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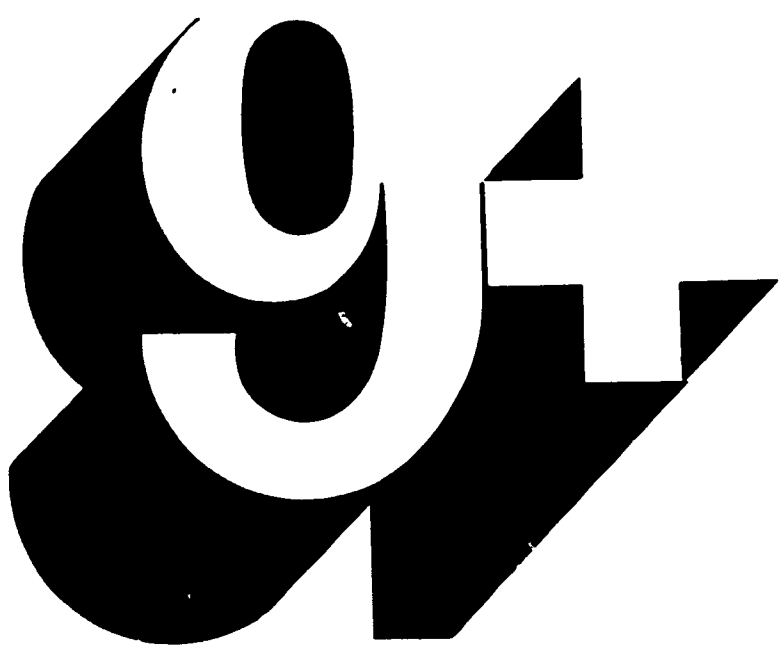
ABSTRACT

The 9-month school year with a 3-month summer vacation had its origin in our earlier agrarian life. Today's teacher shortages, overcrowded schools, and pressures to learn demand extensions of the school year. This publication analyzes five programs: (1) a staggered-vacation school year for all, (2) a full 48-week school year for all, (3) a voluntary summer program, (4) a summer studies program for professional personnel, and (5) the multiple trails plan based on time modules. A brief description of the Fulton County (Georgia) four- quarter plan is provided, along with major references to year-round college programs. An extensive bibliography is also included. (Author/LLR)



The Year-Round School

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Tomorrow's school will be a school without walls—a school built of doors which open to the entire community.

Tomorrow's school will reach out to the places that enrich the human spirit—to the museums, the theaters, the art galleries, to the parks and rivers and mountains.

It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories—so that the world of work does not seem an alien place for the student.

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 recreation facilities.

It will provide formal education for all citizens—and it will not close its doors any more at three o'clock. It will employ its buildings round the clock and its teachers round the year.

Lyndon Baines Johnson
From an address delivered at the annual convention of the American Association of School Administrators, February 16, 1966

. . . We as school administrators propose to work for—*AN EXTENDED USE OF ALL SCHOOL FACILITIES FOR EDUCATIONAL AND RECREATIONAL PURPOSES.*

The Platform of the
American Association
of School Administrators

ACKNOWLEDGMENT

The Year-Round School is the result of the cooperative efforts of a number of people. While the American Association of School Administrators assumes full responsibility for any errors of fact or interpretation in this report, it gratefully thanks the many people who gave so generously of their time and energy in critically reviewing the manuscript.

Particular appreciation is extended to William J. Ellena, Deputy Executive Secretary of the American Association of School Administrators, for the many hours he devoted in preparing this report.

FOREWORD

Twelve-year-old David returned home from summer school at 12:30 p.m., hungry and excited. In answer to his mother's query about his teacher, David exclaimed, "Man, he's a real swinger!" David, his friend Jimmie, his sister Karen, and hundreds of thousands of other youngsters throughout the land are finding that the "good ole summertime" is better than ever. And no wonder. Last summer David had an opportunity to study African literature, space science, microbiology, taxidermy, gardening, and drama. If he lived in California, he might have been a member of a group that dissected a shark or, had his home been in one of the Chicago suburbs, he might have been studying and analyzing the stock market. Jimmie and Karen were busy too. They had the opportunity to select from among many other programs, some carrying such names as Spear, Show Biz, Project Greenthumb, "Mes Mexicana," New Visions, and Data Processing. Truly, a transformation is taking place in the grand, old—and until now often unpopular—tradition of summer school.

Winds of Change

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 origin in our earlier agrarian life. Now, however, the almost universal practice of leav-

ing school plants and personnel idle at a time in our history when every available resource is needed is being carefully reexamined. The change in the rate of change—bringing about change in geometric proportions—now requires that we abandon school calendars based on a bygone era.

Picking the Padlock

Clearly, school facilities are not going to be kept in cold storage much longer. New programs are being projected and soon schools throughout the land will function uninterruptedly. Many districts are beginning to provide air-conditioned learning spaces and hundreds of districts are instituting innovative summer programs.

