A STUDY OF THE WORKABILITY OF A TWELVE-MONTH SCHOOL SYSTEM IN WISCONSIN

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by
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A STUDY OF THE WORKABILITY OF A TWELVE-MONTH
SCHOOL SYSTEM IN WISCONSIN

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Jack B. Jones
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Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

The increase in the complexity of modern living has increased the concern for education and the preparation of the nation's children and youth for their place in such a complex civilization. The task of the public schools has been greatly increased both in quantity and quality. One must teach more complex material and one must teach more per unit of time. The modern civilization is characterized by rapid and extensive technological development. Educators as well as the general public have considered many possibilities for increasing the efficiency of the public schools, and the question has been raised as to whether there is full utilization of all of the facilities. Throughout this century the conventional school year in this country generally has been on a nine-month basis. It is not impossible that a new system or reorganization of many of the present school programs would give one a better educational system than that which is now in existence.

I. STAMENT OF THE PROBLEM

It was the purpose of this study to: (1) review literature relevant to the advantages and disadvantages of the operation of schools under the conventional nine-month system; (2) determine what is being done at the present with the twelve-month system; (3) compare the opinions of Wisconsin Superintendents of Schools on their various views on the length of the school program and to compare to findings in the literature.

II. IMPORTANCE OF THE STUDY

Each year there are more demands for additional financial assistance to support the schools. An increasing population makes it necessary to build schools to accommodate the influx of students. Teachers are demanding better salary schedules that represent substantial increases. The constant need for curriculum change and development also requires a financial demand.

However, financial aspects are not the only reasons for the importance of a study of the schools as a study of the history of schools would show. America has passed from a highly agrarian society to one of industry and suburban living. Most children are no longer needed to help on the farms in the summer and are not eligible for
summer employment until reaching the age of sixteen. Their society is faced with an increasing rate of juvenile delinquency.¹

The possibility of utilizing the school to an even greater advantage to keep pace with other areas of change was the occasion for this study. It is hoped that the findings of some of the review of literature and the results will enlighten administrators as to how they can better serve the needs of each individual child in today's public schools.

III. DEFINITIONS OF TERMS USED

The following definitions apply to the terms used in this study.

Public schools. All schools operated by civil authority and offering free instruction to all students of Wisconsin were considered public schools.

Nine-month schools. Nine-month schools may be defined as the conventional school which follows an instructional program for nine months of each year.

Twelve-month schools. Twelve-month schools may be defined as schools which follow an instructional program for twelve months of each year.

¹Ibid.
IV. PROCEDURE

The increased feeling by some people that changes need to be made in the length of the school year led to the attempt to establish a more comprehensive insight into this matter. There are many who believe that the nine-month school term obviously is failing to alleviate the increased demands being placed on the public school. To determine whether this premise was the belief of leading educators, the superintendents of 250 of the present 487 school districts in the state of Wisconsin were polled. Questionnaires were sent to a representative sampling of school districts. Student enrollment was the basis of selection of the school districts. The questionnaire was composed of questions obtained from literature reviewed and from studying the purpose of the survey. The questionnaire was approved by presentation to the major adviser of this study.

Since the greater percentage of school districts had a relatively small student enrollment, every other district in this group was polled. All larger school districts with one thousand student enrollment were surveyed. By this method the investigator hoped to have an equitable sample of opinions from Wisconsin superintendents of schools.

In May of 1969, superintendents of 250 schools were
contacted by means of an introductory letter with a questionnaire enclosed. These letters explained the reason for obtaining the material and requested that the questionnaire be completed and returned in a self-addressed, stamped envelope which was enclosed.

Data obtained from these questionnaires were gathered, compiled, and tabulated for presentation in Chapter III of the field study.

A summary of the findings, the conclusions that the investigator drew from the study are in Chapter IV.

V. LIMITATIONS OF THE STUDY

Although the investigator endeavored to complete a representative study of opinions held by Wisconsin Superintendents, this study was restricted to only the public schools of the state.
CHAPTER II

REVIEW OF THE LITERATURE

In Chapter II the investigator will review the literature of the field as it pertains to (1) the nine-month system, (2) the twelve-month system, and (3) past developments of the all-year program.

I. THE NINE-MONTH SYSTEM

For years administrators have complained that there just is not enough time in the school year to get truly involved in innovation, to develop the supplementary services and materials that are of proven value, to design all the kinds of curriculum students need, to give each child the attention he requires and so on.¹

The conventional nine-month school is being closely analyzed to determine whether in this era of rapid change a different system would be better for children. An explosion of knowledge and the creation of an increasingly complex society have given impetus to proposals for more school time for children.

