacher a chance to improve her professional skills and to get refreshed for a new start.

Respondents who do not believe that it would be more difficult to teach under the 45-15 plan said:

It would be nice to get a fresh view every 45 days.

It would be about the same.

Students would have more frequent and needed rests.

Better continuity would be required, consequently a better program.

Built-in planning periods would make it easier.

Teachers would choose the time they wanted to work.

Students would retain the skills better.

Teachers' skills and student learning abilities would remain the same.

Three items under the category of Teacher Success concerned:

30. If the 45-15 plan were implemented, a higher proportion of men would be employed in the district.

(1)23.43; (2)29.72; (3)30.85; (4)13.14; (5)2.86

41. Teacher turnover would be reduced.

(1)5.71; (2)23.43; (3)40.57; (4)21.71; (5)8.57

42. Teacher effectiveness would decrease under the plan.

(1)7.43; (2)9.14; (3)18.29; (4)32.57; (5)32.57

Forty-five per cent stated that they did not feel that teachers who worked longer than the 185 day school year would become tired and worn out, compared to 33.15% who said that they thought that the teachers would become tired and worn out. Over 63% indicated that they thought that more men would be employed if the 45-15 plan were to be implemented. Forty-two per cent of the respondents indicated that they did not feel that it would be harder to teach under the 45-15 plan. On the other hand, over 33 per cent believed that it would be harder to teach under the plan. There was no agreement on whether teacher turnover would be reduced. Sixty-five per cent did not consider that teacher effectiveness would be reduced if the plan were to be implemented.

Intra-School Relations

44. The number of student-teacher-parent conferences would increase under the 45-15 plan.

(1)18.86; (2)38.86; (3)27.43; (4)13.14; (5)1.71

Over 57 per cent seemed to agree that the number of student-teacher-parent conferences would increase under the plan.

Attitude of Lay Citizens

28. If the 45-15 plan were implemented, families would get used to several short vacations and most of them would give mild or strong support after one year.

(1)22.86; (2)40.57; (3)25.72; (4)5.71; (5)5.14

32. Other community agencies and programs such as park and recreation, church, and summer camps would quickly adjust with little complaint to the plan.

(1)14.86; (2)26.86; (3)23.43; (4)22.28; (5)12.57

36. If the 45-15 plan were implemented, some families would move out of the district because of its implementation.

(1)6.28; (2)18.86; (3)39.43; (4)24.57; (5)10.86

37. Some families would move into the district because of its implementation.

(1)0.57; (2)32.00 (3)56.00; (4)8.00; (5)3.43

40. Parental attitudes, on the average, would improve toward school under the 45-15 plan.

(1)7.43; (2)32.00; (3)47.43; (4)8.00; (5)5.14

The staff did seem to agree (63.4%) that families would get used to several short vacations and that they would give mild to strong support after a year or operation. There was less agreement on whether or not families would move into or out of the district if the plan was to be implemented. Thirty-nine per cent concluded that parental attitudes would improve, compared to slightly over thirteen per cent who said that they would not.

#### Costs

35. Building maintenance and major repair costs per month per building would go up under the 45-15 plan.  
 (1)13.72; (2)22.86; (3)43.43; (4)12.57; (5)7.42
42. There will be a greater variation in the size of classes under the 45-15 plan.  
 (1)16.00; (2)41.72; (3)30.28; (4)9.14; (5)2.86
43. Administrative costs per child would go up under the 45-15 plan as compared to similar districts operating under a traditional nine month calendar.  
 (1)14.29; (2)28.57; (3)38.28; (4)16.57; (5)2.29
45. Costs of instructional materials and equipment per child per year would increase under the 45-15 plan.  
 (1)11.43; (2)28.57; (3)32.00; (4)20.00; (5)8.00

46. Building costs (debt retirement) per child would go down under the 45-15 plan.

(1)10.29; (2)30.86; (3)45.14; (4)9.71; (5)4.00

The staff generally believed that building maintenance, administrative, and instructional supply costs would go up under the 45-15 plan. However, forty-one per cent considered that building costs (debt retirement) would go down if the 45-15 plan were implemented.

#### Tooling Up

39. Inservice training would be needed if the 45-15 plan were to work well after implementation.

(1)63.42; (2)20.00; (3)12.00; (4)2.29; (5)2.29

48. Teachers would make less use of cumulative folders under the 45-15 plan.

(1) 2.86; (2)5.14; (3)41.71; (4)30.29; (5)20.00

An overwhelming 83.42% believed that inservice training would be needed if the plan were to work well. As far as utilization of student cumulative records is concerned, approximately one-half of the respondents did not consider that it would change under the 45-15 plan.

### General Comments About the 45-15 Plan

The continuity of learning might be broken.

The teachers' professional growth would be hampered.

It would force individualization and multi-age grouping.

Primary teachers should not move from one group to another every forty-five days.

I question the splitting up of family units and societal friendships.

There obviously will be far more book-keeping.

I really would have to try the plan before I could compare the existing calendar with the 45-15 plan.

It would permit students to enter school when they are five under the 45-15 plan [sic].

### Observation and Conclusions

Reasons given for favoring the concept seem to center on the belief that students are less likely to forget the skills if they have shorter and more frequent vacations.

Professional and community consensus seems to be that additional taxation will be fought by the taxpayer under most circumstances. Since 1968, tax referenda and bond issues have been defeated in surrounding districts by a 2 to 1 margin. The Maine Township High Schools, which receive some

Glenview pupils, had a tax increase request defeated by approximately 4000 votes on December 4, 1971.

The expressed concerns of the staff indicate that much study and inservice would be necessary before the concept of the 45-15 plan could be implemented smoothly.

Analysis of Staff Responses about the Flexible All-Year School

Question #19

Some specialists advocate a flexible all-year school that is open year-round similar to a store, hospital, or filling station. The program would be highly personalized and would permit students to take their vacation when they wanted them. Would you favor this plan?

137 (78.28%) answered No.

38 (21.72%) answered Yes.

Staff comments indicated that they are afraid of a structure that is too free and possibly would result in an increase in costs which the taxpayers would not tolerate.

Several staff members did indicate that this plan was too idealistic and a goal rather than a foreseeable practicality.

Questions and Answers Pertinent to the Four-Quarter  
45-15, and Flexible All-Year School.

Question #15

Respondents were asked to rank in descending order of importance, beginning with #1, the five reasons for opposing the all-year school. TABLE XX displays the pattern of responses.

TABLE XX  
 RESPONDENTS RANKING OF FIVE STATEMENTS  
 OPPOSING THE ALL-YEAR SCHOOL

Statement: It would interfere with the traditional vacation period.						
		I	II	III	IV	V
N=175	(N)	34	28	29	62	22
	(%)	19.43	16.00	16.57	35.43	12.57
Statement: It would interfere with summer camps, scouts, etc.						
		I	II	III	IV	V
N=175	(N)	17	39	57	36	26
	(%)	9.71	22.29	32.57	20.57	14.86
Statement: Brothers and sisters might be on a different vacation schedule.						
		I	II	III	IV	V
N=175	(N)	77	42	28	14	14
	(%)	44.00	24.00	16.00	08.00	08.00
Statement: The high school and elementary school schedule might not be the same.						
		I	II	III	IV	V
N=167	(N)	29	50	38	40	10
	(%)	17.37	29.94	22.75	23.95	05.98
Statement: Summer maintenance might have to be done at other times.						
		I	II	III	IV	V
N=170	(N)	3	19	27	17	104
	(%)	1.76	11.17	15.00	10.00	61.17

Question #16

Do you believe that the high school calendar would have to be the same as the elementary school calendar before the plans would be a success?

138, or 78.86%, answered Yes.

25, or 14.28%, answered No.

12, or 06.85%, answered that they could not say.

Question #17.

Do you feel that air-conditioning would be necessary before either of the plans would work?

158, or 90.28%, answered Yes.

17, or 09.72%, answered No.

Question #18

Do you feel that church activities, scout and playground programs could be adjusted to meet the needs of students if the school year were to be rescheduled?