With the changing fabric of American society we must find ways to improve education. The extended school year appears to harbor a promising hope. We believe that this document should be required reading for school administrators before a school district commits itself to an unknown path. It could be the springboard to more sophisticated, economical, and educationally effective designs.

William J. Ellena
Deputy Executive Secretary
AASA

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The Year-Round School

Life Was Different

The practice of a long school vacation during the summer months had its origin in our earlier agrarian life when children were needed on the farms and around the homes during the planting, growing, and harvesting season; when the demands for organized educational experiences were less insistent; when children and youth had more opportunity than they now have to learn about work, to develop vocational skills and competencies, and to develop a genuine understanding of community life through actual work experiences. And yet we hold on to this old school calendar at a time when the country as a whole is confronted with a serious shortage of teaching personnel, when schoolbuilding facilities are grossly overcrowded or sorely lacking; and when there are insistent pressures on children, youth, and adults to learn more and to learn it better.

During the past 50 years, many proposals for extending the school year have been made. In several instances programs have been actually put into operation and have continued to operate for a number of years with some success. In this publication a number of these programs are identified and reviewed. In each instance basic problems and issues that must be dealt with in developing a year-round school program are enumerated.

Time for a New Look

The necessity for using all available educational resources to the best possible advantage and a concern for finding ways to

teach more and to teach it better have stood out clearly in the recent nationwide discussions of educational problems. These concerns have emerged neither because the schools have been extravagant or wasteful in the use of financial resources nor because they have fallen short of established goals. Rather, they have emerged as overriding concerns because available financial resources, facilities, and personnel need to be stretched further to meet the demands currently placed upon the schools and because of the increasing necessity for a well-educated citizenry. If the signs of the times can be read with any degree of accuracy, they clearly indicate need in the years to come for more highly developed skills, more technical information, and a broader range of vision and understanding on the part of every citizen. It is toward these ends that much of the present-day discussion is directed.

Meeting the needs of an ever-increasing number of children and youth and adding new measures of quality to the educational program beyond what is now provided in most communities will take more personnel, will indubitably call for more and better facilities, and *will cost more money*. If educational programs in the future are to be better than the programs we now have, more money as well as time must be put into them. Better utilization of existing facilities and personnel through extending the school year or through developing what is frequently called a year-round educational program is a promising hope for achieving a more adequate education.

Facing Up to the Facts

To the practical-minded citizen, the hardheaded businessman, or the anxious parent who desperately wants broader and better educational opportunities for his children, the year-round school makes a lot of sense. Why?

1. The school plant already exists, fully equipped and ready for use.

2. The overhead costs of administration continue to be approximately the same in many communities whether the schools are open or closed during the summer months.

3. Fixed charges such as insurance, interest, and capital outlay costs remain fairly constant whether the schools are in operation or shut down.

4. The teaching staff—the community's most important educational asset—is, in considerable measure, already mobilized.

5. A large percentage of the children of school age, particularly in towns and cities, is left without any constructive developmental programs during the summer months.

Gaining Momentum

The concept of an all-year school has been discussed and debated intensely in recent years. With this discussion, for the most part based upon judgments held by interested parties rather than upon information drawn from carefully designed research, increased controversy rather than common agreement on principles and approaches has been the result. The practicality of some of the proposals has seldom been tested by other than empirical means. These proposals have taken different forms and have been advanced for a variety of reasons. In general, however, they have been based on the assumption that education does not end in June and begin again in September and that schools, like business and industry, should be organized on a year-round basis.

Not Entirely New

The four-quarter staggered plan can be traced back to Bluffton, Indiana, in 1904. In many communities some aspects of a year-round school program are well-established. Vocational agriculture programs have operated on a year-round basis in rural areas of the country for the past 40 years. Comparable programs have been in operation in vocational home economics and distributive education. Remedial programs, music programs, arts and crafts programs, and recreational programs also have been operated during the summer months in many school districts. While these have been special features of the complete educational program and generally have not reached a large percentage of the school enrollment, they do suggest what can be done through a year-round educational program.

Let's Attach Some Labels

Over the years a number of approaches to a year-round educational program have claimed considerable attention. Some of them have been tried. It is important that each of these major plans be defined. Unless this is done, the merits or weaknesses

of any one are likely to be confused with the strengths and liabilities of another. Although there are numerous variations and combinations, four basic types stand out:

Plan 1
A Staggered Quarter for All

A 48-week, four-quarter, staggered-vacation school year which allows students to attend three of the four quarters. With this plan the traditional three-month summer vacation is virtually eliminated. In a staggered plan of enrollment, three-fourths of the children theoretically are in school while one-fourth are on a three-month imposed vacation. Teachers may be employed for three or for all four quarters, depending upon the employment arrangements made between the board of education and individual teachers. It is conceivable that teachers might be employed for fewer than three quarters, although advocates of this plan recommend that teachers be employed on a four-quarter basis. With this type of employment arrangement, there would be about 48 work weeks in the year, with approximately 30 days left for vacation.