The present nine-month system is popular with many

¹ James E. Allen, Jr., "The All-Year School-Time for a New Look?" School Management, X (February, 1966), 91.
because it has survived well to this point and it is
believed to have educated the masses sufficiently. Bauman
remarked that America is wedded to the traditional summer
vacation. Parents might complain bitterly if children are
deprived of this delightful or boring time which was so
much of their growing up.¹

Another argument in favor of the present school
year has to do with weather conditions during the summer.
A common concern for the North, South, East and West is
air conditioning. Few public school buildings in the Uni-
ted States could be kept comfortable enough to permit even
the minimum amount of study during the summer months.²

Those critics who feel that a year-round system
would alleviate the demand for new buildings differ from
the superintendents who support the idea that the shortage
of school buildings is a critical matter, but feel it is
not critical enough yet to disrupt the usual procedure of
nine months of school followed by three months of vacation.
Asked whether they would favor an all-year school program
with one-fourth of the pupils on vacation each quarter and

¹. Scott Bauman, "Four-Quarter Plan Used Schools
All Year Long," The Nation's Schools, LXXX (November, 1967), 70.

². Mary Tomancik, "All-Year Schools," The Nation's
Schools, XLVII (June, 1951), 70.
teachers on teaching duty all year, 72 per cent of a sampling of superintendents from each state in the country answered "no."  

In an opinion poll of 1964, the idea of operating schools on a year-round basis received a cool welcome from two-thirds of the administrators polled. According to comments from schoolmen, the biggest stumbling block to all-year school programs is the teachers' need for a breather for advanced study, travel, or relaxation from the intensive nine-month classroom routine. From the state of Ohio, a schoolman observed: "Industry in our area is geared to summer vacations, and many students attending summer session would miss school because of family vacations."  

Other critics of a longer school year feel that the student would be under too much pressure and might suffer adversity from it. Most remarked that whereas the need for universal preschool education has been established through experimentation, research, and ongoing programs, the value of spending more time in elementary and secondary school classrooms is quite speculative.


Specialists in child development have continually warned the education profession of oversubphasis upon cognitive development and the neglect of social and emotional factors. Pediatricians commonly speak of the increasing incidence of emotional disability among children enrolled in college prep schools.¹

Advocates of extended school time to "prepare children for the knowledge explosion" should examine alternatives which may accomplish the desired purpose, and they should survey the possible consequences of school day-year extension.²

A strong advocate of the year-round public school, Fauman felt that utilizing a rotational quarterly calendar (1) increases efficient utilization of school facilities and personnel, and (2) permits the curriculum to meet more effectively the needs of individualized teaching instruction. Fauman continued by stating that the overwhelming fact supporting year-round public schools is this. It simply does not seem sensible to let expensive plants stand idle for one-fourth of every year.³

"The historical basis for summer lay-off no longer exists," countered a Pennsylvania superintendent who

¹Joe L. Frost, "Time to Teach," The Texas Outlook, LI (October, 1967), 34.
²Ibid. ³Fauman, op. cit., p. 69.
favored an all-year school.

Shutting down multi-millions of dollars worth of plant facilities and laying off highly trained professional staffs nationwide just doesn't make sense in this day. Year-round schools would be an overnight answer to classroom shortages at relatively little expense.¹

If the school calendar were extended over a full year by a pupil rotation plan, schooling could be provided which would be more sensitively geared to the needs of the individuals, thus putting the classroom to full-time use. Youngsters need not be deprived of their vacations, of their time to rest and play. Depending on how the plan is developed, students might still attend school three of the four quarters of the year, with vacations staggered. Thus every school could immediately accommodate one-third more pupils, and the problem of over-crowded classrooms and the teacher shortage would be greatly diminished.²

Grider felt that the nine-month school year (thirty-six weeks) and five and a half to six-hour school day, widely adopted in the early years of this century, barely seems to "fill the bill" now. In addition to the need for more time for the "regular" work of the school—the curricular work—an extensive program of school

¹Ibid.
activities in junior and senior high school imposes a further need for more time to be spent by students under school auspices. Time for much of the latter is now afforded by scheduling activities for after school and in evening hours.¹