157, or 90.29%, answered Yes.

18, or 09.71%, answered No.

Question #20

Do you feel that the school calendar could be lengthened without hurting the health of the students involved?

111, or 63.43%, answered Yes.

27, or 15.43%, answered No.

37, or 21.14%, were undecided.

Question #21

Question #21 asked if respondents would like to see the school year lengthened, shortened, or remain at the same number of days. The following responses were noted.

50, or 28.57%, would like to have it lengthened.

14, or 08,00%, would like to have it shortened.

111, or 63.43%, would like to have it remain the same (180 days).

Question #22

If I were paid on a daily basis and could elect to teach under contracts of varying lengths, I would elect to teach:

8 (04.57%) wanted less than 180 days.

77 (44.00%) wanted 180 days.

47 (26.86%) wanted to teach 200 days.

25 (14.28%) wanted to teach 240 days.

18 (10.29%) wanted to teach more than 240 days.

Question #23

Do you feel that an all-year school would lead to an improvement in the quality of teaching?

91 (52%) answered Yes.

84 (48%) answered No.

Question #24

Do you believe that the curriculum would remain the same, be improved, or would get more confusing under the rescheduled school year?

24 (14.85%) stated that it would remain the same.

61 (34.85%) said that it would improve.

44 (25.14%) stated that it would get more confusing.

44 (25.14%) stated that they were undecided.

Question #25

Question #25 asked why the teacher believes that the curriculum would either remain the same, improve, get more confusing, or why she was undecided. Those who answered that it would remain the same commented that:

Some sense of unity would keep it the same.

Changing the calendar doesn't change the quality of teaching.

It would remain the same if all of the teachers were kept with the same students.

Those who answered that it would improve commented that:

It could be geared to a more individualized approach.

It would permit evaluation every forty-five days.

Teachers would not be overly tired.

A more varied curriculum could be offered during the summer months.

Shorter vacations would cause students to forget less.

Teacher preparation would be easier.

It would permit more utilization of the facilities and staff.

Those who answered that the curriculum would become more confusing stated:

It would result in one more variable plus a confusion over the length of terms.

It would be more confusing to plan good physical education activities on a year-round basis.

Teachers need more time to think about new programs.

Kids need a rest or they are likely to become mentally exhausted.

Keeping records which keep class members "slotted" where they left off would be very confusing.

#### Question #50

When asked if special education classes could operate effectively under a lengthened school year, seventy-two per cent of the respondents indicated that they could operate effectively, compared to 8.57% who believe that they would not operate effectively under the proposed plan.

### Observations and Conclusions

Over 90% of the staff believe that air-conditioning would be necessary before an all-year plan would work.

Close to 80% consider that the high school and elementary school calendars would have to be the same before the plans would be successful.

Sixty-three per cent concluded that the calendar could be lengthened without hurting the health of the students.

Only 28% said that they would like to see the school calendar lengthened beyond the customary 180 days.

Over 90% believe that church, scout, and playground activities could be adjusted to fit into a changed school calendar. However, several respondents did point out that this adjustment would be at additional cost to the sponsoring agencies.

Over one-half of the staff would elect to work more than 180 days if they were paid on a daily basis and could elect the length of contract which they desired.

No significant agreement could be reached on whether an all-year school would lead toward an improvement in the quality of teaching.

Seventy-two per cent of the respondents considered that special education classes could operate effectively if the calendar were changed to another plan.

#### ADMINISTRATIVE REACTION

High School District 225 is studying how the various all-year plans would solve some of their acute building needs. In December, 1971, High School District 207 lost an educational rate increase referendum by approximately 4000 votes. This significant indication points out that the voters will not increase tax dollars at the local level, and that it will be necessary to explore other avenues of school finance. If the anticipated growth of student population in District 207 materializes, they, too, possibly will be looking for other ways in which to solve the facility needs.

The administration at District #34 is actively watching the proceedings at the two receiver high schools since it is obvious that the parents will insist that the calendars be synchronized.

Although the superintendent of schools of District #34 has briefed the administrative team and the Board of Education, the entire staff would require an intensive inservice education program before it could provide the leadership necessary to educate the public about the 45-15 plan.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

Schools, like other institutions, tend to follow traditional and long established practices. Our traditional 180-185 day school year is an inheritance from an earlier era when students were needed to harvest crops. Parents, teachers, and others concerned with education presently are questioning whether such a school year best serves the youth of today.

The history of the all-year movement reveals that several large school districts operated on a year-round basis prior to the Civil War. Their terms gradually were shortened and by the end of the first World War most of the nations' schools were operating on a 180 day school year.

The all-year school movement gained much attention around 1900 when Bluffton, Indiana, and Newark, New Jersey, experimented with the plan. These plans died natural deaths. Interest was revived in the 1920's when Amarillo, Texas,

and Aliquippa, Pennsylvania, tried an all-year program. Again, after approximately ten years both plans were abandoned in favor of the traditional school year. The idea was resurrected in the 1950's and is presently being discussed by many school boards.

Current discussions center on three all-year proposals. Under the first proposal the school would be operated on a year-round basis, but students would attend classes only three out of four quarters. A fourth of the students would be on a vacation for one quarter and would spend the other three quarters in school. The second proposal is a modified four quarter plan. It permits students to attend school for 45 days and then to take a fifteen day vacation. Under this plan each student attends school for 180 days (four forty-five day periods) with four fifteen day vacation periods. Proposal number three is often called the "flexible all-year school." Under this plan the students are required to attend 180 days of school whenever they find it convenient. The student can take his vacation when it is convenient and return to school when he is ready. The plan permits the

student to attend more than 180 days and to move at his own pace and at his own convenience.

At the present time (1972) several school districts are experimenting with the three proposals. Unfortunately, there still is scanty evidence of the effects upon the child, the teacher, and the total school program.

In 1971 a Citizens' Advisory Council subcommittee of the Glenview Public Schools submitted a report which basically stated that the district should continue to study the ramifications and implications of a rescheduled school year.<sup>1</sup> The two high school districts which serve the elementary school district are in a financial bind which might cause them to move into a rescheduled program in order to obtain the necessary facilities.

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<sup>1</sup>Citizens' Advisory Council, op. cit.

## CONCLUSIONS

A total of approximately thirty-eight classrooms could be gained by implementing the four quarter or 45-15 plan. However, in order to achieve the recommendations which were listed by the Citizens' Advisory Council, the classrooms would have to be converted to library/learning centers, conference rooms, and other storage areas which would cost additional tax dollars. This is complicated by the fact that the study indicates that taxpayers appear reluctant to spend additional tax dollars.

Evidence also indicates that almost all of the teachers and parents seemed to believe that air-conditioning is a necessity in Glenview before the plans can be a success. Taxation amounting to approximately \$120,000.00 or more would be needed to install and pay for the air-conditioning.

Enrollments continued to rise through 1969 and then started a downward trend. If this trend continues the district could possibly achieve some of its goals for less money and with fewer sociological frustrations.

Changing the district to a kindergarten-fifth grade, sixth, seventh, and eighth grade district under the 45-15 plan would result in overcrowding the present junior high school building. Although several groups have advocated the middle school concept, a change to the 45-15 plan would not implement this concept at this time.

The four quarter plan proved to be the least desirable. Only 6.3% of the parents favored the plan while 73.11% indicated that they would not support it. The staff also confirmed this opinion with an overwhelming negative vote. Northern Illinois' severe and often miserable weather possibly could influence this position.

The 45-15 plan showed considerably more popularity among the teachers and the community members who were polled. Close to one-half of the parents and over half of the teachers seemed to favor the plan.

Over eighty per cent of the parents and seventy-eight per cent of the staff indicated that they did not favor the flexible all-year school. The additional costs and the flexibility

seemingly frightened many people.

Over eighty-six per cent of the parents and close to eighty per cent of the staff believe that the high school calendars would have to parallel that of the lower schools if the 45-15 plan were to become a success. This large vote possibly can be explained by indicating that the Maine and Northfield Township High School calendars have often differed from one another, causing many problems to parents who have both high school and elementary age students.