Plan 2
A Full 48-Week School Year for All

A full 48-week school year in which students attend four quarters of approximately 12 weeks each. Approximately four weeks will be left for vacation in this plan of operation. This vacation will likely be distributed among appropriate times throughout the year such as the Christmas and Easter holiday seasons and other periods that may be set up in the school calendar. This type of program gives students an opportunity to accelerate and complete four years of work in three years, or to take additional courses. Under this type of organization, teachers work 48 weeks with approximately 30 days for vacation, and so do the pupils.

Plan 3
A Voluntary Summer Program

A regular 36- to 40-week program with a summer program varying in length from four weeks to 12 weeks. The regular program runs in the conventional manner with a conven-

tional curriculum. Some opportunities are provided for remedial and make-up work in the summer school program; but major emphasis is usually placed on course offerings and experiences above and beyond what is offered during the regular term, such as advanced courses in science, mathematics, literature, social studies, music, drama, arts and crafts, personal typing, special vocational experiences, and physical education. This type of program is used to supplement the regular 36-week session. Faculty members could serve in the summer program as a matter of choice; or the full faculty could be used with varied assignments, with some being permitted to do professional production work, to travel, or to attend summer school.

Plan 4
A Summer Program for Professional Personnel

A regular 36- to 40-week program for students with the faculties serving an additional 10-12 weeks or a reasonable proportion thereof with assignments devoted to improving the program of services to students during the coming year. Faculty members would be assigned to summer workshops, special summer work in universities, curriculum studies, the preparation of special materials for instruction, and similar activities.

What's Really Involved in a Staggered-Quarter Plan for All?

PLAN I

Assuming that the commonly operated 36-week school year allows sufficient time for adequate instruction, the staggered four-quarter plan at first glance seems to be a sensible and economical plan for operating a school system. The proponents of this plan tend to be persons seriously trying to find ways to hold down mounting costs, to meet the serious school-building shortage, and to utilize better the limited teaching personnel. Thus, it is a very natural observation that efficiency might be increased if school organization structure utilized staff and facilities to the maximum. From general observations they assume that increased efficiency in the utilization of staff and facilities through a staggered four-

quarter plan of operation would minimize substantially the harassing problems of teacher shortage and housing needs.

How does this plan work? Simply stated it is this: Both the school year and the student body are divided into four groups; each group of students attends school for a regular nine-month period. Here is the nub of the plan: The vacation period is staggered so that a different group will be on vacation each quarter. Teachers normally follow the same vacation plan that the students follow, with the possible exception that some teachers elect to teach all four quarters rather than to take a vacation.

Here is how it might look if we tried to illustrate it.*

	12 weeks	12 weeks	12 weeks	12 weeks
Group A	Vacation			
Group B		Vacation		
Group C			Vacation	
Group D				Vacation

* Does not include four weeks of vacation.

What Are the Advantages Claimed for the Staggered Four-Quarter Plan?

1. Each child is guaranteed as much instruction time as is normally given. Yet, theoretically, 25 percent more pupils are cared for by approximately the same staff and with the same number of classrooms, laboratories, libraries, and playgrounds.
2. Pupils graduate on schedule.
3. Double shifts, together with the usual shortened day, are unnecessary.
4. The need for new building and equipment facilities will be drastically reduced.
5. Expenditures for personnel, new construction, and new equipment will be reduced.
6. With full-time employment for teachers and better annual salaries, the teacher-turnover problem will be less serious. Teachers, especially men, will not be forced to seek summer employment or to turn eventually to occupations offering greater remuneration.

What Are Some of the Problems Inherent in the Staggered-Quarter Plan?

1. In order to have reasonable efficiency, the pupil enrollment would have to be divided into four *equal* groups. Not only should the total enrollment of pupils be the same for each quarter, but the number enrolled in each grade in the elementary school and in each subject in the high school should be approximately the same during each quarter.

   Immediately it becomes clear that school systems with relatively small enrollments would have trouble registering equal numbers in each quarter and at the most efficient pupil-teacher ratios. The Research Division of the National Education Association puts it this way:

   "Optimal conditions must prevail for the theoretical economy to become fully operative, and optimal conditions are not often present. If a school is overcrowded, the all-year plan can help to ease the load: But the full savings can be obtained only if the number of pupils can be divided exactly by four so that a capacity load will be in attendance every quarter. The loads must be exactly divisible by three so that each quarter the pupils in attendance use every room to capacity. Unused classrooms or teachers with substandard loads reduce the theoretical economy."

   Thus, it might be argued that unless the enrollments are large and unless the disposition in all four quarters is about the same, inefficiency rather than efficiency would prevail.