With the year-round school, a number of expanded activities could take place. None of these are new, but they are certainly not common at the present time. A school garden should become common so that all children can have first-hand acquaintance with growing things. Most new schools now have the land, but the long summer vacation makes gardens practically impossible. Some schools might want living animals, although most teachers seem to avoid them. There could be more hikes in the summer months for exercise, nature study, local history, theme material, and visiting local industries.²

II. TWELVE-MONTH SYSTEM IN THE UNITED STATES

The concept of school calendar "wedded" to the seasons of the year is an ancient Old World manifestation. The

¹Calvin Grieder, "Let's Lengthen the School Year," The Nation's Schools, LXII (August, 1953), 23.
critical importance of "getting in the crops" had dictated for centuries that wars and education start in September and fade in spring. This pattern found ready acceptance in an agrarian America, and it persists today even though the summer for most people is less a harvest than a vacation period. ¹

Today, with American educators seemingly caught between the increasing student needs and relatively decreasing school resources, more and more professional and lay schoolmen have turned to a consideration of the all-year elementary and secondary school as a possible means of adjusting supply to demand.

American educational planners have been describing, debating, and testing certain schedules that break away from the conventional academic calendar to provide instructional programs throughout the year. These patterns have varied in their objectives, their mechanisms, and their effectiveness.²

There may be said to be three such principle patterns; the quarter system, the trimester system and the extended summer session.


²Ibid.
Quarter system. Perhaps the purest type of all-year school is the quarter system. Under the plan students are divided into four groups, each group attending school in three-month periods with one group absent on vacation each quarter.

Trimester system. This type of all-year school program would consist of a 210-day school year. It would extend the conventional school year to about the middle of July. Teachers would be employed on a 12-month basis.

Extended summer system. The summer programs, like the four-quarter systems, place the school on a year-round basis of operation. Their main objective, however, is not the reduction of costs. The summer programs seem to pursue pure educational goals: The prevention of loss of learning, enrichment, remedial study, and acceleration.  

III. PAST DEVELOPMENTS OF THE ALL-YEAR PROGRAM

Although Bluffton, Indiana, became in 1904 the first public school system to use the quarter plan, the all-year school operated in Newark from 1912 to 1931 has received the most study and seems to have had the greatest impact in educational circles. Generally, local reports favored the continuance of the Newark all-year school, but the importance of locality in such a consideration was underscored. The program rendered "great service, particularly to children of foreign parentage and unfavorable

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1Ibid., pp. 11-16.
home conditions." One study examined the pattern of juvenile delinquency and related that the all-year program was an important influence "which succeeded in keeping a large section of Newark out of 'mischief' during the summer." Nashville's all-year school fared less successfully in the minds of its administrators. The Nashville quarter system began in 1927 and ended in 1932, during the Depression, a timing which also foreclosed the Newark experiment. Another all-year school system, operated in Omaha, received the praise of its principal in 1925. According to Beveridge, "the school has been operating 48 weeks a year for 7 years, and it has proved satisfactory." He added that it was "popular with parents, teachers, and business men." It, too, was stifled in the lean years of the thirties.1

In writing about the all-year school in Aliquippa, Pennsylvania, Vanderslice commented that there were three basic reasons for its development. First, the pressing need for school buildings; second, a desire on the part of the school board to secure greater utilization of the school plant; and third, the feeling of the school board that in congested centers there are many children who

1Ibid.
should have opportunity for schooling during all periods of the year.¹

Vanderslice stated that, although the main characteristic of the Aliquippa plan was the distribution of the school enrollment so that three-fourths of the children were in school and one-fourth were on vacation during each quarter of the year, this was not true in other cities. He further remarked that for twenty years Newark added two months to a ten-month term in certain schools. The purpose was to furnish a wholesome atmosphere and wholesome employment for under-privileged children. Children who had attended school for ten months were permitted, but not compelled, to attend the other two months. Advanced work was not attempted. Nashville, Tennessee, had a four-quarter plan for a number of years. There, the purpose of the summer quarter seems to have been to afford opportunity for pupils to make up failures or to gain advanced standing.