The staff and the community agreed that church, scout, and playground activities could be adjusted to a rescheduled school year. However, some respondents did point out that they would not favor the idea since it would mean that the other agencies would have to spend additional dollars. Several people mentioned that it would cause a hardship because Glenview had invested a considerable sum of money in two outdoor pools. Several others mentioned that it would be harder to get volunteer helpers and that the George Halas

Junior Football League and the Little League would suffer because of the change.

Parents and teachers seemed to agree that they did not want to lengthen the school year. Some even indicated that it should be shortened, since industry is looking at a four day work week.

Many constituents are against a raise in all areas of taxation. The staff agreed with this opinion. It also can be confirmed by the fact that many educational referenda have failed in this area of the state recently.

The staff and parents showed agreement with statements in current literature which claim that the 45-15 plan will cost slightly more on a yearly operational basis. The saving in tax dollars comes when a district can postpone or eliminate the need for the construction of added facilities.

Over sixty per cent of the staff considered that scores on achievement tests would be raised under the 45-15 plan. Unfortunately there is little research available which supports this opinion. It also must be pointed out that the district "thrust" possibly should be toward the total

development of the individual. In this study only the cognitive areas are being questioned and not the affective and psychomotor areas which also play a major part in the total educational process.

Many teachers believed that student attitudes toward school would improve under the plan. Several school officials at Valley View are presently questioning this concept and are asking for additional research in the area.

Forty-five per cent of the teachers indicated that they did not believe that they would be worn out if they taught more than 185 days during a school year. Steven Thomas, a teacher at Valley View School District, Lockport, Illinois, provides a comment that reflects the views of those who disagree with that view. He believes that a teacher who elects to teach more than 36 weeks "may experience fatigue, which can affect his teaching performance."<sup>1</sup>

Approximately twenty per cent of the pupils in the district attend parochial elementary schools

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<sup>1</sup>Steven C. Thomas, "Valley View's 45-15 Year Round School," Today's Education, November, 1971, pp. 42-43.

or parochial high schools. Under Illinois law the consolidated public schools are obligated to provide free transportation to all students who reside over one and one-half miles from the school. Under the 45-15 or four quarter plan the students are picked up by areas or districts. If the parochial school calendars were different, it could mean that bussing costs would become considerably greater. In fact, estimates show that approximately five additional buses would be needed to serve this segment of the population. Estimated costs could go as high as forty to fifty thousand dollars for the additional services.

Hot lunches are provided in all of the Glenview schools. Although several of the buildings would welcome a lower population in the lunchroom, at least two of the schools would become too small to operate their lunchrooms, without additional subsidization from the education fund or shifting to other alternate methods of providing the program.

Because of the lower enrollments under the 45-15 or four quarter plans it would be necessary to move into multi-age groups, more commonly known

as combination grades, in order to keep the proper teacher-pupil ratio. Although some specialists would state that this is a positive influence, such grouping is often fought by teachers. A considerable amount of inservice and "rekindling" would be necessary before the traditionally oriented teacher would feel at ease with this philosophy and method of instruction.

A large percentage of the mothers who were working said that the 45-15 plan definitely would cause some problems for them. Oddly enough, the Valley View School District officials indicated that this was a positive part of the program since many students would be home to do the baby sitting during the vacation periods.

Although extrapolated costs are often hard to determine, it can be stated that Glenview would not save a significant amount of money by converting to the 45-15 or four quarter plan at this time. Set up costs, air-conditioning, additional bus service for the parochial schools, additional administrative costs, additional maintenance costs, and a slight increase in staff salaries all would affect the tight coffer in the district.

Renovation costs of the vacated rooms under the 45-15 or four quarter plan would come to approximately \$242,000.00. Although this would provide the library/learning centers that are needed, it would not include the five gymnasiums which still would be needed by the district.

Although these facilities are desirable, many people feel that the administration should wait and see if the declining enrollment continues to go down. They claim that enough space will be available to eliminate the need for the implementation of a rescheduled calendar.

Many people argued that the time for the rescheduled school year is gone. They claim that the four day work week is just around the corner, and that new calendars with this concept will be more appropriate in the future. Several of the Glenview banks are presently operating on the basis of a four day week, while others are discussing it. Consequently, the district should consider this possibility in its deliberations.

## RECOMMENDATIONS

The Glenview Public Schools should engage in an accurate demographic study which would give the projected enrollment statistics needed to extrapolate accurate density and distribution of population. This type of information would be very valuable in determining future district needs and organizational patterns.

The Board of Education should appoint a citizens' advisory committee which would have the "charge" of watching and studying the 45-15 plan, the four quarter plan, and the flexible all-year school. This committee would also be urged to report other calendar changes which might be appropriate for the district.

The committee should have representation from the local park district, police department, village board, library, the two receiver high schools, and the private and parochial schools.

The superintendent of schools should continue to call for uniform calendars between the elementary district, the two high school districts, and the private and parochial schools.

Principals, consultants, and central office administrative personnel should visit and study school districts that are presently involved in different all-year proposals and rescheduled calendars.

A sub-committee of the local Teacher-Education and Professional Standards Committee should continue to study the implications, the advantages, and the disadvantages that a rescheduled school calendar would have on teaching conditions, salaries, and individualized programming.

Curriculum development in the district should center on smaller units which would allow the implementation of a rescheduled school calendar if the community decides to move in this direction at a future date.

It is further recommended that the implementation of a rescheduled school year be postponed until more concrete research and definite answers can be obtained relating to the effect the programs would have upon students. Officials at Valley View School District, Lockport, Illinois, indicate that some of this research should be available by June, 1972.

The district staff should continue to study cross-grade grouping (multi-age), team teaching, and the house approach. Such organizations often are required before a rescheduled school year can be implemented if the enrollments are less than 500 students or if there are fewer than eighteen teachers per school.

The district staff and board of education should carefully study the implications a rescheduled school year would have for the park district programs and financing. It also should seek information on the same questions from the local churches, private clubs, little leagues, scout programs, and private camps.

The assistant superintendent for business services should carefully study new legislation relating to the legality and financing of a rescheduled school year. A change in the funding policy possibly could put the district in a more favorable financial position if the district were operating under a different school calendar.

The Glenview Public Schools should work toward obtaining other funds to supplement the

already overburdened local property taxes. The court cases in California and Texas probably will start a precedent which will ultimately change this method of financing the public schools.

An ad hoc committee should obtain the reaction which the military personnel on the Glenview Air Station might have relating to the various rescheduled plans.

It is suggested that other means be found to develop the needed library/learning centers. This might include opening up corridors in order to achieve the open classroom concept and in order to utilize the now wasted hallway space. It also might include renting several portable classrooms until the declining student population stabilizes at a position where the facilities can renovate enough classrooms to achieve this purpose.

Community work patterns, working mother patterns, and other family-community patterns should be carefully studied, e.g., if a four day work week becomes a reality, an entirely different rescheduled school year might be more appropriate.

An attempt should be made to develop a systematic communication system which would allow the board of education, the staff, and the community to gain an understanding of the information and research on school calendars which is available. It also would permit the necessary interaction which would elicit arguments for and against a re-scheduled school year in the Glenview Community Consolidated School District, #34, Cook County, Glenview, Illinois.

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Park Elementary School in Hayward, California, has completed a year of compulsory four quarter attendance. The quarters are approximately 50 days each with three weeks between quarters for vacations. One week of the vacation period is used for parent conferences, staff development, and planning. The district feels that a short vacation period at frequent intervals serves to reduce learning loss and student, as well as teacher, fatigue.

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James E. Allen discusses some of the advantages and disadvantages that are inherent in the various proposals that are advocated.

Worner, Wayne M. "The Grand Forks Project," Year-Round Education, Third National Seminar, Cocoa Beach, Florida, March, 1971, pp. 11-12.

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Ylvisaker, H. L. "How Effective is the All-Year Secondary School?" Bulletin of the National Association of Secondary School Principals, 34:67-73, April, 1950.

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C. PUBLICATIONS OF THE GOVERNMENT, SCHOOL  
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Arveson, Raymond G. "Elementary Education,"  
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A description of the continuous school  
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Atlanta Public Schools. "Effective Instruction,"  
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The Atlanta Public Schools implemented the  
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1969 school year. Pupils were compelled to  
attend the first three quarters. Attendance at  
the fourth quarter could accelerate, add enrich-  
ment or facilitate some remediation.

Bauman, W. Scott. "The School Calendar Dilemma: A  
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State Department of Education, Tallahassee,  
Florida, May 1, 1969.

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four quarter plan.

Cincinnati Public Schools. The Four Quarter School  
Year, A Status Report with Pertinent Application  
to the Cincinnati Public Schools, Board of Education,  
August, 1958, 76 p.

A detailed report giving the positive and  
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on an all-year four-quarter plan.

\_\_\_\_\_. The Four Quarter Plan, Cincinnati Public  
Schools, Cincinnati, Ohio, 1969, 73 p.

A compilation of reports done on the subject  
of the year-round school and its implications.

Council of State Governments. "Full Use of Educational  
Facilities," Chicago, Illinois, June 1957, 43 p.

A discussion relating to the full use of facilities,  
personnel, and equipment.

Delaware State Department of Public Instruction,  
"Feasibility of Rescheduled School Year for the  
Delaware Public Elementary and Secondary Schools,"  
Dover, Delaware, 1969, 48 p.

A Delaware study sought to discover a rescheduled school year design which would increase the efficiency of the staff and school facilities. Pilo programs were suggested for a select group of schools to test two plans: (1) at the elementary level, an extended term of approximately 200 days; (2) at the secondary level, a voluntary summer program to broaden studies without revising the school organization.

Federal Bureau of Investigation, "The Crime Problem," United States Department of Justice, September, 1970, 11 p.

An inadequate school system, among other things, can lead to fostering crime. Among the items listed are the reluctance of the public to provide sufficient funds, outmoded curriculum materials, and the failure to provide the proper guidance and vocational training.

Finchum, R. N. Extended Use of School Facilities, Washington, D. C., Office of Education, OE21035, September, 1967.

The extended school day, week, and in some cases year, are described as they are used. Suggested experiences, policies, practices, and regulations might be helpful to the reader who is reviewing the school use for multiple purposes.

Glenview Public Schools, Citizens' Advisory Council Report, District #34, Glenview, Illinois, May, 1971, pp. 101-113.

A sub-committee reports high lights the possibility of implementing an all-year school in order to better serve the parents and students. As one read the report it becomes apparent that it probably was used to highlight an alternative to the eight other categories which involve a great need for additional revenues.

Greer, Edith S., and Blackall, Susan L. "The Extended School Year," U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., 1967, 28 p.

A description of several all-year plans with a review of the implications which were discovered by investigating districts. Legal aspects are reviewed.

Hayward Unified School District. "The Compulsory Year-Round School," Division of Educational Services, Hayward, California, May 3, 1971.

In 1970 the California State Legislature granted a five year study program. An investigation of the attitudes of students, parents, and the community are included. Positive elements included much more time for professional conferences and for the development of educational materials.

Henson, Curtis E. "The Four Quarter School Program," Atlanta Public Schools, Atlanta, Georgia, September, 1970, 8 p.

Dr. Henson states that each quarter must be a complete and autonomous unit. The four-quarter plan is a system that can offer great flexibility both in scheduling and curriculum offerings. Advantages sought should not be financial since initially the plan is more expensive.

Hermansen, Kenneth. "The Extended School Year," Research and Evaluation: A Cooperative Effort, Office of the Superintendent of Public Instruction, State of Illinois, Springfield, Illinois, 1971, pp. 30-32.

Dr. Hermansen, superintendent of schools, Valley View School District, Lockport, Illinois, reviews the pros and cons relating to the extended school year in district #96. The district had grown from 73 students in 1960 to 7,200 students in 1970.

Kinder, J. A. "Summer Activities and Personnel Assignments," (A Report Submitted to the Board of Education, Rochester, Minnesota), August, 1970, 45 p.

A review of the ten year program which involved approximately 90 per cent of the Rochester Teachers on an eleven month contract. Under the present plan only 40 per cent of the teachers have this option.

Los Angeles Board of Education. "Twelve-Month School Study Revealed," Office of Public Information, Los Angeles, California, January, 1955.

A study conducted by a special committee for the Board of Education, Los Angeles, California, revealed that the twelve month plan would not effectively solve Los Angeles' problem.

Michigan Department of Education. "Feasibility Studies for Extending the Regular School Year," October 8, 1970, 19 p.

A report to the Michigan Legislature which reviews the six different studies which were conducted in eight Michigan school districts as to the feasibility of extending the regular school year.

New York State Education Department, Setting the Stage for the Lengthened School Year Program, Albany, New York, March, 1968, 114 p.

A special report prepared for the Governor and the legislature of the State of New York. The report indicates that the biggest obstacle to the adoption of recommended school year designs is that of understanding. Extended school years seem to have a positive effect on boys and girls.

"Extended School Year Design: An Introduction to New Plans of School Organization. Albany, New York, 1966, 138 p.

Thomas reviews the trimester, quadrimester, and continuous summer plan. He includes the effects each plan has on students, teachers, school facilities, school finance, and curriculum.

Educational advantages include fewer dropouts, smaller classes, increased instructional time without added costs.

\_\_\_\_\_. The Impact of a Rescheduled School Year, Albany, New York, 1970, 164 p.

A report to the Governor which outlines several feasible approaches that could be implemented in the State of New York. Six plans are recommended: (1) the continuous learning cycle, (2) the multiple trails variations, (3) the 45-15 plan, (4) the acceleration trimester, (5) the acceleration quadrimester, and the split trimester.

O'Dell, Alan M. "Becky-David Year-Round School Plan," Francis Howell School District, St. Charles County, Missouri, September, 1971, 24 p.

A description of the year-round school plan that was adopted for space economy. An explanation is given about the parental attitudes and school organizational climate.

O'Dell, Charles, Summer Schools, Bulletin 49, University of Illinois, 1930, pp. 1-42.

O'Dell reviews the status of summer schools in the 1930's.

Peterson, Carl E. The Extended School Year in the State of Utah, Salt Lake City: State Board of Education, 1966, 154 p.

Petterson contends that the summer programs in the state of Utah should be expanded; better communication developed between the community and schools in the formulation of summer schools; class size investigated further; student transportation improved; and better use made of industrial and recreational facilities.

Port Huron Area School District, The Four-Quarter Plan and Its Feasibility for the Port Huron Area School District, January 31, 1970, 268 p.

A research study which reviews the problems and the setting of the Port Huron Area School District. The results of the study touch upon many areas of necessitated involvement such as the assignment of students, lunch programs, transportation, economy, music, and physical education programs, expenditures and budgeting, plus community reaction. A number of proposals are defined.

Redmond, James F. The Year-Round or Extended School Year. Board of Education, Chicago, Illinois, March, 1971, 37 p.

Dr. Redmond recommends three types of pilot projects that could be implemented into the Chicago Schools for the 1971-72 school year. The plans include the twelve-four, staggered four quarter, and the 45-15 plan. Positive and negative points are reviewed.

Rochester Public Schools. Summer Activities: 1970, Rochester Public Schools, Rochester, Minnesota, 1970, 45 p.

A review of the present Rochester, Minnesota, Public School extended school year program and its comparison to the program which was implemented in 1946.

Rogge, William M. "Planning A Year-Round School Operation," U. S. Department of Health, Education, and Welfare, January, 1971, 145 p.

A case study of the Valley View School District 45-15 plan. The report covers the planning and collection of baseline information for the beginning of a year-round operation. It includes student descriptions, community options, cost of operation, and various features of the plan.

Singletary, H. Titus. "State Board of Education Policies Relating to the Four Quarter School Plan," (Minneographed) March 18, 1971, 3 p.

State of Georgia Department of Education policies which stress the necessity of individualizing instruction. It stresses that the four-quarter organizational plan could seemingly meet some of the goals.

Thomas, George I. "What is the Continuous Learning Year Cycling Plan," State Department, Albany, New York, 1970, 7 p.

Twenty-three questions with answers are given regarding the extended school year under the cycling plan. Modifications are explained and recommended.

Wehmhoefer, Roy A. "The Twelve Month School Year: A Study of the Advantages and Disadvantages of the Four Quarter Plan," Cook County Schools, Chicago, Illinois, 1968, 15 p.

A review of the literature relating to the staggered four-quarter system. The advantages and disadvantages are reviewed.

White, J. B. Year-Round Schools for Polk County, Florida, A Feasibility Study, Gainesville: Research and Development Council, Gainesville, Florida, 1966, 75 p.

A comprehensive analysis of the comparative costs of eight rescheduled school year plans. After an initial analysis, four plans were subjected to special analysis; the regular school year, plus summer attendance; the staggered four-quarter plan; the trimester plan; and the continuous progress plan.

Wilson, Lytle M. "The All-Year School in Aliquippa," (Aliquippa Public Schools: Aliquippa, Pennsylvania) 1958, pp. 1-23.

A summarized review of the all-year school in Aliquippa, Pennsylvania, during the height of its operation.

Wisconsin State Assembly. "Joint Resolution No 62A," March 26, 1957.

A joint resolution passed by the State of Wisconsin Assembly relating to a study of greater utilization of school buildings in an attempt to reduce the physical plant requirements.

## D. NEWSPAPERS

Chicago Daily News. "Suburb turns to All-Year School," January 24, 1970, pp 1,6.

James Gove, Assistant Superintendent of Schools, Valley View District #96, explains that 200 years of tradition are being changed and that many districts will move toward an all-year program because of the mini-revolt by taxpayers who cannot afford to pay more funds to school.

\_\_\_\_\_. "Testing the 12-Month School,"  
May 3, 1971, p. 1.

Chances are that only a small percentage of Chicago's schools will switch for the coming school year. In theory the plan offers both economic and educational benefits. What remains is to determine how well it works in practice.

Chicago Sun Times. "A Longer School Year?"  
August, 31, 1967, p. 1.

Superintendent Redmond states tha an eleven month school year is desirable, but that it cannot be made mandatory overnight. Governor Kerner states that an extended school year would help prevent civil disorder.

\_\_\_\_\_. "For 12-Month Schools," March 28,  
1971, p. 2.

The Chicago Board of Education is considering plans which would allow Chicago schools to operate on a year-round basis. Several of the benefits and problems are emphasized.

Chicago Today. "Local Options for All-Year Schools,"  
March 26, 1971, p. 1.

The Chicago Board of Education has come up with a sound all-year proposal. The plans are now up to the neighborhood, as it should be, since needs and problems differ.

\_\_\_\_\_. "Making Full Use of the School,"  
March 23, 1971, p. 16.

A new system of all-year education rewards students. Flunking a course would no longer mean a year wasted, since it could be made up in free time. Students with varying abilities could choose programs to fit their needs. Fewer discipline problems would result since classes would be smaller.

Glenview Announcements. "All-Year School Plan is Being Studied Here," May 13, 1971, p. 3.

A descriptive visit of a delegation of school officials and members of a citizens' advisory council who visited the Valley View 45-15 program in Romeoville, Illinois.

\_\_\_\_\_. "District #34 Takes Close Look at Year-Round Schooling," May 6, 1971, p. 3.

Citizens' Advisory Committee members observe the so-called continuous school year in progress at Lockport, Illinois.

Glenview Life. Vol. 25, No. 47, June 10, 1971, p. 1.

Housewife complains about the long summer.

Debrose, Pamela, "Sound Off," Chicago Today,  
March 30, 1971, p. 8.

A seventh grader pleads that people should give the all-year program a chance.

Dedinsky, Mary. "All-Year School Plan Collapses,"  
Chicago Daily News, May 13, 1971, p. 6.

A noisy Chicago Board of Education meeting seemed to cause much confusion. Board members accused the administration of being careless in gathering information on how communities voted.

\_\_\_\_\_. "School Polled on All-Year Plan," Chicago Today,  
March 11, 1971, p. 12.

Four high schools and seven elementary schools are seeking community reactions to a possible extended school year.

\_\_\_\_\_. "Parents, Students, Hit 12-Month School,"  
Chicago Today, March 23, 1971, p. 7.

Four proposals to solve overcrowding in public schools are receiving a cool reception from parents, students, teachers, and some principals. Concern is being expressed over unsupervised vacation time, employment opportunities, and safety.

\_\_\_\_\_. "Year-Round School Vote Due Friday,"  
Chicago Today, May 17, 1971, p. 1.

Maude Carson, principal of Lowell Elementary School, said that she had canvassed the parents in her attendance areas and that they still wanted the plan after the second vote.

\_\_\_\_\_. "Annual Classes Down to 8 Schools,"  
Chicago Today, May 27, 1971, p. 4.

Year-round school plans rejected or delayed in 454 public schools in Chicago. Only eight schools are still considering the project.

Desmond, John. "Do We Need 12-Month Schools?"  
Chicago Today, May 19, 1971, p. 29.

John Desmond, President of the Chicago Teachers' Union, questions the time for preparation, the expenditure of money, curriculum innovation, and teacher pension implications.

Driscoll, Thomas E. "12-Month School Year Gaining Much Support," Naples Daily News, July 25, 1971, p. 12.

A review of the progress that seemingly is being made in the all-year movement.

Eaton, William. "Humphrey Urgin All-Year Schools,"  
Chicago Daily News, July 8, 1967, p. 10.

Hubert Humphrey stated that year-round schooling is especially necessary in poor neighborhoods, at the National Education Association Convention in Minneapolis, Minnesota.

Gehret, Kenneth G. "Variety, Flexibility: the mark of year-round schools," Christian Science Monitor, August 19, 1971, p. 7.

A brief review of the Atlanta, Valley View, and the Flexible All-Year School that is being developed in Clarion, Pennsylvania.

Harmon, George, "Suburb Turns to All-Year School," Chicago Daily News, January 24-25, 1970, p. 1.

Harmon reviews the progress that has been made in the Valley View School District. He sees it as a step in the right direction.

Hasman, Karen, "9 All-Year City Schools Approved," Chicago Daily News, April 29, 1971, p. 3.

Chicago Board of Education approves \$331,669.00 to get the year-round program started in eight schools. The schools that requested the program are all overcrowded.

Haveman, Joel. "All-Year School Poses Hard Choice for Parents," Chicago Sun Times, May 16, 1971, pp. 8, 10.

Never before have so many parents attended so many meetings in an attempt to decide whether to adopt the all-year proposals which have been advocated by the administration.

Ramshaw, Gregg. "12-Month School O.K. Seen," Chicago Today, June 1, 1971, p. 17.

Parents in three elementary schools voted decisively last week to allow their children to participate in the year-round pilot project. Board of Education members disagree as to the method of implementation and the date of enactment.

## E. ENCYCLOPEDIA

Otto, Henry J. "All Year School," Encyclopedia of Educational Research, (New York: MacMillan Company, 1950), pp. 375-76.

A comprehensive research of the school year. The article describes how early vacation schools were a fore-runner of present day all-year school theories. Many of the weaknesses and strong points of the all-year program were discussed.

Sowards, G. Wesley, "Length of School Year," Encyclopedia of Educational Research, (New York: MacMillan Co.), fourth ed., 1969, p. 426.)

Elementary schools in the United States continue to be in session for five days a week. But the length of the school day varies with age and grade level. Younger children in the primary grades (k-3) are in school most typically for 6 hours, 20 minutes per day. Older children in the intermediate grades are in school for 6 hours and 36 minutes per day.