2. Prevailing patterns of family and community living and working habits militate against the acceptance of the staggered-quarter plan. Clearly, if parents who have two or more children in school were given an opportunity to choose which quarters to have their children attend, they would generally want all of them to be in school during the same quarters. Furthermore, they would want vacation schedules for all members of the family to coincide, very likely in the warm months. Thus, it is almost certain that relatively few families would urge their children to be *out of school* in such months as November, December, January, February, March, and April or *in school* during June, July, and August. Thus, it seems very probable that a family-elective system would result in a very uneven distribution of pupils in the four quarters. Of course, the school board and the school administrator conceivably could adopt the plan and arbitrarily assign pupils so as to allocate to each quarter an equal number. Anyone familiar with the problems of administering American schools and with the independence of American citizens would hesitate long before recommending such a policy. Getting accep-

tance of the dozens of family inconveniences and hardships which the staggered plan involves is an almost insurmountable obstacle to its operation.

3. The economies are not nearly as great as some have claimed. in many sections of the country, air conditioning would have to be installed. The cost of installing and operating this service in old buildings would be considerable. Teachers' salaries, too, would have to be adjusted upward for those on a full-year teaching assignment, and part-time teachers are likely to be needed as replacements throughout the year. Unless the enrollment is sufficiently large to permit teacher-pupil ratios as efficient as the ratios maintained in the normal plan of operation, the per-pupil costs tend to go up rather than down. Furthermore, a four-quarter distribution likely would result in less efficient bus loads, more months of employment for transportation personnel, and a consequently greater salary expenditure.

4. Children and youth in great numbers would be neglected and juvenile delinquency would be encouraged *unless* families and community organizations quickly expended time and money to establish substitute community services and facilities for the school-age youngsters who would be out of school in the fall, winter, and spring quarters. For the summer quarter, traditional work opportunities, recreation, camps, and family vacation plans would probably prove reasonably adequate. No community for long will dare to turn one-quarter of the school children loose with no supervision or planned programs. If such supervision and programs are provided throughout the year, many of the economies claimed for the four-quarter staggered plan will vanish. Possibly there are some communities where home schedules, community facilities and services, and summer temperatures combine to adequately take care of *out-of-school children* during all months of the year, but they are rare.

5. Student activities of all kinds would be difficult to achieve and administer under the staggered-term plan. For example, if the coaches did the scheduling, all football players would likely be enrolled in the fall term, basketball players in the winter and spring, track and tennis aspirants in the spring and fall, and swimmers all four terms. On the other hand, the bandmaster, dramatic coach, orchestra leader, debate coach, and academic teachers interested in certain scholastic events or merit and scholarship examination schedules would insist on pupil attendance during favorite terms as determined by their own interests.

It would seem reasonable to assert at this point that, of the main types of organization identified in this report, the four-quarter, pupil-staggered plan presents the most obstacles. The difficulties encountered in the four-quarter plan, however, do not alter the fact that more and more administrators are recognizing the need to make fuller use of both school buildings and school personnel during the summer months.

What's Really Involved in a Full Forty-Eight Week School Year for All? PLAN 2

With this plan regular school is in session the year round with the exception of a one-month summer vacation period. Advocates of this plan agree that above-average children could easily accelerate under this plan, while other pupils could more easily repeat grades failed. Gifted children could complete 12 years in nine, while less gifted children, who did fail grades, could nevertheless get through their elementary and secondary school education in the present normal period of 12 years. A voluntary feature of this plan permits those who wish to attend for a full year to do so and those who strongly object to being in school throughout the year to attend only for the present term of about nine months. On the other hand, the plan could be made compulsory by legislation which would require children to be in school all year. In either case, school facilities would be operated the year round.

The voluntary program was in operation in Newark, New Jersey, from 1912 to 1931, and in Nashville, Tennessee, from 1924 to 1932. Pupils in these school systems were able to obtain schooling continuously if they so chose, and teachers who desired to teach throughout the year could do so, receiving approximately two additional months' pay. Both cities discontinued the program, however, 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. The objection was also made that acceleration did not prepare students adequately for work or college, at least as compared with high school graduates elsewhere.

In 1955, the Citizens' School Study Council of Fairfield, Connecticut, studied the all-year plan under which children would be

required to attend classes at least 11 months. The plan was considered for economic reasons—the desire to utilize fully the existing school plant and to save money on the construction of additional buildings. After considerable study, it was decided, however, that the social and administrative disadvantages of the plan far outweighed the economic advantages, and the plan was rejected.

At the present time, compulsory all-year schooling is not known to be in operation anywhere in the country. It is generally believed that the advantages of the plan do not outweigh its disadvantages, although the plan is destined for further experimentation.

What's Really Involved in a Voluntary Summer Program? PLAN 3

Summer school is old stuff. But a new ingredient has been added. Yesterday, summer school was for the slow learners, the retarded; today, the bright and the average are also being given an opportunity to enrich their programs.

Experience in communities where such types of programs have been in operation for a number of years shows that about one-third of the children enrolled in the school normally took advantage of the special opportunities provided by the summer school program. About two-thirds of the children spent their vacations as they normally have in the past. Adults, too, were stimulated by short, summer courses.