Mason City, Iowa, had the same aim in the all-year summer schools operated there for a few years. These three cities have discontinued the all-year plan. Several cities have extended their summer sessions beyond the usual six-week period and have referred to their organization as "all-year

schools." In all these situations, the purpose never seemed to have been the fuller use of the school plant. The aim seems always to have been something other than economy.¹

World War II sparked considerable discussion about continuous calendars; Lexington, Kentucky, was one of the few cities actually to adopt the pattern, and that city closed its year-round schedule in 1960. Miles, in describing the Lexington plan, wrote that it operated on a five-year cycle. Three summers of the five, the teacher is teaching and working on curriculum; one summer she studies, working toward a higher degree, or taking courses that will enrich her chosen field. The fifth summer is for personal leave.²

Today only one public school is known to be following a four-quarter schedule. It is the Florida State University Laboratory School and there is not conclusive evidence yet as to its success.³

Hugh stated that, although a four-quarter plan of year-round operation seems to lend itself best to country-wide application, the idea is not the only alternative to

¹Ibid., p. 377.
³Schoenfeld and Schmitz, op. cit., p. 37.
the present nine-month system. Two schools in Florida have operated since 1963 on a trimester system; in each the school year runs for eleven months, split into three terms.

The schools--Nova High School at Fort Lauderdale and the University School at Tallahassee--are public, but admit students on an application basis, without regard to district residence regulations. Students at Tallahassee may attend two out of the three terms, and can choose which two; at Nova, students attend classes the full eleven months, with the traditional Christmas and spring vacations, and four weeks off in August. The program is popular with Nova High's students; Nova elementary school, which opened last fall to match the high school, was "flooded" with more than 4,000 applications for the 780 available places.¹

¹Mari Leigh, "Why Not Year-Round Schools," Saturday Review, XLIX (September 17, 1966), 83.
CHAPTER III

PRESENTATION OF DATA

The investigator prepared this study for the purpose of determining the workability of a twelve-month school system in Wisconsin. In this chapter, the investigator will give the results of questionnaires that were sent to 250 Wisconsin Superintendents of Schools. Presentation of the data will be made (1) in a broad over-all view of the study, and (2) in detail as data relate to the purpose of the study.

I. BROAD OVER-ALL VIEW OF THE STUDY

Two hundred fifty public school superintendents were selected to participate in a representative sampling on the feeling of this study. Of these, 206 or 82.4 per cent returned completed questionnaires. Student enrollment was the basis of selection of the school districts. Every other district with less than one thousand student enrollment received a questionnaire. Of those selected schools, ninety-one or 72.8 per cent returned the investigator request for information. One hundred fifteen or 92 per cent of the 125 larger schools with student enrollment over one thousand sent replies.
II. DETAILED VIEW OF THE STUDY

Early in May, 1968, a questionnaire dealing with such topics as (1) all-year program, (2) type of all-year program, (3) financing, (4) facilities, (5) instructional program, (6) effect on community, and (7) general questions, was sent to 250 school superintendents in Wisconsin.

Since the questionnaire was constructed to determine (1) the belief in the workability of a twelve-month program, (2) the type of program desired, and (3) the workability of the twelve-month school, the data will be reported in this manner.

Superintendents' view on a twelve-month program.
A compilation of replies to the question, "Do you think a twelve-month school year of some kind should be programmed for your school district?", indicated that eighty-five or 41.3 per cent of the 206 responding superintendents believed in a twelve-month school year. One hundred twenty or 58.2 per cent were not in favor, and one superintendent reported that an all-year program was under study in his district.

The investigator felt that, since approximately 264 or 58.2 per cent of Wisconsin schools have under one thousand enrollment, there was merit in investigating to
determine whether there was a direct relationship between school size and belief in a twelve-month school. Questionnaires were sent to 125 schools in this enrollment category.

The data concerning this response are shown in Table I.

Hoover remarked that students of the problem cite the short school day and long summer shutdown as relics of an agricultural era long past. One schooling had lower priority than afternoon chores on the farm and the seasonal planting and harvesting of crops that required all hands. Education then was not vital to success as it is now. Today fewer than 4 per cent of the population is engaged in farming. The economy is urbanized and sophisticated, with rising degrees of education the prevailing requirement for getting enough to eat.1

The data showed that 38.2 per cent of the reporting schools under one thousand student enrollment favored an all-year school program with 61.8 per cent opposed. Schools with student enrollment of between one and five thousand showed 2.7 per cent in favor and 97.3 per cent:

1Dennis Hoover, "Year-Round School Vs. May Have Great Problem," The Dallas Morning News, Sunday, December 17, 1960.
opposed. Superintendents of schools with between five and
ten thousand responded with 50 per cent in favor and an
equal number in opposition. The eight large schools
reporting with over a ten thousand student enrollment
gave the twelve-month school a favorable 62.5 per cent
to 37.5 per cent edge.