## F. OTHER SOURCES

American Federation of Teachers, "The Defined School Year," (Washington; D. C.: AFT-CIO, 1963), pp. 1-10.

A descriptive analysis of the all-year proposals that are being advocated.

Beckwith, Robert M. "A Major Step Toward Efficient School Operation," Illinois State Chamber of Commerce, Chicago, Illinois, 1969, 12 p.

The author explains the Valley View plan and makes a plea for other districts to get involved in evaluating the benefits which they might gain if the community would move toward a rescheduled school year.

Brown, B. Frank. "The Year-Round School: A Phantasmagorical Carrot," (Minneographed) March 25, 1971, 17 p.

Dr. Brown makes a strong thesis that the year-round school was a hot idea in 1904.

Glines, Donald. "A 1980 School in 1970," Wilson Campus School, Mankato State College, Mankato, Minnesota, (Minneographed), 1971, 5 p.

Don Glines, Director and Resident Consultant describes one of the sixty-three plans that are innovative at Wilson School. The plan is to individualize at Wilson School; to humanize the program by opening the doors to the school all year and permitting boys and girls to move at their own pace.

Egbert, Robert L., and Cogswell, John F. "System Design for a Continuous Progress School--Computer Simulation or Autonomous Scheduling Procedures," Santa Monica, California, 1966, 21 p.

One hundred students schedule themselves and are allowed to progress at their own speed. If they desire the assistance of a teacher they request the help and go on to another course until the assistance is scheduled.

Eneix, Lillian. "The All-Year School Idea is Spreading through the United States," (Taped at the Illinois Association of Classroom Teachers,) Springfield, Illinois, March, 1971.

Mrs. Eneix explains why Lockport entered the 45-15 program. She explains the involvement of the staff, community, and research department.

Illinois State Chamber of Commerce. A Major Step Toward Efficient School Operation, Chicago, Illinois, 1970, 12 p.

A sales talk encouraging communities to give the Valley View plan serious consideration since it could operate schools more systematic.

Jackson, B. B. "All-Year School Plan," Minneapolis Public Schools, Minneapolis, Minnesota, November, 1918.

A plan submitted in 1918 advocating an all-year calendar. Jackson even then, stated that communities must consider expense, administration, instruction, and, most of all, the pupil.

Jensen, George M. "The Calendar: Undeveloped Resource," Year-Round Education, Cocoa Beach, Florida, March, 1971, pp. 1-3.

Jensen makes his usual pitch for better utilization of the school year.

Johnson, Lyndon B. "Tomorrow's School," (Address delivered to the American Association of School Administrators) February, 1966.

President Johnson stated that the schools of tomorrow would be without walls and would run round the year.

Jones, Pat. "The 45-15 Program in First Grade," (Taped at the Illinois Association of Classroom Teachers' Convention), Springfield, Illinois, March, 1971.

Mrs. Jones describes how the teachers in a 45-15 program must plan for the implementation by critically looking at the curriculum and deciding which methods they will use.

Keith, Mary T. "Sustained Primary Program for Bilingual Students," (Speech before the International Reading Association Convention, Kansas City, Missouri, April 3, 1969, 22 p.

Keith describes a twelve-month program for bi-lingual students.

McLain, John D. "The Flexible All-Year School," Research and Learning Center, Clarion State College, Clarion, Pennsylvania, 1969, 17 p.

The author describes a unique school that operates continuously like the grocery store, the bank, and other agencies.

\_\_\_\_\_. "Considerations for Economy and Quality Education Through Year-Round Schools," Research Learning Center, Clarion State College, Clarion, Pennsylvania, 1969, 63 p.

A case is made for economy education. However, the author points out, the saving on most year-round education programs is quite limited and possibly will cost more money in the long run. Yet, it must be pointed out that quality education needs a flexible calendar in order to humanize and individualize the student's progress.

Millett, John D. "Educating the Twenty-First Century Man," (Minneographed), National Conference of Lieutenant Governors, June, 1969.

The Governor's conference keynote address by Dr. Millett stressed the importance of a sound and modern education for the American youth. The conference ended with the Lieutenant Governors passing a resolution which suggests imaginative and innovative approaches that will assist education and prevent increases in appropriations.

National Education Association. "The Year-Round School," Statement adopted by the NEA Representative Assembly, Association of Classroom Teachers, July, 1970.

The National Education Association recognizes that, although potential values may be gained from rescheduling the school year, the extension of the school year may not in and of itself necessarily be in the best interest of the students and the community.

\_\_\_\_\_. The Rescheduled School Year, Washington, D. C., Research Division, 1968, 39 p.

A report summarizing the operation of the following plans: four-quarter, continuous four quarter, extended school year, multiple trails, modified summer school, trimester, quadrimester, and extended K-12.

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

All over the country, school boards are seeking a workable answer to the question of rising expense. Many think the answer lies in skipping summer shut-downs. However, there are many unanswered questions.

Piele, Phillip. "Rescheduled School Year Plans," R & D Perspectives, CASEA-ERIC Newsletter, Winter, 1971.

A research review which gives two basic reasons for rescheduling the school year: to obtain more efficient and economical use of the staff and facilities, and to improve educational facilities for students. Piele indicates that most plans--normally emphasis economy, whereas extended school year plans stress educational improvement.

Reals, W. H. "A Study of Summer High School," New York: Bureau of Publications, Teachers' College Press, Columbia University, 1928, 88 p.

A brief description and explanation of the all-year school and its development. It also compares the achievements of pupils in two New York City high schools while in summer sessions.

Remmlein, Madeline K. "Legal Provisions for Public Summer Schools," Washington, D. C., NEA, Commission on Educational Finance, 1964, 35 p.

A summary of the state statutes relating to the legality of public summer schools.

Shreve, Robert H. "A Survey of Selected Schools Currently Operating Extended School-Year Programs," Unpublished doctoral dissertation, Colorado State College of Education, Greeley, Colorado, August, 1955, 185 p.

A survey of schools operating extended school year programs.

Sutton, Wayne M. "Year-Round Education in the Public Schools," Unpublished doctoral dissertation, University of Illinois, 1970, 125 p.

A philosophical approach to the areas of emphasis that should be scrutinized by local districts before embarking on an all-year study.

Thomas, George I. "It's Time to Reschedule the School Year," National School Boards Association, Miami Beach, Florida, April 12-15, 1969, 19 p.

The author describes four basic ways to reschedule the school year: (1) the staggered four quarter plan; (2) the extended school year (204-220), economic gains arising because of student acceleration; (3) summer programs for remedial and enrichment work; (4) the multiple trails design.

Tucker, Harry B. "Does an Expanded Twelve Month School Program Provide Enrichment Experiences for Children and Growth for Teachers?" (Speech given to the AASA Convention, Atlantic City) February, 1951, 11 p.

Mr. Tucker explains the year-round program in Lexington, Kentucky.

"Year-Round Schools," IDEA Reporter, (Second Annual Survey of Public Schools) Kettering Foundation, 1970, 4 p.

The survey shows a renewed interest in the all-year school movement.

APPENDICES

APPENDIX A  
COPY OF A LETTER  
FROM JOHN AMBROSE

## FAYETTE COUNTY PUBLIC SCHOOLS

Lexington, Kentucky

April 9, 1971

John W. Ambrose  
Deputy Superintendent

C  
O  
P  
Y

Mr. Henry A. Hamann  
Glenview Public Schools  
Glenview, Illinois

Dear Mr. Hamann:

The Lexington Board of Education abandoned the "Year-Round" school program in the Spring of 1959 following a loss of a tax referendum which would have provided the additional funds to continue the program.

For your information, the Lexington Board of Education merged with the Fayette County Board of Education in July, 1967.

Very truly yours,

(Signed)

John W. Ambrose  
Deputy Superintendent

JWA:bw

APPENDIX B  
COPY OF QUESTIONNAIRE  
SENT TO PARENTS

H. A. HAMANN  
2000 Harrison Street  
Glenview, Illinois

COPY

Dear Parents:

Acknowledging that this is a very busy time of the year, it would be most appreciated if you would complete the attached survey and return it with your child tomorrow morning.

The survey is part of a graduate research project which I am conducting relating to the Year-Round School. The instrument is designed to gauge the interests and attitudes of parents in the Glenview Public Schools.

The first two pages are background information which should help review the concepts which have been discussed in many newspapers and magazines in recent months. The last two pages are the actual survey which should be returned with your child upon completion.

Your assistance in this significant study is appreciated. A summary of the study will be available at Hoffman School after data analysis.

In completing the form, it is vitally necessary for you to express your own opinions as you evaluate the question. There are no right or wrong answers.

Very sincerely,

(Signed)

Henry A. Hamann

HH/dp

(Continued - Appendix B)

45-15 Plan

The Illinois State Chamber of Commerce indicates that the 45-15 plan "proposes to break the long nine-month continuous school year into four 15 day learning sessions, each followed by a 15 day pupil vacation. This schedule would allow more frequent intervals whereby the slow and fast students can advance more appropriately. Instead of three long summer months of vacation, the pupil will have a chance to relax and make a fresh start in school by enjoying a 15 day vacation each spring, fall, summer, and winter. In addition, all presently established holidays will be observed. Under this arrangement, parents can plan vacations for Florida in winter, Vermont in maple syrup time, camping in the North Woods during the summer or hiking up the Smokey Mountains in the fall.



(Large numbers indicate weeks in school, followed by 3 week vacations.)

The plan often is conceived as a method of acquiring more classroom space for over-crowded conditions. It also could be used to provide more space for library/learning centers, art rooms, music rooms, and other innovative programs. Under the plan, only three-fourths of the student body will be in school at any one time while one-fourth is on vacation. By staggering entrance dates for one-fourth of the students every 15 days, the first groups to enter will complete its 45 days of learning and go on vacation the day the fourth group enrolls. Fifteen days later, when the first group returns, the second group commences its vacation and so on throughout the year. All children in the same family are on the same schedule."

"Classroom space is automatically increased by 33 per cent without additional construction. Rather than closing down schools three months during the summer the plan provides continuous operation, except for two weeks of complete dosing for major renovation and to provide recycling adjustments of the 45-15 plan to fit the coming years."

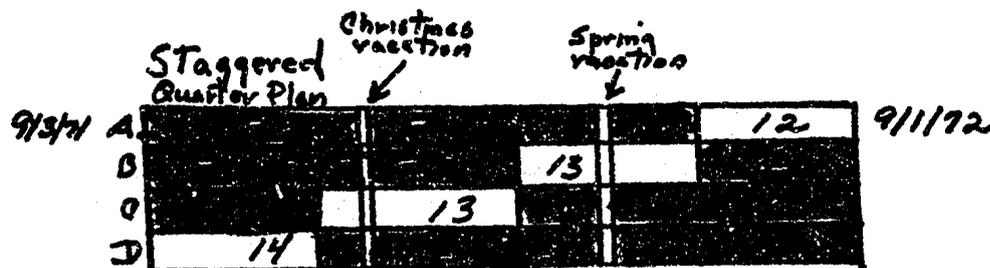
(Continued- Appendix B)

Advocates of the plan state that it offers:

- better learning opportunities for the slow and fast learners.
- an increase in learning retention.
- broader vacation and recreational opportunities.
- less chance for vandalism.
- greater earning power for teachers.
- more efficient use of building facilities.
- more efficient use of transportation facilities.

### Staggered Four Quarter Plan

Under the Staggered Four Quarter Plan the students also are divided into four equal groups. Each group attends school for three twelve week quarters and vacations for one twelve week quarter. Schedules are staggered so that only three-fourths of the students are in attendance at one time.



Weeks in School

Weeks on Vacation

Unlike the 45-15 plan, vacation periods must fall in one period. In other words, one fourth of the students would take their vacation in fall, one fourth would take their vacation in winter, one fourth in spring, and one fourth during the summer months.

People who favor the plan claim that having only three-fourths of the students in attendance at one time permits the school to acquire approximately one-fourth more space. This space could be used to eliminate over-crowded classroom conditions, or for learning centers, libraries, art rooms, music rooms and other need programs.

The Staggered Four Quarter Plan permits a great amount of flexibility. For example, kindergarten students could be permitted to enter at the times closest to their birthdays. Students that are failing a subject could be asked to make up that quarter rather than waiting until the end of the year and failing the entire course.

(Continued-Appendix B)

Advocates of the plan state that it offers:

- more opportunities for student employment since one-fourth of them are always on vacation.
- immediate space to eliminate overcrowding or institute other programs.

#### Flexible All-Year School

The third plan which is often mentioned in literature is called the Flexible All-Year School. It is designed to operate the year-round, continuously, like a bank, the store, and the service station, with no beginning and no ending of the school year. School will operate in such a way that any child, or teacher, can take his vacation any time of the year, for any length needed, then return to school without suffering a loss in the continuity of his work.

The Flexible All-Year School obviously has advantages. In order to operate effectively it must be highly individualized. Unfortunately, it does cost more money and does not provide the additional needed classrooms without new construction.

1) Several school districts have rescheduled the school year in order to utilize the facilities and staff on an all-year basis. Check the plan that you favor the most.

The rotating four quarter plan where students are divided into four sections; each section goes to school for three quarters and is on vacation one quarter.

The 45-15 plan where students are scheduled to attend school for 45 days and then have a 15 day vacation.

Neither of the above.

2) As you understand it, would the 45-15 plan cost tax payers: the same as, more than, or less than they are now paying in taxes to operate the schools.

A.  Same B.  More than C.  Less D.  Can't say

3) Would you favor the plan even if it made educational taxes go up? A.  Yes B.  No

4) Would you vote for higher taxes in order to avoid the plan? A.  Yes B.  No

5) If the 45-15 plan were adopted, would you support it? A.  Yes B.  No C.  Can't say

6) As you understand it, would the four quarter plan cost the taxpayers: the same as, more than, or less than they are now paying in taxes to operate the schools.

A.  Same B.  More than C.  Less D.  Can't say

7) If the four quarter plan were adopted, would you support it? A.  Yes B.  No C.  Can't say

8) Would you vote for higher taxes to avoid the quarter plan? A.  Yes B.  No

9) Please rank in descending order of importance, beginning with #1, the five reasons for favoring the 45-15 plan.

It might save tax dollars.

It has shorter and more frequent vacations.

It permits better use of the facilities (one third more space).

It permits teachers to work twelve months instead of nine.

Students are less likely to forget the skills if they have shorter vacations.

Comments:

10) Please rank in descending order of importance beginning with #1, the five reasons for opposing the all-year school.

- It would interfere with the traditional vacation period.
- It would interfere with summer camps, scouts, etc.
- Brothers and sisters might be on different vacation schedules.
- The high school and elementary school calendar might not be the same.
- Summer maintenance would have to be done at other times.

Comments:

11) Do you feel that the high school calendar would have to be the same as the elementary school district calendar? A.  Yes B.  No

12) Do you believe that air-conditioning would be necessary before either of the plans would work? A.  Yes B.  No

13) Do you believe that church activities, scout, and playground programs could be adjusted to a rescheduled school year? A.  Yes B.  No

14) Some specialists advocate a flexible all-year school that is open year-round similar to a store, hospital, or filling station. The program would be highly personalized and would permit students to take their vacations when they wanted them. Would you favor the plan? A.  Yes B.  No

15) Would you favor the flexible all-year plan even if it cost additional tax dollars? A.  Yes B.  No

16) I would like to see the school year

- A.  Lengthened
- B.  Shortened
- C.  Remain open the same number of days (180).

Comments:

+Thank you for your assistance and cooperation.

APPENDIX C  
COPY OF QUESTIONNAIRE  
ADMINISTERED TO THE STAFF

H. A. Hamann  
2000 Harrison Street  
Glenview, Illinois

Dear Professional Co-Worker:

Acknowledging that this is a very busy time of the year, it would be most appreciated if you would complete the attached survey and return it immediately upon completion.

The survey is part of a graduate research project which I am conducting relating to the Year-Round School. The instrument is designed to gauge the interests and attitudes of the professional staff.

The first two pages are background information which should help review the concepts which have been discussed in the "IEA Advocate" and in many newspapers and magazines in recent months. The last three pages are the actual survey which should be returned.

Your assistance in this significant study is appreciated. A summary of the study will be available at Hoffman School after data analysis.

In completing the form, it is vitally necessary for you to express your own opinions as you evaluate the questions. There are no right or wrong answers.

Very sincerely,

(Signed)

Henry A. Hamann

HH/dh

The background information made available to parents, as shown in APPENDIX B, was also sent to the professional staff.

- 1) School \_\_\_\_\_ (2) Male \_\_\_\_\_ Female \_\_\_\_\_
- 3) Grade you teach: K-3 \_\_\_\_\_, 4-6 \_\_\_\_\_, 7-8 \_\_\_\_\_
- 4) Age: 20-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 51-65 \_\_\_\_\_
- 5) Resident of the school district: Yes \_\_\_\_\_ No \_\_\_\_\_
- 6) Is your salary between: \_\_\_\_\_ 7,000-8,000  
 \_\_\_\_\_ 8,001-9,000  
 \_\_\_\_\_ 9,001-12,000  
 \_\_\_\_\_ 12,001-above
- 7) Several school districts have rescheduled the school year in order to utilize the facilities and staff on an all-year basis. Check the plan that you favor the most.
- \_\_\_\_\_ The rotating four quarter plan where students are divided into four sections.
- \_\_\_\_\_ The 45-15 plan where students are scheduled to attend school for 45 days and then have a 15 day vacation.
- \_\_\_\_\_ Neither of the above.
- 8) As you understand it, would the 45-15 plan cost tax payers: the same as, more than, or less than they are now paying in taxes to operate the schools.  
 A. \_\_\_ Same B. \_\_\_ More than C. \_\_\_ Less D. \_\_\_ Can't say
- 9) If the 45-15 plan were adopted, would you support it?  
 A. \_\_\_ Yes B. \_\_\_ No C. \_\_\_ Can't say
- 10) Do you believe that parents would vote for higher taxes to avoid the 45-15 plan?  
 A. \_\_\_ Yes B. \_\_\_ No
- 11) As you understand it, would the four quarter plan cost tax payers: the same as, more than, or less than, they are now paying in taxes to operate the schools?  
 A. \_\_\_ Same B. \_\_\_ More than C. \_\_\_ Less D. \_\_\_ Can't say
- 12) If the four quarter plan were adopted would you support it?  
 A. \_\_\_ Yes B. \_\_\_ No C. \_\_\_ Can't say
- 13) Do you believe that parents would vote for higher taxes in order to avoid the four quarter plan?  
 A. \_\_\_ Yes B. \_\_\_ No

14) Please rank in descending order of importance beginning with #1, the five reasons for favoring the 45-15 plan.

- It might save tax dollars.
- It has shorter and more frequent vacations.
- It permits better use of the buildings (one third more space).
- It permits teachers to work twelve months instead of nine.
- Students are less likely to forget the skills if they have shorter vacations.

Comments:

15) Please rank in descending order of importance, beginning with #1, the five reasons for opposing the all-year school.

- It might interfere with the traditional vacation period.
- It might interfere with summer camps, scouts, day camps, etc.
- Brothers and sisters might be on a different vacation schedule.
- The high school and elementary school calendar might not be the same.
- Summer maintenance might have to be done at other times.

Comments:

16) Do you believe that the high school calendar would have to be the same as the elementary school calendar before the plans would be a success?

- A.  Yes    B.  No    C.  Can't say

17) Do you believe that air-conditioning would be necessary before either plan would work?

- A.  Yes    B.  No

18) Do you feel that church activities, scout, and playground programs could be adjusted to meet the needs of students if the school year were rescheduled?

- A.  Yes    B.  No

19) Some specialists advocate a flexible all-year school that is open year-round similar to a store, hospital, or filling station. The program would be highly personalized and would permit students to take their vacations when they wanted them. Would you favor such a plan?

A. \_\_\_ Yes    B. \_\_\_ No

20) Do you feel that the school calendar could be lengthened without hurting the health of the students involved?

A. \_\_\_ Yes    B. \_\_\_ No    C. \_\_\_ Undecided

21) I would like to see the school year

A. \_\_\_ Lengthened  
B. \_\_\_ Shortened  
C. \_\_\_ Remain the same.

22) If I were paid on a daily basis and could elect to teach under contracts of varying lengths, I would elect to teach:

A. \_\_\_ Less than 180 days  
B. \_\_\_ 180 days  
C. \_\_\_ 200 days  
D. \_\_\_ 240 days  
E. \_\_\_ More than 240 days

23) Do you feel that an all-year school would lead toward the improvement in the quality of teaching?

A. \_\_\_ Yes    B. \_\_\_ No

24) Do you feel that the curriculum would remain the same, be improved, or would get more confusing under a rescheduled school year?

A. \_\_\_ Remain the same  
B. \_\_\_ Improve  
C. \_\_\_ Get more confusing  
D. \_\_\_ Undecided

25) Why do you feel this way?

Please give a rating to each item below according to the following scale:

1. Heartily agree
2. Mildly agree
3. Don't know or mixed reactions
4. Mildly disagree
5. Strongly disagree

- \_\_\_26) Teachers who work more than the customary 180 days within a twelve-month period would become tired and worn out.
- \_\_\_27) Students would do better on yearly achievement tests if they had several short vacations instead of one long summer vacation.
- \_\_\_28) If the 45-15 plan were implemented, families would get used to several short vacations and most of them would give mild to strong support after one year.
- \_\_\_29) A completely individualized instructional program is much easier under the 45-15 plan. (Ignore special education classes).
- \_\_\_30) If the 45-15 plan were implemented, a higher proportion of men would be employed in the district.
- \_\_\_31) It would be much harder to teach under the 45-15 plan. Please list the reasons for your rating.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- \_\_\_32) Other community agencies and programs such as park and recreation, church, and summer camps, would quickly adjust, with little complaint, to the 45-15 plan.
- \_\_\_33) Absenteeism would be much higher during the summer months if the 45-15 plan were implemented in the district.
- \_\_\_34) Students would become more positive in their attitudes toward school under the 45-15 plan.
- \_\_\_35) Building maintenance and major repair costs per month per building would go up under the 45-15 plan.
- \_\_\_36) If the 45-15 plan were implemented, some families would move out of the district because of its implementation.
- \_\_\_37) Some families would move into the district because the 45-15 plan had been implemented.
- \_\_\_38) Half or more of the children would return to school during their vacations at least once a week if they were allowed to use libraries, participate in extra-curricular activities and join field trips.

- \_\_\_39) Inservice training would be needed if the 45-15 plan were to work well after implementation.
- \_\_\_40) Parental attitudes, on the average, would improve toward school under the 45-15 plan.
- \_\_\_41) Teacher turnover would be reduced.
- \_\_\_42) There would be a greater variation in the size of classes under the 45-15 plan.
- \_\_\_43) Administrative costs per child would go up under the 45-15 plan as compared to similar districts operating under a traditional nine month calendar.
- \_\_\_44) The number of student-teacher-parent conferences would increase under the 45-15 plan.
- \_\_\_45) Costs of instructional materials and equipment per child would increase under the 45-15 plan.
- \_\_\_46) Building costs (debt retirement) per child would go down under the 45-15 plan.
- \_\_\_47) Students would do less homework under the 45-15 plan.
- \_\_\_48) Teachers would make less use of cumulative folders under the 45-15 plan.
- \_\_\_49) Teacher effectiveness would decrease under the 45-15 plan.
- \_\_\_50) Special education classes could operate effectively under a lengthened school year.

Comments:

+Thank you for your assistance and cooperation.