The summer school program affords real opportunity for educational advantages to the children, only a few of which could be suggested here. Some children come to summer school for remedial work or to do make-up work. This part of the program is essential. But the summer school program should by no means be labeled as a remedial and make-up program only. It also should be an opportunity for wider and richer educational experiences. Some pupils might want to take advantage of this instructional period for the purpose of acceleration, but again this number should be relatively few. The greatest advantage probably would be in enrichment. Gifted children might take advanced courses in chemistry, physics, mathematics, creative writing, or painting. Others might take part in a great books seminar, becoming acquainted with the thinking of some of the great philoso-

phers of the ages. Others would take courses that would not fit into their regular school programs, such as personal typing, nature study, woodworking, music, crafts, or shorthand. And there would, of course, be opportunities for special work in foreign languages. In this type of program, many of the traditional regulations that tend to restrict the pupils' work during the regular school term would be removed. It would be an opportunity for exploration, for experimentation, for reaching out above and beyond the boundaries of the normal classroom operation. It would truly add new dimensions of quality to the instructional program.

More school systems each year seem to be moving in the direction of extending the school program into the summer months in one form or another. The summer remedial, avocational, recreational, enrichment type of program answers a great many of the needs of school systems, for it lends itself to maximum flexibility and adaptation to local needs and provides for many enrichment activities which cannot reasonably be included in the regular school session. Opportunity is provided, too, for adult planning and participation in the school program and for extended adult educational activities. The additional costs involved, which is the primary drawback of such a program, can be justified on the basis of greater educational opportunity for all people concerned.

There is considerable agreement in favor of benefits which accrue from extended summer sessions to include remedial classes and instruction in the crafts, shop work, fine arts, and the like. The establishment of such a program involves no marked departure from present procedures yet affords opportunities for reteaching failures and for enriching the present curriculum. An extension of this program appears to be the means by which some economies can be effected and it is also a method which seems to be acceptable to the public.

What's Really Involved in a Summer Program for Professional Personnel? PLAN 4

Keeping the instructional program fresh, growing, and improving—making it better year after year and keeping up-to-date with happenings in every facet of the culture—is both a purpose and a problem of school administration. This problem becomes

more urgent and more challenging as the tempo of cultural change accelerates. The consequences of an outdated and outmoded curriculum are serious, far-reaching, and might well be disastrous. Anything short of the best instructional methods is not good enough for any school. The instructional program cannot be kept vitally alive by merely adding more courses, increasing the number of units required for graduation, and insisting on more homework for pupils. One of the most fruitful approaches that can be made to adding quality to the school program is through professional growth of instructional staff members. This growth takes place as staff members study and improve teaching methods, reorganize and revise curriculum content, and gain new insights into how children learn.

But where can time be found to give such serious attention to improving the instructional program? During the regular school day teachers are appropriately and rightfully devoting almost all of their time and energies to working directly with pupils. In the hours immediately after school closes, teachers are too tired to be very imaginative and creative; in the evenings they have homework to do, such as correcting papers and making last-minute preparations for the next day's teaching assignments. Over weekends teachers must have some relaxation and some respite from their work if they are to retain the freshness and vitality so essential to effective teaching. Consequently, the instructional program often lacks the vitality that it could and should have.

Several school districts in recent years have approached this important problem through a variation of the year-round school program. They have had considerable success without too great an increase in cost. There are some differences in the details, but in general these programs operate as follows:

1. Teachers are employed on a 12-month basis with 48 work-weeks and four weeks of vacation.

2. Children attend school for the traditional 36 to 40 weeks.

3. Teachers, together with administrators and supervisors in the district, are engaged in instructional and curriculum planning during the 12 summer weeks when children are not in school. They review instructional fields and revise the curriculum content in science, geography, economics, government, and other segments of the program to bring it up-to-date; they think through carefully instructional methods in light of the

latest educational research findings; they survey the different instructional materials and equipment that are continuously coming onto the market; and they review evaluative procedures and promotion policies.

4. The school board, supervisors, principals, teachers, administrators, and leaders of various lay organizations in the community join with the superintendent in developing a plan of work. Together they decide what needs to be done and how to do it. Wide publicity in the school district is given to the program so that everyone has a chance to understand the purposes and nature of this part of the community school program. A vital functional program of this kind varies considerably from year to year. Some teachers may spend the time in advanced study at a college or university; others will be engaged in a workshop in the local school district, actually preparing materials for use during the next school year. Other teachers may spend the time in a professional organization, in a business establishment, in the research laboratory of an industrial plant, on a nature study expedition, or in visiting foreign countries for the purpose of getting first-hand acquaintance with various aspects of cultural development. The program is flexible enough to make use of numerous kinds of experiences and resources, but through careful planning all efforts are directed to the common purpose of bringing life and vitality into the instructional program.

5. There is no rigid requirement that every teacher participate in the 12-week summer program of professional improvement. Exceptions are made when hardships or extreme difficulties are imposed on individual teachers. Maintaining the physical and emotional well-being of every member of the teaching staff is a prime function of this program, and therefore, the program avoids becoming entrapped in a rigid pattern that defeats this very purpose.