TABLE I

VIEWS ON A TWELVE-MONTH SCHOOL YEAR BY 206 WISCONSIN
SELECTED SUPERINTENDENTS 1967-1968

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Enrollment of School District</th>
<th>Per Cent That Favor</th>
<th>Per Cent That Oppose</th>
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<tr>
<td>76</td>
<td>Under 1,000</td>
<td>38.2</td>
<td>61.8</td>
</tr>
<tr>
<td>110</td>
<td>1,000 - 5,000</td>
<td>42.7</td>
<td>57.3</td>
</tr>
<tr>
<td>12</td>
<td>5,000 - 10,000</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Over 10,000</td>
<td>62.5</td>
<td>37.5</td>
</tr>
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Comments, listed below, show the variance in opinion
over used by Wisconsin Superintendents:

Superintendents of schools under 1,000 students:

1. If we were not a rural area, I might have other
   thoughts on a twelve-month school.

2. I answered no for my district which is predominantly
   rural, but I personally am not against the twelve-
   month program. It's coming sooner than you think.
3. Our impression is that teachers exhaust themselves on a nine or ten-month school term.

4. Maintenance of school needs at least six weeks without school in session.

5. With higher salaries for teachers, I think we should be thinking of a longer school term.

6. If we are successful in reorganizing on a larger basis, it should be considered.

Superintendents of schools (1,000 - 5,000 students):

1. In order to run a twelve-month school year, the public must be sold. Parents want their children to be free for vacations in the summer.

2. I'm in favor of an extended school year but not for twelve months.

3. With increased demands of teachers, I believe that a twelve-month contract is one way of satisfying teachers and the public.

4. Our plant being on the older side, requires a program of modernization and renovating on a rather steady basis in order to provide quality education. Free time must be available in the buildings for the "heavier" construction work.

5. Our community is "summer vacation oriented" dictated by vacation policies of several large corporations.

6. The idea is sound but where does the money come from? To run our summer program on government funds, and still there is a great deal of criticism.

Superintendents of schools (5,000 - 10,000 students):

1. We have just completed a three-months study of the twelve-month school year plan with the idea we might find a more economical means of educating our youth. The results of the study did not prove this, and the conclusion reached by the Board was that the twelve-month school program...
is not the answer at this time. My answers on
this questionnaire do not coincide with the
results of the study because I happen to feel
that the twelve-month plan has merit if it
means giving us more time to educate the students.
Obviously, this is more expensive.

2. Until the voters demand it, and I doubt they will.
We will stay with our nine and one-half month
school year.

3. The longer school year is coming—whether it takes
the turn of a three semester, or of a two
semester and a summer school program.

4. Favor a strong summer school program.

5. Using school buildings year-round is a good idea.
Schooling formal classes is not, in my opinion.
Children need some growing up opportunities not
highly structured by the formal school program.

Superintendents of schools (over 10,000 students):

1. Long form of twelve-month school will have to come.
The teachers need the twelve-month school year.
Communities should know it will cost more but
will also enhance education.

2. There is a way to calculate how much can be saved
on buildings, but how can you staff a year-round
school?

3. I feel that the problems created by trying to
operate a twelve-month school year outweighs
the advantages.

4. It's hard to tell if a twelve-month school could
solve all the problems. It would be worth a try
to see what should be done.

5. I'm in favor of a twelve-month year but, there are
a number of problems to be studied and analyzed
before making a final decision on adoption for
this school district.

A recalculation of the data for this section would
soon to indicate that there are many unclear one's.
the twelve-month school year. Favorable and unfavorable opinions of the longer school year came from superintendents of systems of all sizes. Many of these comments reflect opinions expressed in the published literature on the twelve-month school. It seemed to the investigator that the ever-occurring problem seemed to be the breaking of a traditional pattern. Knowing the many problems involved would make it difficult for many to begin the movement for an all-year program.

*Type of program desired.* A compilation of replies from eighty-six Wisconsin Superintendents concerning the all-year program that they thought should be programmed for the fullest utilization of the school.

2. Students attending school the same number of hours daily as they do now but for twelve months of the year.

17. A four-quarter system with pupils attending school for three quarters (nine months) with one-fourth on vacations under a staggered schedule.

14. The present nine-month program supplemented by a three-month summer school program.

17. A tri-semester system consisting of a 310-day school year with all teachers employed on a twelve-month basis.

5. Other.
Replies concerning the workability of the twelve-month school. When not worrying about tests and pressures to get into the college of their parents' choice, school children can fret about the year-round school.

Many educators, thinking of all those nice buildings going unused in summer, toy with the idea of keeping school doors open around the calendar.

Flem wrote that in the United States today there is a severe shortage of classroom buildings—at the elementary and secondary level and for higher education. The shortage is caused by the need to replace old and obsolete school buildings with new facilities and to build additional classrooms to house the ever-growing army of students.

The student population has been setting new record highs every year, and there is no indication that this rapid growth will let up. Less widely publicized is the condition of the American school plant. According to the United States Office of Education figures, more than 17 per cent of all public schools were built before 1920—a goodly portion of these dating back to the turn of the century.¹

¹Arnold W. Flem, "Let's Use the CE for Cent That Is Lost," American School and University, XXXIII (February, 1948), 58.
Financing and facilities. Replies from the following questions will be discussed and tabulated with the above facts in mind.

1. In your estimation, do you feel that a twelve-month school year would be more economical in the long run than the nine-month school year?

2. Would your school district be capable of supporting a twelve-month program?

3. Do you feel the initial expense of starting an all-year program would be too great?

4. Would a twelve-month school alleviate a need for more educational facilities in your school district?

5. Are your school facilities sufficiently modern (air conditioning, etc.) to support an all-year school?

6. Do you believe that there would be increased efficient utilization of school facilities under an all-year program?

Questionnaire replies indicated that only 30.5 per cent of the responding superintendents believed that a twelve-month school would be more economical in the long run. Fifty-one or 50 per cent thought their school district could support a twelve-month program with fifty or 50 per cent indicating they did not believe that the
initial expense of starting an all-year program would be too great a factor.

In analyzing the facilities in their districts, sixty or 74.1 per cent did not believe that a twelve-month school would alleviate the need for more facilities. Seventy-five and three-tenths per cent responded that their school facilities were not sufficiently modern, although 27.1 per cent thought there would be more efficient utilization of their school facilities under an all-year plan.

**Instructional program.** A compilation of replies from the eighty-five superintendents who favored an all-year instructional program resulted in the following facts:

1. Only eight superintendents or 9.4 per cent believed that an expanded curriculum would not result under an all-year program.

2. That school children would receive educational advantages under an all-year program was the belief of 92.9 per cent of the reporting superintendents.

3. Seventy-six or 89.4 per cent of the superintendents felt that a twelve-month program would permit the curriculum to meet more effectively the needs of individualized teaching instruction.
4. A six or eight-week period set aside for professional growth and general classroom preparation was essential in the opinion of sixty-six or 77.6 per cent of the superintendents who favored an all-year program.

5. Seventy-one superintendents or 93.5 per cent could visualize a more efficient utilization of all school personnel.

A review of the data would lead the investigator to believe a majority of the superintendents replying were of the opinion that educational advantages would come from a longer school year. They also believed a longer school year would also provide a more efficient use of existing school personnel.

**Effect on community.** To the question, "Do you feel that citizens of your community would be receptive to a twelve-month school?" the following were the replies:

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Superintendents</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>44.7</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>49.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>5.9</td>
</tr>
</tbody>
</table>

To the question, "Is a new calendar year an answer to the rising juvenile delinquency problem?" the respondents indicated:
<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Superintendents</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>28.2</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>62.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9.4</td>
</tr>
</tbody>
</table>

To the question, "If an all-year program were developed for your school district, do you believe there would be better employment opportunities for older students?" the responses were:

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Superintendents</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>37.7</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>56.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>5.9</td>
</tr>
</tbody>
</table>

General questions. In answer to the question, "Do you feel that there is enough time in the present nine-to-
ten week school to teach everything that a good curriculum should provide?" 113 or 55.8 per cent replied "yes," eighty-
two or 39.3 per cent said "no," and nine or 4.3 per cent were undecided.

Many believed that schools have been steadily expanding their curricula programs. One superintendent remarked that a twelve-month program would aid but that to fill the void practical cooperation is going to be via career
session. He further remarked that once the summer program was used chiefly by students to make up failures in the normal term, but now summer classes are used more often by the more talented youngster, eager to speed their learning and proceed on to more advanced courses.