Communities that develop and operate programs of this kind will be confronted with challenging but not insurmountable problems:

1. Such a program will cost money. Experiences in districts which have programs of this kind indicate an increase of about 10 to 20 percent in the current expense budget.
2. The expenditure of public school money for the professional improvement of individual teachers is a considerable departure from general practice. Unless people in the community understand the purposes of such expenditure and see that it constitutes a sensible use of school funds, they will not support it enthusiastically.

3. The leadership responsibilities of the administrative and supervisory staff increase tremendously.

Some Merits of Plans 2, 3, and 4 or Combinations of Them

Recently a number of teachers and administrators who had participated in voluntary summer programs for pupils and an extended year for faculty members were asked to identify the strengths of such programs. Some of the more common responses were:

1. The needs of children are provided for both directly and indirectly.
2. The professional growth of teachers is accelerated.
3. Teaching becomes a full-time profession.
4. Teachers begin the regular school year with a greater sense of security.
5. Curriculum revision can take place in a relaxed atmosphere.
6. Greater time can be devoted to the selection of textbooks and other teaching materials.
7. System-wide workshops and committees provide teachers with an opportunity to understand other teachers and their problems.
8. Teachers have an opportunity to become better acquainted with students and parents.
9. Teachers have a greater opportunity to become an integral part of the community.
10. Teachers' salaries more nearly approach a professional level.
11. Opportunity is provided for adequate orientation of new teachers.
12. Opportunity is provided for teachers to learn about the community and to become better acquainted with the philosophy and services of the school system.
13. As teachers participate in workshops, orientation programs, examination and discussion of students' records, and the many other activities of the summer school program, they become better able to guide and direct children during the regular school year.
14. Opportunity is provided for system-wide, vertical curriculum meetings which contribute to an understanding of the total curriculum by all teachers.
15. All resources, human and material, are used to the maximum.

The Multiple Trails Plan

Another proposal, relatively new on the educational scene, that offers considerable promise is the multiple trails plan.

The multiple trails design provides for the reorganization of the secondary school, and is directed toward both educational and economy objectives. The plan does not require a transition period, and may, but need not, utilize chronological acceleration of pupils. The designers report that while other extended school year plans have potential to release classroom space in proportion to student enrollment in a particular grade, the multiple trails plan shows a savings in space related to the number of available classrooms and the length of the school day. It can provide an immediate release of 25-26 percent of available secondary-level classroom space.

Based on an 11-month, or approximately 210-day, school year, this plan provides a July or August vacation in addition to traditional winter and spring vacations.

The school day, which would be no longer, would be rescheduled into time modules. These modules might be 15-17 minutes long, or up to 30 minutes long, depending on the local school's decision. To make the transition from the regular school year to the multiple trails plan, the current instructional time allotment for a given subject must be equated in terms of the new time modules extending over a 42-week, or 210-day, school year. The number of time modules allotted for each class session depends on the day the class is meeting and the subject under consideration. The rescheduling may provide less instructional time per week in a given subject, but over the extended year, the total yearly instructional time will be equalized.

An integral part of this plan is the concept of a hypothetical education reserve bank, into which extra, or saved, instruction and learning time and classroom space are deposited. These deposits may be left in the bank to effect economic savings, or may be drawn upon to provide such things as remedial instruction, teacher planning periods, or additional course offerings.

The multiple trails plan may be implemented in four stages.

1. *Stage One.* With the adoption of a lengthened school year and multiple time modules, Stage One immediately releases pupil time, instruction time, and classroom space.

   Pupil time is released because, although over the extended year the pupil will receive the same amount of total instruc-

tional time per class, he may meet his class less often and possibly for shorter periods of time.

While [over the year] the student continues to receive the same amount of instructional time, the new schedule reduces the number of daily teacher contacts per day and week and releases what may be described as "E" time.

The rescheduled day also changes the nature of the teacher's day and week. With fewer daily pupil contacts and fewer daily preparations, the teacher also has "E" time, which may be scheduled into a free daily period of time or may become a free block of time one or more days each week. The teacher might use this free time at such work as curriculum revision.

Classroom space is also immediately released with the new time arrangement. The designers of this plan estimate that the plan will result in a 25-percent increase in classroom space for classrooms used eight periods a day. If a small adjustment is made in the length of the school day, the increase in classroom space may approach 37.5 percent.

2. *Stage Two.* If immediate economy is desired, pupil involvement should be limited to Stage One. If not, some of the extra pupil learning time may be used for pupil acceleration through the secondary school curriculum.
3. *Stage Three.* In Stage Three, more assets of the educational reserve bank are drawn upon to further educational objectives. Rather than pupil acceleration, the primary objective becomes provision for individual pupil needs. Extra pupil and teacher time is spent on remedial, corrective, and enrichment programs. Both college-bound and terminal pupils may spend their released time during each day at work programs.
4. *Stage Four.* Basic to Stage Four is the adoption of a program of continuous progress. Grade lines at the secondary level become insignificant, and pupils move along a subject trail at their own rates. Pupil schedules may be compacted to enable acceleration.

   This stage requires considerable curriculum revision, with the traditional curriculum organized into broad resource units that can be completed in four, five, or six weeks.

A Look at Fulton County

When schools opened for the 1968-69 term in Fulton County, Georgia, a new era in public education became a reality. Students entered the secondary school program in September with educational opportunities never before possible.

The Fulton County four-quarter plan has replaced the tradi-

tional nine-month school structure, the carnegie unit credit, the concept of a totally sequential curriculum, and the concept of scheduling students into a master schedule only one time each year.

A flexibility has been built into this new curriculum that not only allows the school to develop a program to meet the needs of the student, but also allows the student to participate in the selection of courses and the scheduling of himself into class.

Philosophy and Rationale

The basic concept is simple. The purpose of the four-quarter plan is to improve the educational opportunity of boys and girls. It is not a program to save money, to use the school plants on a year-round basis, to schedule children into a space-saving master schedule to relieve an overcrowded condition, or to accelerate students through high school to an early graduation. However, these could be "by-products" of the four-quarter school, and this program obviously could make provisions for some of these in the long run.

One of the major reasons for the four-quarter plan is the need for a quality program during the summer months. With this in mind, a program has been designed that will meet the standards of the total school program without regard to the quarter in which they are selected.

Structure of the New School Year

The school year will consist of four quarters with approximately the same amount of time in each quarter. The first quarter will begin in September and the fourth quarter will end in August. This will allow for a few days between each quarter, and for the usual holidays.

Each student will be required to go to school three of the four quarters each year. At the present time, the student is required to attend the first three quarters of each year with the fourth quarter the optional. However, when the program is fully implemented, the student may exercise an attendance option. He may elect to attend all four quarters or he may elect any three of the four quarters. Any combination of three quarters in a given year will meet the attendance requirements.

Because of four equal quarters, the attendance option is pos-

sible with quality instruction in each quarter and equal credit given, regardless of the quarter in which the course is taken.

Carnegie Unit Abandoned

One of the major reasons the high school curriculum has been so inflexible is because it has been shackled by the carnegie unit credit—one carnegie unit for one year's work. In this four-quarter school plan, the carnegie unit has been abandoned in favor of a more flexible credit hour system. Each quarter course satisfactorily completed will net the student five (5) credit hours. The maximum student load is six full course elements per quarter; i.e., the student meets the class five days per week. Therefore, the maximum credits earned in a given quarter will be thirty (30) credit hours. One can immediately see the flexibility made possible by this change in credit policy.

Subject Reorganization

One of the most significant contributions the program will make to education will be the new curriculum developed specifically for it. This in itself will be an innovation unparalleled in the nation.

All subject areas have been reorganized into quarter courses independent of each other. The number of courses required in each discipline will depend upon the needs of that discipline. Wherever possible these courses have been developed so that the rigid sequence of taking courses would no longer be necessary. About 70 percent of the courses have been developed so that they are independent and may be taken without regard to sequence.

The new course structure provides stimulation and learning opportunities for all students. There is a range of courses from the remedial to the very sophisticated. Furthermore, if a student is misplaced he may be rescheduled at the end of any quarter. In fact this structure will allow the school to tailor-make a schedule to meet the needs of the individual student. This gives the student and his counselor an opportunity to evaluate the student's progress and guide him in a more successful direction.

And the Colleges, Too

The school superintendent who visits the campus of his land-grant college or in some instances other colleges and universities as well during the summer months sees numerous illustrations of how these institutions are making use of personnel and facilities in an extended year-round school program. It will be an unusual circumstance if the campus is not a virtual beehive of activities. On a typical June week he may well observe:

1. Thousands of men and women from all parts of the state on the campus attending farm-and-home week. They will be listening to lectures and attending discussion group meetings on such practical problems as marketing; food preservation; weed and insect control; culling poultry; use of electrical appliances; soil conservation; planning a dairy barn; production quotas for cotton, tobacco, or wheat; and many other current problems of living that are of vital concern to the people of the state.

2. On another part of the campus, small groups of people may be together in workshops on recreation, banking, traffic control, fire prevention, police service, or the most recent proposal for revising the income-tax law of the state.

3. In the agricultural economics building, he is likely to see professors and graduate students at work compiling data, developing charts, and preparing bulletins as an uninterrupted part of the program of research and information that has been developed over the years to keep the people of the state acquainted with tne latest marketing demands, land values, price trends, investment returns, and interest rates.

4. In the agricultural extension building, he may well find the county agricultural agents of the state working together with a group of rural school teachers and farm leaders in revising the 4-H Club program.

5. Students and research specialists in the experimental programs under way in the agronomy department on pasture grasses, garden vegetables, fruits, oats, and corn will be making careful observations and recording data on literally dozens of projects. Since demonstration is an important element in this type of educational development, many field trips will be under way.

6. Research, conferences, workshops, institutes, demonstrations, special lectures, and an almost endless flow of pamphlets, circulars, bulletins, monographs, radio and television broadcasts, together with thousands of personal letters in answer

to specific inquiries, make the facilities of this institution a great educational service agency for people in every section of the state.

7. By no means all of the resources of the university will be devoted during the summer months to these kinds of activities. There will be formally organized summer school programs, frequently set up for varying lengths of time, in which students will pursue graduate work in education, agriculture, chemistry, physics, foreign languages, and almost every other discipline. In some institutions where the instructional program is organized on a four-quarter basis, many undergraduate students will be continuing their regular courses of academic work, thus making possible graduation in three years rather than four.

While the nature of the program will vary with the institution, the administrator who visits almost any major college of education in a state will see evidence on every hand of an extended school program that makes effective use of plant facilities and personnel in a summer school program. Summer school bulletins from several major universities outline in detail programs of four weeks' duration, six weeks' duration, and 10 or 12 weeks' duration. Within the framework of this type of organization, literally hundreds of courses are offered to thousands of students in anthropology, architecture, biology, business, chemistry, English, economics, education, engineering, music, psychology, philosophy, and physical education. These fields merely suggest the tremendous range of facilities that are made available on campus through an extended school program.

The familiar summer school programs in smaller colleges of teacher education have provided thousands of teachers, supervisors, administrators, and other school personnel with an opportunity to continue their professional preparation without resigning from their positions. The progress that has been made in upgrading certification standards during the past two or three decades would hardly have been possible without such opportunities for summer school work. The results of these programs have been more far-reaching than the completion of college degrees and meeting qualifications for a more advanced certificate. As professional educators have worked in these programs, the insights gained in child growth and development, the backgrounds of educational philosophy, the research dealing with actual teaching and learning, and the mastery of subject matter content have,

as many will testify, affected in a striking way the character and quality of educational programs in local school districts throughout the country. These programs have actually served as a fountainhead of the new strength and vitality needed to keep the instructional programs in the schools of this country continuously moving forward to higher levels of quality.

There are two points in these and other types of college and university summer programs that are of particular interest to the local school system which is moving towards an extended school program. First, some wise college administrators clearly have come to the conclusion that the buildings and equipment in these institutions and the highly skilled and well-qualified faculties are too valuable to be placed in cold storage or mothballs during a quarter of the year. The need for such services does not stop automatically with commencement, nor does it suddenly begin with the opening of the school term in the fall. It continues throughout the year; and the administration, aware of this continuing need, has moved ahead in projecting a program and in making adaptations in organization that will permit the schools to function uninterruptedly.

Second, the nature, scope, and purposes of the educational program are more broadly conceived. A concept of service to the life of the people in the state or the region which the university serves is clearly in evidence. The program is not limited to preservice instruction of teachers, although this was perhaps the initial purpose in establishing the institution. The programs in these institutions have been extended and broadened in a continuing educational program that reaches more mature people and comes to grips with numerous current problems of living.

Institutions of higher learning that have let their laboratories and classrooms be closed, that have let their equipment and facilities remain idle, and that have disbanded their instructional staff and sent them on long vacations during the summer months have missed great opportunities for making an important contribution to the cultural life in the areas they serve.

The nature and purpose of a public school system are widely different from those of a major college or university. But the concept of flexible organization, a broader type of educational opportunities, and of greater range of instructional services for children, youth, and adults might well be given more serious consideration at all levels, both private and public.

Procedures for Arriving at Policy Decisions on the Length of the School Year

If the leadership of a community decides to reappraise the length of its school year, a number of approaches might be suggested. The following may prove helpful.

First of all, the leaders should consider thoroughly *who* should be involved in the decision-making process and *when* they should be involved. Clearly, the leaders themselves—the superintendent, the principals, representative teachers, school board members, together with heads of civic, labor, and business groups —must go through a study and discussion experience. They need not all work simultaneously, however. Probably the profession, with the guidance of the superintendent, should be first to examine such questions as:

(a) Is there a need for change in the length of the school year to make the school more efficient, or to extend pupil services to the end that higher quality education and better learning will result?

(b) Have the educational demands of the time so increased and the curriculum expanded so much that pupils must have more time in school to meet the requirements?

(c) Does the long period of preparation for those who assume complex occupational roles suggest need for acceleration?

Any such review will likely involve serious study of the contemporary social, economic, political, and cultural developments, together with a look at the changing international scene and its implications for education. If such reviews indicate the need for a longer school year, attention should next center on the various plans for operating a year-round program. Faculty meetings devoted to discussions of the plans outlined in this bulletin, along with reports on various publications listed in the bibliography, should be helpful. Similar activities and programs could later be undertaken with parent-teacher, civic, and business groups.

Once the leaders from the teaching profession and from other agencies and organizations reach a consensus of opinion on what ought or ought not to be done, then wide publicity and discussion should permeate all strata of the community. Out of this should come general agreement on an appropriate program, together with a plan for securing the additional revenues needed. Only after all this is done is it wise for a board of education to adopt a policy.

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