Schulz and Schmitz remarked that, whereas the quarter system appears dead at the moment, the summer session system is quite another matter. The American Association of School Administrators reported in 1960 that "more school systems each year seem to be moving in the direction of extending the school program into the summer months." A concurrent survey by the National Education Association reported that 92 per cent of cities with populations of more than 500,000 and four-fifths of cities with more than 30,000 population had summer school with sessions of from four to ten weeks. 1

The investigator felt there was merit in determining whether the subjects taught in the summer program are the same as those taught during the regular year.

The data concerning the response are shown in Table II. The data showed that 71.7 per cent of the responding school boards considered a survey on curriculum advances or 18.5 per cent of the superintendents of the 310,000 school systems.

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with student enrollment of between one thousand and five thousand indicated their district provided a summer program, with only seven or 7.6 per cent indicating one was not provided. Superintendents with between five and ten thousand students indicated that twelve or 80 per cent of their schools offered a summer program. Every school superintendent reporting with over a ten thousand student enrollment reported a summer program was provided.

TABLE II

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Provide Program</th>
<th>Same Program</th>
<th>Expanded Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1,000</td>
<td>66</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>1,000 - 5,000</td>
<td>35</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>5,001 - 10,000</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Over 10,000</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

A questionnaire relating to the statement, "I have been an superintendent of school for many years," were tabulated. The investigator felt there was merit in determining whether
there was any relationship between the number of years
that an individual had been superintendent and his views
on an all-year school.

The data concerning this response are shown in
Table III. Twenty-four or 51.1 per cent of the superin-
tendents with zero to five years of experience favored an
all-year program whereas twenty-three or 48.9 per cent
were in opposition. Replies from superintendents with five
to ten years of experience revealed twenty-two or 46.0 per
cent were in favor with twenty-five or 53.2 per cent
opposed. Superintendents with ten to twenty years of
service opposed the all-year program. Thirty-six and two-
tenths per cent were in favor and 63.3 per cent were
opposed. Only twenty-one or 39.6 per cent of the superin-
tendents with over twenty years of experience were in favor
of the twelve-month plan.

TABLE III

YEARS OF EXPERIENCE AND VIEWS ON AN ALL-YEAR
PROGRAM AS REPORTED BY 206 SELECTED
WISCONSIN SUPERINTENDENTS, 1967-1968

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Favor</th>
<th>Oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>6 - 10</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>10 - 20</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Over 20</td>
<td>13</td>
<td>36</td>
</tr>
</tbody>
</table>
A review of the data would lead the investigator to believe that a superintendent with fewer years of experience would be more receptive to a twelve-month school year of some kind being programmed for his particular school district.
CHAPTER IV

SUMMARY

It was the purpose of this study to: (1) review literature relevant to the advantages and disadvantages of the operation of schools under the conventional nine-month system; (2) determine what is being done at the present with the twelve-month system; and (3) compare the opinions of Wisconsin Superintendents of Schools on their various views on the length of the school program and to compare to findings in the literature.

This was a study of the workability of the twelve-month school in the state of Wisconsin. All of the public schools were listed by student enrollment from the smallest to the largest. Since the greatest percentage of the schools had under one thousand students, every other school was selected. Every school with approximately one thousand students and over was also contacted. There was a total of 270 schools involved in the study. Questionnaires were sent to superintendents of the selected schools. Two hundred six or 79.4 per cent of the schools responded to the investigator's request for information concerning their beliefs in an all-year school.
The nation's schools are changing due to educational innovations that are helping meet with technological change. Utilization of the school to an even greater advantage to keep pace with society is necessary. There are, however, obstacles to all innovations.

The majority of Wisconsin superintendents believed that a twelve-month school year should not be programmed for their school district. Questionnaire data revealed that 53.2 per cent opposed an all-year program. Forty-one and three-tenths per cent believed that the twelve-month school should be programmed for their districts.

Of those favoring the all-year program, forty-four or 51.7 per cent felt that the present nine-month program supplemented by a three-month summer school program was best. This type of all-year program would continue the education of the child throughout the summer months without changing the traditional pattern. Eighteen or 21.2 per cent felt a four-quarter system with pupils attending school for three quarters (nine months) with one-fourth on vacation under a staggered program was the best plan of operation. A trimester system was favored by seventeen or 20 per cent.

The superintendents expressed the following opinions as to the workability of the twelve-month school:
1. Educational advantages would result although it was not believed that an all-year program would be more economical in the long run.

2. Fifty or 55.3 per cent of the eighty-five reporting superintendents felt that citizens of their community would not be receptive to a twelve-month school.

3. A new calendar year was not felt to be an answer to the rising juvenile delinquency problem or to increased employment opportunities for older students.

4. One hundred seventy-nine, or 86.9 per cent of the schools, offered a summer program with only seventy-four or 35.0 per cent offering the same subjects as those taught during the regular school year.

II. CONCLUSIONS

After careful consideration of the available literature and the responses from the returned questionnaires, the following conclusions would seem to be justified:

1. There are many advantages and disadvantages of the operation of schools under the conventional nine-month system.
2. The twelve-month school year, whether under a quarter-trimester or extended summer system, is virtually non-existent at the present time.

3. Superintendents of Wisconsin Public Schools favored the present nine-month program supplemented by a three-month summer school program. This seems to follow the more traditional pattern.
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B. PERIODICALS


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C. NEWSPAPERS

APPENDIX
1806 Randolph Road
Janesville, Wisconsin
May 6, 1968

Dear Sir:

As a partial fulfillment of the requirements for a Master's degree from Drake University, Des Moines, Iowa, I am conducting a study to determine the workability of a twelve-month school system in Wisconsin.

Much interest has been shown in recent years in a twelve-month school. Such a program not only is of interest to all teachers, but also to parents and taxpayers. In order to learn of your feeling on the subject I would appreciate your answering the attached questionnaire as it is vital that a good response be obtained.

If you so desire, I would be most happy to furnish you with the results of this study when it is complete. I take this opportunity to thank you in advance for helping me with this study.

Very sincerely yours,

James E. Carbin
Teacher
Janesville Public Schools
QUESTIONNAIRE

ALL-YEAR PROGRAM?

1. Do you think that a twelve-month school year of some kind should be programmed for your school district?
   Yes _____ No _____
   If your answer to question 1 is "yes," please continue.
   If you answered "no," please omit questions 2 through 16.

TYPE OF ALL-YEAR PROGRAM

2. Which of these all-year programs do you feel should be programmed for the fullest utilization of the school? (Please check ) If you use the heading "Others," please indicate the type of program.
   ____ Students attending school the same number of hours daily as they do now but for twelve months of the year.
   ____ A four-quarter system with pupils attending school for three quarters (nine-months) with one fourth on vacations under a staggered schedule.
   ____ The present nine-month program supplemented by a three-month summer school program.
   ____ A trimester system consisting of a 210-day school year with all teachers employed on a 12-month basis.
In your estimation, do you feel that a twelve-month school year would be more economical in the long run than the nine-month school year?

Yes    No

Would your school district be capable of supporting a twelve-month program?

Yes    No

Do you feel the initial expense of starting an all-year program would be too great?

Yes    No

Would a twelve-month school alleviate a need for more educational facilities in your school district?

Yes    No

Are your school facilities sufficiently modern (air conditioning, etc.) to support an all-year school?

Yes    No

Do you believe that there would be increased efficient utilization of school facilities under an all-year program?

Yes    No
9. Do you believe an expanded curriculum could be offered under an all-year program?

Yes ______ No ______

10. Can you visualize children receiving educational advantages from an all-year program?

Yes ______ No ______

11. Do you believe that a 12-month program would permit the curriculum to meet more effectively the needs of individualized teaching instruction?

Yes ______ No ______

12. If teachers were to be employed on a twelve-month basis, do you think it essential that a six or eight-week period be set aside for professional growth, i.e., university course work, research, travel, school visitations, and general classroom preparation?

Yes ______ No ______

13. Can you visualize a more efficient utilization of all school personnel?

Yes ______ No ______

AFFECT ON COMMUNITY

14. Do you feel that citizens of your community would be receptive to a twelve-month school?

Yes ______ No ______
15. Is a new calendar year an answer to the rising juvenile delinquency problem?
   Yes __________ No __________

16. If an all-year program were developed for your school district, do you believe there would be better employment opportunities for older students?
   Yes __________ No __________

GENERAL QUESTIONS

17. Do you feel that there is enough time in the present nine-month school year to teach everything that a good curriculum should provide?
   Yes __________ No __________

18. Does your school district presently provide a summer school program?
   Yes __________ No __________

19. Are the subjects taught in the summer program the same as those taught during the regular year?
   Yes __________ No __________

20. l have been Superintendent of Schools (Please check __________)
   __________ less than five years
   __________ five to ten years
   __________ ten to twenty years
   __________ over twenty years

Comments you wish to make: