

ATTITUDES AND PERCEPTIONS OF VOTERS, TEACHERS AND STUDENTS
TOWARD THE FOUR-DAY SCHOOL WEEK AT SHERIDAN
COUNTY SCHOOL DISTRICT NO. 1 WEST

by

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of the requirements for the degree

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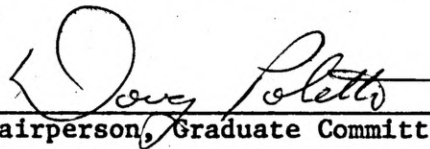
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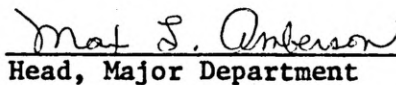


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TABLE OF CONTENTS

	Page
APPROVAL	ii
STATEMENT OF PERMISSION TO USE	iii
ACKNOWLEDGMENTS	iv
VITA	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER 1. INTRODUCTION	1
Purpose of the Study	2
Need for the Study	2
Objectives	3
Definition of Terms	3
Assumptions	4
Limitations of the Study	5
Methods and Procedures	5
Description of the Population	5
Development of the Instrument	7
Data Collection Procedures	8
CHAPTER 2. REVIEW OF LITERATURE	11
School District No. 1 West's Four-Day School Week	11
Early Education in Europe	13
Early Education in the United States	13
Four-Day Work Week	16
Four-Day School Week	16
Advantages	19
Disadvantages	20
Summary	22

TABLE OF CONTENTS--Continued

	Page
CHAPTER 3. PRESENTATION AND ANALYSIS OF THE DATA	23
Introduction	23
Students' Attitudes and Perceptions Toward Academic Statements	23
Voters' Attitudes and Perceptions Toward Academic Statements	26
Teachers' Attitudes and Perceptions Toward Academic Statements	30
Students' Attitudes and Perceptions Toward Attitude Statements	32
Voters' Attitudes and Perceptions Toward Attitude Statements	34
Teachers' Attitudes and Perceptions Toward Attitude Statements	36
Students' Attitudes and Perceptions Toward Scheduling Statements	38
Voters' Attitudes and Perceptions Toward Scheduling Statements	41
Teachers' Attitudes and Perceptions Toward Scheduling Statements	43
Students' Attitudes and Perceptions Toward Extracurricular Statements	45
Voters' Attitudes and Perceptions Toward Extracurricular Statements	47
Teachers' Attitudes and Perceptions Toward Extracurricular Statements	49
CHAPTER 4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	52
Summary	52
Objectives	53
Conclusions	55
Recommendations	56
Implications	57
BIBLIOGRAPHY	58
APPENDICES	60
Appendix A. District No. 1 Four-Day School Calendar	61
Appendix B. Cover Letter to Taxpayers and Teachers	68
Appendix C. Questionnaire	71
Appendix D. Follow-up Letter to Taxpayers	73
Appendix E. Big Horn Junior-Senior High School October 1981-1982 Comparison Days That Teachers and Students Were Absent	75

TABLE OF CONTENTS--Continued

	Page
Appendix F. Tongue River Junior-Senior High School February 1982-1983 Comparison Days That Teachers and Students Were Absent	77

LIST OF TABLES

Tables	Page
1. Students' Attitudes and Perceptions Toward Academic Statements Relating to the Four-Day School Week	25
2. Voters' Attitudes and Perceptions Toward Academic Statements Relating to the Four-Day School Week	28
3. Teachers' Attitudes and Perceptions Toward Academic Statements Relating to the Four-Day School Week	31
4. Students' Attitudes and Perceptions Toward Attitude Statements Relating to the Four-Day School Week	33
5. Voters' Attitudes and Perceptions Toward Attitude Statements Relating to the Four-Day School Week	35
6. Teachers' Attitudes and Perceptions Toward Attitude Statements Relating to the Four-Day School Week	37
7. Students' Attitudes and Perceptions Toward Scheduling Statements Relating to the Four-Day School Week	39
8. Voters' Attitudes and Perceptions Toward Scheduling Statements Relating to the Four-Day School Week	41
9. Teachers' Attitudes and Perceptions Toward Scheduling Statements Relating to the Four-Day School Week	43
10. Students' Attitudes and Perceptions Toward Extracurricular Statements Relating to the Four-Day School Week	45
11. Voters' Attitudes and Perceptions Toward Extracurricular Statements Relating to the Four-Day School Week	47
12. Teachers' Attitudes and Perceptions Toward Extracurricular Statements Relating to the Four-Day School Week	50

ABSTRACT

The purpose of this study was to determine the acceptance of the four-day school week as an alternative scheduling concept by the voters, teachers, and students of Sheridan County School District No. 1 West. It was necessary to conduct this study because this was the first four-day school experiment attempted in a Wyoming school district. District No. 1 addressed the improvement of the academics of education, while other four-day schools throughout the United States established the alternative scheduling concept to alleviate economic burden.

A questionnaire was developed asking the respondents to compare the traditional five-day week to the four-day school week. The questionnaire was validated by a group of individuals similar to those included in the population. Voter response yielded a total of 76 questionnaires for a 42.6 percent return. Sixty-three teachers replied for an 85 percent return and 281 of the students responded for a 75 percent return. The survey was divided into four major categories: (1) academic, (2) attitude, (3) scheduling, and (4) extracurricular activities. Of the four statement categories on the survey rated by the three groups, the attitude category elicited the greatest number of assenting responses. Of those surveyed, 404, or 64.6 percent (625 total) returned questionnaires. All questionnaires were used in the data.

The major conclusion indicated by the survey showed voters, teachers, and students accepted the four-day school week as an alternative scheduling concept. Further conclusions show students were enthusiastic about the four-day week and more respondents indicated they favored the four-day experiment than opposed it. Absenteeism for both teachers and students was reduced. Recommendations suggest that legislative support should be obtained, preplanning and systematic testing should be completed and then school districts should use caution before beginning a four-day school week.

CHAPTER 1

INTRODUCTION TO THE STUDY

A continuing educational challenge for any school is the organization of the instructional program to facilitate a higher level of learning for the majority of students. How to help students learn more in a given time, might be regarded as the departure point for the development of a science of instruction and learning.

A number of studies have been conducted to determine the effectiveness of an alternative scheduling concept in public schools as a means of saving money, but little attention has been given to the specific area of student educational improvement. Sheridan County School District No. 1 West has focused on the latter. In District No. 1, the main goal for instituting the four-day school week was to cultivate educational improvement that would be the result of the students' increased classroom time. Other schools have used this system for energy savings, where Sheridan County School District No. 1 West was considering adopting the four-day week in an effort to improve educational attainment for its students.

This study of the alternative scheduling concept four-day week at Sheridan County School District No. 1 West compared the attitudes and perceptions of the respondents to the traditional five-day week. Currently, there are no other schools in Wyoming which employ the new alternative scheduling concept four-day school week.

This concept at Sheridan County School District No. 1 West was a two-year pilot program approved by the State Superintendent of Instruction and State Attorney General. However, on April 15, 1983, the Wyoming State Supreme Court ruled School District No. 1 West must return to a traditional five-day week within fifteen days. On April 25, 1983, the school district complied with the court order and returned to the traditional five-day week.

PURPOSE OF THE STUDY

The major purpose of this study was to determine the acceptance of the four-day school week as an alternative scheduling concept by the local voters, teachers, and students in grades 7 through 12.

NEED FOR THE STUDY

It is human nature for people to resist a new concept such as the alternative scheduling concept. Some find it difficult to break with tradition and do something new or try something different. The four-day school week has been tried in a few rural areas throughout the United States. It has generally resulted in monetary savings for the school and has been accepted by the community.

There were several reasons why it was necessary to evaluate the alternative scheduling concept at Sheridan County School District No. 1 West. Unlike the common five-day school week, few schools in the nation and previous to School District No. 1 West, no Wyoming school district had employed the four-day school week. The scarcity of districts employing the four-day school week and the limited sources of

information available for study dictated the significant need to evaluate the study in Sheridan County School District No. 1 West. A second reason related to the fact that an increasing number of schools have so many extracurricular activities, many students are absent from school a great deal of time.

OBJECTIVES

Objectives of the study for Sheridan County School District No. 1 West were as follows:

1. To determine if an alternative scheduling concept based on the four-day school week would improve the quality of academic activities as perceived by voters, teachers, and students in grades 7 through 12.
2. To determine how voters, teachers, and students in grades 7 through 12 perceive the effectiveness and educational value of the four-day school week compared to the five-day school week.
3. To determine the effect of the four-day school week on scheduling of family activities and appointments outside the school.
4. To determine the effects of the four-day school week concerning extracurricular activities as perceived by the voters, teachers, and students in grades 7 through 12.

DEFINITION OF TERMS

The following terms are defined in order to minimize misunderstandings, and provide a basis for understanding their use in the conduct of the study. Good's Dictionary of Education was used for all standard terms. Good, 1945.

Alternative scheduling concept was defined for this study to denote the four-day school week for academic activities.

Family Activities. A broad term used to define a variety of family-type activities such as haircuts, doctor appointments, dental examinations, shopping, skiing, etcetera.

Four-day school week is the alternative scheduling concept at Sheridan County School District No. 1 West.

Hawthorne effect. A novelty innovation which is frequently perceived to be a very positive thing initially, but the support for it may later dwindle as enthusiasm wears off. Best, 1977, p. 100.

Snack Break. A period of time, either morning or afternoon, when a nutritious snack was served to the students.

Student days include the length of time that all children are required to be in school during one school term.

(TWIG) Teachers with individuals and groups. An activity period, designed for class meetings and pep rallies. It was a period of time when students were free to relax and enjoy twenty minutes with their friends and classmates in the student lounge.

ASSUMPTIONS

This study was based upon the following assumptions:

1. It was assumed the four-day week would continue to be a viable alternative schedule to the traditional five-day week.
2. It was assumed that the Northwest Regional Educational Laboratories testing did not affect the testing of this instrument.

3. Reverting back to the five-day week at the end of the school year did not affect the respondents' attitude toward the four-day week.

LIMITATIONS OF THE STUDY

1. This study was limited to the responses gathered from a ten percent random sample of voters, all teachers, and all students in grades 7 through 12 living in Sheridan County School District No. 1 West.

2. The four-day week experiment at District No. 1 was limited to a very short period of time, beginning August 30, 1982, and ending April 25, 1983.

METHODS AND PROCEDURES

The research methods and procedures used to accomplish the major purpose and objectives of this study are divided into the following sections: (a) description of the population, (b) development of the instrument, and (c) data collection procedures.

Description of Population

The first step the researcher completed was to receive permission to do a research study about the four-day week from the school board and the superintendent of the Sheridan County School District No. 1 West. Total enrollment in the district includes 843 students which was made up of two elementary schools, two secondary schools, and one rural elementary school. (The distribution of the student population for the schools surveyed was as follows; (a) Big Horn 7th and 8th grades, 49; (b) Tongue River 7th and 8th grades, 102; (c) Big Horn

High School, 89, and (d) Tongue River High School, 133.) Kindergarten through 6th grade students were not surveyed because of their inability to understand the questionnaire and the potential parental influence. No attempt was made to differentiate between teachers and administrators.

The voter population for the study consisted of a random sample of all the voters in Sheridan County School District No. 1 West. The size of this population was roughly 1,781 registered voters. Using a ninety percent confidence level with a six percent error limit, an estimated sample size of 178 was drawn to produce a cost efficient method for sampling this population.

The author drew the sample of voters surveyed by taking a complete list of all Sheridan County School District No. 1 West voters, assigning each registered voter a number, and drawing a ten percent random sampling of these voters. All teachers and students were included in the study as a total population. The researcher gave all teachers and students in grades 7 through 12 at Big Horn the questionnaire during TWIG (activity period) and received them back the same day. No attempt was made to include those students or teachers who were absent on the day the instrument was distributed.

Questionnaires were distributed at Tongue River High School by a senior student under the leadership of the high school principal during lunch period and collected at the same time. The elementary principals at Big Horn and Tongue River distributed the questionnaires with a cover letter into each instructor's mailbox and these were collected by the researcher.

The two high schools differ in the fact that Big Horn utilized a six-period day, and Tongue River maintained a seven-period day. Both schools began at 8:00 A.M. and ended at 4:00 P.M. Elementary schools were very similar; Big Horn hours were 8:05 A.M. to 3:55 P.M. and Tongue River was 8:15 A.M. to 3:45 P.M. The shorter elementary day was utilized so bus schedules could be adhered to strictly. A breakdown of all class time schedules is shown in appendix A.

Development of the Instrument

In order to conduct the study, a questionnaire was given to voters, teachers, and students in grades 7 through 12 asking their attitudes and perceptions of the four-day school week at Sheridan County School District No. 1 West. The questionnaire was designed, using the objectives of the study and other ideas gathered from the Northwest Educational Laboratory as well as related studies completed in the states of Colorado, Washington, New Hampshire, New Mexico, and Maine. The author was able to locate a number of these studies through an (ERIC) computer search at Montana State University Library.

To increase the validity and reliability a group of individuals, comprised of two Sheridan taxpayers, one high school principal, one junior high principal, one high school teacher, one elementary teacher, and two Sheridan high school students in Sheridan County School District No. 2 were selected to pretest the survey questionnaire. This group of people completed the questionnaire and made comments and suggestions. The author did not attempt to validate the questionnaire with a totally parallel sampling of the population to be studied. The questionnaire

responses provided a reliable and valid indication and adequately assessed equal tendencies among each group in this district. After careful review of the group's ideas and comments, minimal changes were made.

Data Collection Procedures

The author identified the names of the voters surveyed by going to the Sheridan County Courthouse voters' office and collecting all the names of the registered voters in the Tongue River and Big Horn school districts. No attempt was made to determine what the voters' occupations were, if they were working or nonworking, what their working hours may have been, or the distance they may have lived from their schools. The author waited until near the end of the school year to allow the community as much time as possible with this new experience. Thus, a few minor problems were created when the five-day school ruling from the State Supreme Court was received.

After completing the pretesting of the survey questionnaire, a survey and a stamped, self-addressed envelope was sent to a ten percent random sample of Sheridan County School District No. 1 voters on May 9, 1983. Included with the questionnaire was a letter explaining the purpose of the survey.

Questionnaires were distributed on May 11, 1983, to the teachers and students in the 7th through 12th grades during the school day at the schools. At the Big Horn School, the (TWIG) activity period was used to distribute the questionnaires. The researcher explained the

questionnaire to all students in grades 7 through 12 and their respective teachers.

At Tongue River, the high school principal and a senior student handed out questionnaires, gave explanations, answered questions, and collected the survey instruments. The lunch period was utilized so no school learning time was lost. The researcher had spent time explaining the questionnaire to these specific individuals.

At Big Horn and Tongue River elementary schools, the principals gave each instructor the questionnaire with a cover letter in his/her mailbox.

All data collected from teachers' students in grades 7 through 12 were filed either as student respondents or teacher respondents. These surveys were not numbered because they were part of a total population. The voters' questionnaires were numbered on the back of each questionnaire so a follow-up letter could be sent to any voter who did not respond in three weeks. As voter questionnaires were received, the researcher checked off the respondent and filed all the surveys until June 27, 1983. Complete anonymity was maintained so the researcher would not be aware of the names of the voter respondents.

All data were collected on May 31, 1983, after an approximately thirty-five percent (62) return, and a follow-up letter was sent to those voters not responding to the original mailing of the questionnaire. This resulted in about eight percent (14) additional responses for a final total on June 27, 1983, of 42.6 percent (76). Sixteen members of the population responded with viable comments but did not complete the questionnaire.

A sample of the cover letter, the questionnaire, and the follow-up letter are contained in appendices B, C, and D, respectively.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

The main goal of education is to provide the best possible learning environment for students. This goal can be achieved through personalizing instruction and meeting the interests, needs, aptitudes, and abilities of each student. Sheridan County School District No. 1 West experimented with an alternative scheduling concept four-day school week in an attempt to achieve these goals academically. In order to not affect student learning time, District No. 1 West encouraged the scheduling of extracurricular activities and in-service workshops on those days school was not in session for academic purposes.

School District No. 1 West's Four-Day School Week

The eight-hour day, four-day school week method of scheduling was tried in the northeastern part of Wyoming in Sheridan County School District No. 1 West for 124 student days beginning August 30, 1982, and continuing through April 21, 1983.

In 1981, Sheridan County School District No. 1 West began to explore the concept of the four-day school week schedule as a strategy for instructional improvement. After a review of the research on other schools in the United States, visitations to a number of schools in Colorado and New Mexico which had implemented the alternative schedule,

and meetings with the public and preliminary approval by the Wyoming Department of Education, District No. 1 West instituted a four-day school week schedule for the 1982-83 school year.

On June 5, 1982, the State Board of Education granted permission to Sheridan County School District No. 1 West to implement, on a two-year trial basis, a program that includes alternative school scheduling provided, however, that any schedule thus approved met the minimum annual classroom hours required by state statute and regulation.

A copy of District No. 1 West's calendar and other related data are located in appendix A.

In August 1982, eight members of the community filed a legal suit seeking an injunction and a declaratory judgment to prevent the school district from implementing the plan. A district court judge denied the injunction. In an appeal to the State Supreme Court, the Court ruled on April 15, 1983, that School District No. 1 was operating illegally because of the state requirement that students spend 180 days in class to make a school eligible for state school aid. The schools in District No. 1 switched back to a five-day school week on April 25, 1983.

A desirable characteristic of the four-day school week was that very few extracurricular activities were held during the week's school time (8:00 A.M. to 4:00 P.M.). Many parents and teachers felt four uninterrupted school days would provide an educational advantage. Included in appendix E is a Big Horn Junior-Senior High School comparison of October 1981-October 1982 illnesses, appointments, and activities that took students and teachers out of school. Included in appendix F

is a Tongue River Junior-Senior High School comparison of February 1982-February 1983 illnesses, appointments, and activities that took students and teachers out of school.

Early Education in Europe

Education and its need for specific time frames, such as the number of hours a day that should be spent in school, can trace itself back through time a great distance. The statements below were quoted by Martin Luther in 1524 in a "Letter to the Mayors and Alderman of all cities of Germany in behalf of Christian Schools." Knight, 1940, p. 171.

"We can not bring all our children up to be students; we can not spare them; we need them at home to work for us. I answer, I do not ask for the establishment of such schools, as we have had hitherto, where our young men have spent twenty or thirty years over Donatus or Alexander, and yet have not learned anything at all. We have now another world, and things are done after a different pattern. And I ask no more than this, namely, that boys shall attend upon such schools as I have in view, an hour or two a day, and none the less; spend the rest of their time at home, or in learning some trade, or doing whatever else you will; thus both these matters will be cared for together, while they are young and opportunities are favorable. For else, they would haply spend tenfold this time in gunning and ballplaying. So, too, your little girls may easily find time enough to go to school an hour a day, and yet do all their household duties; for they now devote more than that to overmuch play, dancing, and sleep." Knight, 1940, p. 173.

Early Education in the United States

Review of the history of United States education showed there was a push to guarantee equal education to all young persons. Individuals in higher government offices believed this very strongly; thus, New Hampshire, in its constitution of 1784 and again in 1792 held that,

"Knowledge and learning generally diffused through a community being essential to the preservation of a free government, spreading the opportunities and advantages of education through the various parts of the country being highly conducive to promote this end, it shall be the duty of the legislature and magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools." Knight, 1940, p. 237.

Over the years, the length of the school day in the United States has varied from as little as two hours per day to approximately ten hours.

"School sessions in the colonial period were usually long. In some communities they continued from seven o'clock in the morning until five in the afternoon in the spring and summer months; from August to December the hours were from eight to four. In New Haven in 1684 the school kept nine hours a day for six days a week in the summer session but for a somewhat shorter period in the winter." Knight, 1951, p. 123.

A continuing question for educators has long been, how many years do students need to spend studying specific subjects? On the average, four years of English, three years of math, three years of science, two years of social science, and one year of physical education has been a standard as a sufficient length of time to educate our high school students.

The question of the length of a school term was raised as early as 1929 by The Committee of Ten.

"1. In the school course of study extending approximately from the age of six to eighteen years - a course including the periods of both elementary and secondary instruction - at what age should the study which is the subject of the conference be first introduced?"

"2. After it is introduced, how many hours a week for how many years should be devoted to it during the last four years of the complete course, that is, during the ordinary high school period?" Knight, 1952, p. 92.

Within the same context of educational improvement for students, the educators must also continually be well-informed and educated toward new trends and fresh ideas. To enhance educational improvement for the students, School District No. 1 West's administrators scheduled teacher in-services directed at improving student reading for the year 1982-83. Each succeeding year, a different area or areas would be covered to build the school's entire curriculum. In addition to in-service activity, the four-day week allowed this school district's teachers and administrators to update and create a standardized district-wide curriculum.

In the author's review of twentieth century education, the literature indicated a lack of quality educators. Well-trained teachers who were able to motivate and teach were a long existing problem in education.

In 1914, President John W. Cook of the State Normal School, De Kalb, Illinois, vigorously pointed to the need for professionally trained teachers. He noted that,

"550 thousand teachers the year before had charge of eighteen million children in the public schools of the United States, and that these teachers were maintained at an annual expense of almost half a billion dollars...this vast expenditure does not include interest on an investment of approximately a billion and a half. But the results of this enterprise were far from ideal. One-fourth of the children enrolled were absent from school every day, and large as the enrollment seemed, it included only a little more than half the school population. The average child, Cook said, was then receiving only about ninety days of schooling each year. If this should be the record of such a child for thirteen years between the ages of five and eighteen, it would mean that the completion of the sixth grade of the elementary school is what we are to rely upon in the way of a common scholarship in perpetuating the

institutions of which we are so proud, and which have been established by so immense an expenditure of blood and treasure and toil. Thirty-six years later (1950) there were loud complaints about the same kind of condition; too many children were not attending school." Knight, 1952, pp. 247, 248.

Four-Day Work Week

The five-day work week was evolving in the 1920s and 1930s from the six- and seven-day week. Then, in the late 1960s and early 1970s some businesses and industries began changing their week to four days with forty hours, four days with 36 hours, and even four days with 32 hours of work scheduled.

"Opinions about the rapidity with which business and industry will move to the four-day week vary from predictions of its inappropriateness for large manufacturing concerns to a forecast by Mrs. Riva Poor, a management consultant in Massachusetts, that the next five years will see 80 percent of industry converting to this or some flexible work schedule, while business executives are issuing warnings that business and industry should not rush into a four-day week until a better analysis of its advantages and disadvantages can be made. It is fairly certain that this trend will catch on much faster than the change from the six-day to the five-day week, which became standard only in 1945 after 37 years of evolution." Cravens, 1973, p. 278.

It is apparent that should the four-day school week follow the four-day work week, basic educational changes would result. A move to a four-day week for elementary and high schools would probably be accompanied by a proportionate lengthening of the school day or the school year.

Four-Day School Week

One of the first schools in the United States to experiment with the four-day school week was Maine School Administrative District No. 3,

Unity, Maine. They began their experiment in September of 1971. There were two specific problems that caused this district to consider the four-day week: financial need and a need for in-service training time for teachers.

"In early spring 1971, word was received that District three had been awarded an E.S.E.A. Title III grant for its project entitled 'Individualized Learning and Responsibility Development.' A project geared to changing teaching techniques and materials, it featured an extensive training program for teachers. The time for such training was the most serious consideration of the project." Brewster, 1972, p. 1.

This first four-day experience continued until spring of 1975 (four years). At that time, the Title III grant that had been used to hire a program coordinator was abolished. Also, the Maine Commissioner of Education no longer approved of the four-day week because the state had liberalized the days for teacher on-the-job training.

At the time of the Unity, Maine experiment (1972-73), Cimarron, New Mexico began a four-day school week. Nationally, Cimarron's four-day school week is the longest continuing four-day school week.

A crisis loomed in 1977-78 for Cimarron; the New Mexico Attorney General ruled the four-day week was illegal because state law required one hundred eighty days a year. (The four-day week did meet the state's hour requirements). The legislature granted a one-year extension of the schedule. Cimarron students, parents, educational staff, and board of education members worked avidly in 1979 to convince state legislators to allow alternative scheduling that best suited their circumstances. The 1980 New Mexico legislatures made it possible for all districts to

adopt alternate scheduling with approval of the state department of education.

Colorado avoided the problems of Cimarron, New Mexico and Sheridan County School District No. 1 West by passing legislation prior to implementing the four-day school week.

"The Colorado assembly passed legislation in April 1980 that enabled school districts in the state to experiment with alternatives to the traditional school calendar." Richburg, 1982, p. 622

Thirteen Colorado schools submitted proposals to the Colorado State Board of Education for implementing four-day school weeks during the school year of 1980-81, and the board approved all proposals. In each district, longer school days provided the same amount of instructional time that the conventional five-day week afforded. A conventional school calendar generally meets the 1,080 hour minimum by scheduling six hours of instruction for 180 days (or five days a week for 36 weeks). The districts using a four-day week completed 1,080 hours of instruction by scheduling seven and one-half hours of instruction per day for 144 days. This schedule produces the same 36-week school year. The school day for districts on the alternative calendar typically began at 8:00 A.M. and ended about 4:00 P.M.

"In 1981-82 twelve of the thirteen districts resubmitted applications to continue the program a second year. One district did not reapply for reasons totally unrelated to the four-day week experience." Bruchacher, 1982, p. 3.

Ten additional districts applied as first year pilot programs to implement the four-day week in the 1981-82 school year. Colorado now has 23 school districts representing 5,200 children on the four-day week schedule.

The George B. White School in Deerfield, New Hampshire, a kindergarten through eighth grade school, began their four-day school week experiment in September of 1981, and are presently using the alternative scheduling approach. Deerfield met or surpassed all its initial objectives for the four-day week during the first year of operation. The final evaluation reports for 1982-1983 will soon be available.

Liberty School District No. 362, Spangle, Washington, implemented a four-day school week in 1980-1981 which was comparable to the program used by Cimarron School District No. 3 in New Mexico.

"In order to meet Washington requirements, schools started fifteen minutes earlier and ended one hour later. Projections indicated that the typical high school student would gain almost 31 school days over a four-year period, despite the fact that school would start one week later and operate for 144 days instead of 180. The gain was attributed to longer class periods, the fact that teacher in-service and parent-teacher conferences were no longer held on school days, and time saved in setting up and cleaning classrooms. Liberty School District realized many advantages and few disadvantages from the program." Feldhausen, 1981, Abstract.

Advantages

The academic advantages found in the review of literature showed that longer, less-interrupted class periods were of benefit, especially in an area such as vocational education. More teacher-student contact time and more time on task for students was cited as a major advantage. Utilizing in-service days for teacher improvement and curriculum development allowed more time to accomplish such activities rather than undertaking these activities before or after the school day. With the four-day school week, there were more actual hours of instructional

time during the school year. The greatest advantage of the four-day school week was illustrated by those students who equaled or improved their academic achievement.

Attitudinal changes of students, parents, and teachers have shown improved interest and enthusiasm for the four-day week. Family ties were strengthened when the children were home one more day of the week.

Scheduling advantages showed the added flexibility provided more life experience opportunities for students in community groups, church organizations, and athletic programs. The four-day school week allowed more time with the family and more time for teachers and students to do personal business. The four-day school week reduced student and teacher absenteeism because of time to do things on Friday. No loss of educational time was affected for parent conferences, in-service days, or in case of school closures because Friday can be utilized. The four-day school week enhanced weekend work opportunities for the students. Some students liked the day off to rest or do homework.

Extracurricular advantages showed scheduling of games or school events on Friday or Saturday did not conflict with instructional time.

Disadvantages

The academic disadvantages appeared with special education students and slow learners. These students need additional time for repetition of learning skills. The long day was a disadvantage for some young students, especially students who had long bus rides which caused them to have to leave home or arrive home in the dark.

The attitude disadvantages revealed students with poor home life liked the fifth day of school for contact with teachers and friends. Unstructured time on Friday may be negative for a portion of students. The scheduling disadvantages most affected parents who both worked, or single parent families who had problems finding babysitters.

Extracurricular disadvantages hindered outside events scheduled after school because of the short amount of time until darkness. Practice times for extracurricular events were shortened if schools did not have adequate gym facilities. Practices had to be eliminated some days because there was no heat in the facility.

Summary

As might be discerned from the review of literature, the four-day school week is and has been a viable alternative scheduling concept in some small, rural school districts throughout the United States for at least the past ten years. It may not be appropriate for urban or suburban school districts, because four-day schools in operation have been limited to small, rural school districts. The four-day week is contrary to the community education idea that strives to increase the use of school buildings. Extracurricular activities may have a negative effect. This may be reduced if all schools in an area or district were to use the same school calendar. The four-day week schedule reduces energy consumption and general operations costs for schools by ten to twenty percent; however, some of these costs are diverted to the family's expense. The long day for children can be enhanced by a "snackbreak," however, this is costly. The higher total attitude may

simply reflect a (Hawthorne) novelty effect, but Cimarron, New Mexico, has ten years on the four-day system and reports continued strong support in all areas.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

Examination of the 420 returned questionnaires revealed that 281, or 66.9 percent of the respondents were students, 63, or 15 percent were teachers, and 76, or 18.1 percent were voters. Sixteen additional voter respondents returned the questionnaire but did not complete the survey; however, some responded with viable comments.

Twelve tables were used to present the data. The twelve tables illustrate the responses accumulated from the survey. In analyzing the data, it was noted that the attitudes and perceptions of all three groups responding were comparable in their responses.

Students' Attitudes and Perceptions Toward Academic Statements

A review of data presented in table 1 show that 159, or 56.6 percent of the students strongly agreed, and 74, or 26.3 percent agreed that students' academic achievement had increased. Only five students disagreed and four strongly disagreed that students' academic achievement had increased.

A further review of the table show 129, or 45.9 percent of the students strongly agreed, and 95, or 33.8 percent agreed that the school's curriculum had improved.

One hundred and thirteen, or 40.2 percent of the students strongly agreed that students' homework had become easier to complete. Sixty-six, or 23.5 percent also agreed homework had become easier to complete. It is interesting to note that 37, or 13.2 percent of the students disagreed, and 18, or 6.4 percent strongly disagreed that homework was easier to complete.

One hundred and sixty-six, or 59.1 percent of the students strongly agreed that longer class periods were a benefit to student learners. Seventy-two, or 25.6 percent of the students agreed with the statement that longer class periods were a benefit to student learners. Only fifteen, or 5.3 percent of the students disagreed and five, or 1.8 percent strongly disagreed that longer class periods were a benefit to student learners.

As can be seen in table 1, 119, or 42.3 percent of the students strongly agreed that total educational advantages have improved. Also, 107, or 38 percent agreed that total educational advantages had improved.

The last three academic statements are closely related, all dealing with the length of school days. It was interesting to note that students' perceptions were nearly the same in that they felt the days were too long for young students (K-4). Thirty-three, or 11.7 percent of the students strongly agreed and 39, or 13.9 percent agreed; whereas 57, or 20.3 percent disagreed, and 48, or 17.1 percent strongly disagreed that the day was too long for young students (K-4). It was interesting that 80, or 28.5 percent of the student respondents were neutral, and 24, or 8.5 percent answered not applicable to this

Table 1

STUDENTS' ATTITUDES AND PERCEPTIONS TOWARD ACADEMIC STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students' academic achievement has increased	159	56.6	74	26.3	33	11.7	5	1.8	4	1.4	6	2.1
Schools' educational curriculum has improved	129	45.9	95	33.8	37	13.1	12	4.3	3	1.1	5	1.8
Students' homework has become easier to complete	113	40.2	66	23.5	44	15.6	37	13.2	18	6.4	3	1.1
Longer class periods are a benefit to student learners	166	59.1	72	25.6	23	8.2	15	5.3	5	1.8	0	0.0
Total educational advantages have improved	119	42.3	107	38.0	35	12.5	14	5.0	5	1.8	1	.36
The day is too long for young students (K-4)	33	11.7	39	13.9	80	28.5	57	20.3	48	17.1	24	8.5
The day is too long for intermediate students (5-8)	15	5.3	20	7.1	40	14.2	88	31.3	105	37.4	13	4.6
The day is too long for high school students (9-12)	12	4.3	11	3.9	21	7.5	55	19.6	171	60.8	11	3.9

statement. This may have been predictable because respondents were in grades 7 through 12 and generally felt neutral about the younger students.

Fifteen, or 5.3 percent of the students strongly agreed, where 105, or 37.4 percent strongly disagreed that the day was too long for intermediate students (5-8). Twenty, or 7.1 percent of the students agreed, where 88, or 31.3 percent disagreed the day was too long for intermediate students (5-8). Forty, or 14.2 percent were neutral, and 13, or 4.6 percent answered not applicable that the day was too long for intermediate students (5-8).

One hundred and seventy-one, or 60.8 percent of the students strongly disagreed with the statement that the day was too long for high school students (9-12), where only 12, or 4.3 percent strongly agreed that the day was too long. Fifty-five, or 19.6 percent disagreed, and only 11, or 3.9 percent agreed with the statement that the day was too long for high school students. It is appropriate to note as a group, a much larger percentage of students disagreed and strongly disagreed with the statement that the day was too long, than agreed or strongly agreed.

Voters' Attitudes and Perceptions Toward Academic Statements

As can be seen in table 2, ten, or 16.6 percent of the voters strongly agreed, whereas five, or 8.3 percent strongly disagreed students' academic achievement had increased. It is also notable that twenty, or 33.3 percent agreed, whereas five, or 8.3 percent disagreed that students' academic achievement had increased. As a total, eleven,

or 18.3 percent answered neutral, and nine, or 15 percent answered not applicable to the statement students' academic achievement had increased.

In further review of table 2, 14, or 23.3 percent of the voters strongly agreed the schools' educational curriculum had improved, while only four, or 6.7 percent strongly disagreed. Thirteen, or 21.6 percent agreed the schools' educational curriculum had improved, whereas seven, or 11.7 percent disagreed. Twenty-two, or 36.6 percent of the voters, 14, or 23.3 percent answered neutral, and eight, or 13.3 percent answered not applicable.

The data in table 2 indicate 12, or 20 percent of the voters strongly agreed students' homework had become easier to complete, whereas five, or 8.3 percent strongly disagreed. Eleven, or 18.3 percent agreed and 11, or 18.3 percent disagreed that students' homework had become easier to complete. Eight, or 13.3 percent of the voters were neutral, and 13, or 21.7 percent answered not applicable.

By further examination of the data in table 2, it can be noted that 22, or 36.7 percent strongly agreed, and 16, or 26.7 percent agreed that longer class periods were a benefit to student learners. Only five, or 8.3 percent disagreed, and seven, or 11.7 percent strongly disagreed with the statement that longer class periods were a benefit to student learners.

Data in table 2 show 16, or 26.7 percent of the voters strongly agreed with the academic statement that total educational advantages had improved, and 22, or 36.7 percent agreed. Six, or ten percent of

Table 2

VOTERS' ATTITUDES AND PERCEPTIONS TOWARD ACADEMIC STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students' academic achievement has increased	10	16.6	20	33.3	11	18.3	5	8.3	5	8.3	9	15.0
Schools' educational curriculum has improved	14	23.3	13	21.6	14	23.3	7	11.7	4	6.7	8	13.3
Students' homework has become easier to complete	12	20.0	11	18.3	8	13.3	11	18.3	5	8.3	13	21.7
Longer class periods are a benefit to student learners	22	36.7	16	26.7	7	11.7	5	8.3	7	11.7	3	5.0
Total educational advantages have improved	16	26.7	22	36.7	6	10.0	6	10.0	5	8.3	5	8.3
The day is too long for young students (K-4)	13	21.7	9	15.0	8	13.3	20	33.3	7	11.7	3	5.0
The day is too long for intermediate students (5-8)	8	13.3	4	6.7	7	11.7	21	35.0	15	25.0	5	8.3
The day is too long for high school students (9-12)	3	5.0	3	5.0	6	10.0	21	35.0	19	31.7	8	13.3

the voters disagreed, and five, or 8.3 percent strongly disagreed that total educational advantages had improved.

The final three academic statements are closely related, all dealing with the length of the school day. Data in table 2 indicate 13, or 21.7 percent of the voters strongly agreed, while seven, or 11.7 percent strongly disagreed the day was too long for young students (K-4). Only nine, or 15 percent of the voters agreed, whereas 20, or 33.3 percent disagreed that the day was too long for young students (K-4). Eight or 13.3 percent of the voters were neutral, and three, or five percent answered not applicable to the statement that the day was too long for young students (K-4).

Fifteen, or 25 percent strongly disagreed, where only eight, or 13.3 percent strongly agreed that the day was too long for intermediate students (5-8). Only four, or 6.7 percent of the voters agreed, where 21, or 35 percent disagreed that the day was too long for intermediate students (5-8).

It is interesting to note as students advanced into the higher grades, the voters felt the long day was less harmful to the students. Nineteen, or 31.7 percent strongly disagreed, whereas only three, or five percent strongly agreed the day was too long for high school students. Twenty-one, or 35 percent of the voters disagreed, and only three, or five percent agreed the day was too long for high school students. Eight, or 13.3 percent of the voters answered this statement as not applicable.

Teachers' Attitudes and Perceptions Toward Academic Statements

As indicated in table 3, 26 or 41.2 percent of the teachers strongly agreed with the academic statement that students' academic achievement had increased. Twenty, or 31.7 percent of the teachers agreed that students' academic achievement had increased. Fifteen teachers, or 23.8 percent were neutral on this statement. Not a single teacher disagreed and only one, or 1.6 percent strongly disagreed that students' academic achievement had increased.

A further review of the data in table 3 show twenty-seven teachers, or 42.8 percent strongly agreed, and 27, or 42.8 percent agreed that the educational curriculum of the schools had improved while on the four-day week.

As seen in table 3, 17, or 27 percent of the teachers strongly agreed students' homework had become easier to complete. Sixteen, or 25.4 percent, agreed with this statement. Eleven, or 17.5 percent of the teachers were neutral, and 14, or 22.2 percent answered not applicable to the statement that students' homework had become easier to complete.

By reviewing the data, it is apparent that teachers felt longer class periods were a benefit to students because 30, or 47.6 percent strongly agreed, and 24, or 38.1 percent agreed with this statement.

The data in table 3 indicate a very high percentage of the teachers felt the total educational advantages had improved. Twenty-seven teachers, or 42.8 percent strongly agreed, and 24, or 38 percent agreed with this statement. Nine, or 14.2 percent replied they were

Table 3

TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD ACADEMIC STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students' academic achievement has increased	26	41.2	20	31.7	15	23.8	0	0	1	1.6	1	1.6
Schools' educational curriculum has improved	27	42.8	27	42.8	5	7.9	2	3.2	1	1.6	1	1.6
Students' homework has become easier to complete	17	27.0	16	25.4	11	17.5	3	4.8	2	3.2	14	22.2
Longer class periods are a benefit to student learners	30	47.6	24	38.1	5	7.9	1	1.6	2	3.2	1	1.6
Total educational advances have improved	27	42.8	24	38.0	9	14.2	0	0	2	3.2	1	1.6
The day is too long for young students (K-4)	1	1.6	4	6.3	21	33.3	25	39.7	4	6.3	8	12.7
The day is too long for intermediate students (5-8)	0	0	3	4.8	11	17.5	26	41.2	20	31.7	3	4.8
The day is too long for high school students (9-12)	0	0	2	3.2	3	4.8	14	22.2	37	58.7	7	11.1

neutral as to whether total educational advantages had improved while on the four-day week.

The final three academic statements are closely related, all dealing with length of the school day. Twenty-one of the teachers were neutral to the statement that the day was too long for young students (K-4). The author feels the teachers would have preferred a longer experiment to adequately make a judgment of the young students' ability to withstand the long day. A larger percentage of the teachers, 39.7 percent, or 25, disagreed with the statement that the day was too long for young students (K-4).

Further review of data in table 3 show that 26, or 42.7 percent of the teachers disagreed, and 20, or 31.7 percent strongly disagreed that the day was too long for intermediate students (5-8). Not one teacher strongly agreed the day was too long for either intermediate (5-8) or high school students (9-12). Fourteen, or 22.2 percent of the teachers disagreed, and 37, or 58.7 percent strongly disagreed with the statement that the day was too long for high school students (9-12). Eight, or 12.7 percent, and seven, or 11.1 percent, respectively, replied not applicable to the day being too long for young students (K-4) and high school students (9-12). The author feels this was probably answered this way because high school teachers felt they should not answer for elementary teachers and vice-versa.

Students' Attitudes and Perceptions Toward Attitude Statements

Examining table 4, it is notable that 220 students, or 78.3 percent strongly agreed with the statement that, "I like the overall aspects

Table 4

STUDENTS' ATTITUDES AND PERCEPTIONS TOWARD ATTITUDE STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I like the overall aspects of the four-day week	220	78.3	39	13.9	13	4.6	5	1.8	4	1.4	0	0
My attitude toward school and educational programs has improved	124	44.1	94	33.5	45	16.0	11	3.9	6	2.1	1	.36
Students' interest in school has increased with the four-day week	116	41.3	78	27.8	74	26.3	7	2.5	5	1.8	1	.36
The four-day week creates more on the job problems for teachers	21	7.5	14	5.0	71	25.3	61	21.7	56	19.9	58	20.60

of the four-day week." Another 39, or 13.9 percent of the students agreed they liked the overall aspects of the four-day week.

A further review of table 4 show 124, or 44.1 percent of the students strongly agreed their attitude toward school and educational programs had improved. Also, 94, or 33.5 percent agreed with this statement. Forty-five, or 16 percent felt neutral that their attitude toward school and educational programs had improved.

As can be seen in table 4, 116 students, or 41.3 percent strongly agreed, and 78, or 27.8 percent agreed that students' interest in school had increased with the four-day week. Seventy-four, or 26.3 percent of the students were neutral about their interest in school increasing with the four-day week.

The data in table 4, indicate diverse attitudes to the statement that the four-day week created more on-the-job problems for teachers. Sixty-one students, or 21.7 percent disagreed, and 56, or 19.9 percent strongly disagreed that the four-day week created more on-the-job problems for teachers. Twenty-one, or 7.5 percent strongly agreed, and 14, or five percent agreed that the four-day week created more on-the-job problems for teachers. It is interesting to note that 71, or 25.3 percent of the students answered neutral, and 58, or 20.6 percent stated not applicable to this statement. It is surmised that this is because students felt they could not answer for the teachers.

Voters' Attitudes and Perceptions Toward Attitude Statements

The data in table 5 indicate 28, or 46.7 percent strongly agreed, and nine, or 15 percent strongly disagreed that they liked the overall

Table 5

VOTERS' ATTITUDES AND PERCEPTIONS TOWARD ATTITUDE STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I like the overall aspects of the four-day week	28	46.7	14	23.3	4	6.7	5	8.3	9	15.0	0	0
My attitude toward school and educational programs has improved	13	21.6	18	30.0	16	26.7	5	8.3	4	6.7	4	6.7
Students' interest in school has increased with the four-day week	15	25.0	17	28.3	12	20.0	6	10.0	5	8.3	5	8.3
The four-day week creates more on the job problems for teachers	4	6.7	4	6.7	13	21.6	15	25.0	8	13.3	16	26.7

aspects of the four-day week. Fourteen, or 23.3 percent agreed, and five, or 8.3 percent disagreed that they liked the overall aspects of the four-day week.

In further review, the data in table 5 show 13, or 21.6 percent of the voters strongly agreed, and 18, or 30 percent agreed their attitude toward school and educational programs had improved. Sixteen, or 26.7 percent, were neutral on the statement.

A further examination of table 5 show that 15, or 25 percent of the voters strongly agreed, and 17, or 28.3 percent agreed that students' interest in school had increased with the four-day week.

The data in table 5 indicate that 15, or 25 percent of the voters disagreed, and eight, or 13.3 percent strongly disagreed that the four-day week created more on-the-job problems for teachers. Interestingly, four, or 6.7 percent of the voters strongly agreed, and four, or 6.7 percent agreed that the four-day week created more on-the-job problems for teachers. Thirteen, or 21.6 percent of the voters were neutral, and sixteen, or 26.7 percent answered not applicable that the four-day week created more on-the-job problems for teachers.

Teachers' Attitudes and Perceptions Toward Attitude Statements

A review of the data in table 6 show that teachers highly favored the overall aspects of the four-day week. Thirty-seven, or 58.7 percent strongly agreed, whereas only one, or 1.6 percent strongly disagreed with the statement that, "I like the overall aspects of the four-day week."

Table 6

TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD ATTITUDE STATEMENTS
RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I like the overall aspects of the four-day week	37	58.7	19	30.2	5	7.9	1	1.6	1	1.6	0	0
My attitude toward school and educational programs has improved	27	42.8	22	34.9	10	15.9	2	3.2	2	3.2	0	0
Students' interest in school has increased with the four-day week	24	38.1	26	41.2	10	15.9	3	4.8	0	0	0	0
The four-day week creates more on the job problems for teachers	3	4.8	9	14.3	12	19.0	26	41.2	13	20.6	0	0

Continuing with table 6, it is interesting to note that 27, or 42.8 percent of the teachers strongly agreed, and 22, or 34.9 percent agreed their attitude toward school and educational programs had improved. Ten, or 15.9 percent of the teachers were neutral.

A further review of table 6 indicate that teachers felt that students' interest in school had increased with the four-day week. Twenty-four, or 38.1 percent strongly agreed, and 26, or 41.2 percent agreed that students' interest in school had increased with the four-day week. Ten teachers, or 15.9 percent were neutral about students' interest in school increasing with the four-day week.

With further examination of data in table 6, 13, or 20.6 percent of the teachers strongly disagreed, and 26, or 41.2 percent disagreed the four-day week created more on-the-job problems for them. Three, or 4.8 percent of the teachers strongly agreed, and nine, or 14.3 percent agreed that the four-day week created more on-the-job problems for them. It was interesting to note that 12, or 19 percent of the teachers were neutral.

Students' Attitudes and Perceptions Toward Scheduling Statements

The data in table 7 indicate that 175, or 62.3 percent of the students strongly agreed, and 55, or 19.6 percent agreed that scheduling appointments were simplified on the four-day week schedule. Thirty, or 10.6 percent of the students were neutral about scheduling being simplified.

By further examining table 7, 143 students, or 50.9 percent strongly agreed family activities had increased, and 68, or 24.2 percent

Table 7

STUDENTS' ATTITUDES AND PERCEPTIONS TOWARD SCHEDULING STATEMENTS
RELATED TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Scheduling appointments for doctors, haircuts, etc. is simplified	175	62.3	55	19.6	30	10.6	15	5.3	5	1.8	1	.36
Family activities have increased	143	50.9	68	24.2	45	16.0	15	5.3	8	2.8	2	.71
The four-day week creates more pressure to meet all schedules	21	7.5	45	16.0	43	15.3	101	35.9	66	23.5	5	1.80
Problems related to travel, work, babysitters, etc., have increased	18	6.4	20	7.1	75	26.7	75	26.7	73	26.0	20	7.10
Regular teacher duties increased due to Friday in-service workshops	26	9.3	40	14.2	76	27.0	31	11.0	32	11.4	76	27.00

agreed family activities had increased. Forty-five, or 16 percent of the students were neutral on this statement.

Continuing with table 7, data show 101, or 35.9 percent of the students disagreed, and 66, or 23.5 percent strongly disagreed that the four-day week created more pressure to meet all schedules. Forty-five, or 16 percent of the students agreed, and 21, or 7.5 percent strongly agreed that the four-day week created more pressure to meet all schedules. Interestingly, 43, or 15.3 percent of the students were neutral.

In further review of the data in table 7, it can be noted that seventy-three, or 26 percent of the students strongly disagreed and 75, or 26.7 percent disagreed that problems related to travel, work, babysitters, etcetera, had increased. Seventy-five, or 26.7 percent of the students were neutral. Eighteen students, or 6.4 percent strongly agreed, and 20, or 7.1 percent agreed problems related to travel, work, babysitters, etcetera, had increased.

Data in table 7 indicate feelings were fairly equal that regular teacher duties increased due to Friday in-service workshops. Twenty-six students, or 9.3 percent strongly agreed, and 32, or 11.4 percent strongly disagreed that regular teachers' duties increased due to Friday in-service workshops. Forty, or 14.2 percent agreed, and 31, or 11 percent disagreed. Very notable was the fact that 76, or 27 percent of the students were neutral that regular teacher duties were increased due to Friday in-service workshops, and 76, or 27 percent answered the statement not applicable. This may be expected because students would not feel they could answer for the teachers.

Voters' Attitudes and Perceptions Toward Scheduling Statements

Table 8 indicates that 35 voters, or 58.3 percent strongly agreed, and 14, or 23.3 percent agreed scheduling appointments were simplified.

Further examination of table 8 show 15, or 25 percent of the voters strongly agreed, and 18, or 30 percent agreed family activities had increased. Ten, or 16.7 percent disagreed, and three, or five percent strongly disagreed with the statement.

The data in table 8 indicate 19 voters, or 31.7 percent disagreed, and nine, or 15 percent strongly disagreed the four-day week created more pressure to meet all schedules.

Further review of table 8 show 18 voters, or 30 percent disagreed, and nine, or 15 percent strongly disagreed that problems related to travel, work, babysitters, etcetera, had increased. Eleven, or 18.3 percent strongly agreed, and six, or ten percent agreed problems had increased, while ten, or 16.6 percent, were neutral.

When reviewing table 8, the data indicate 13, or 21.6 percent of the voters were neutral, and 17, or 28.3 percent answered not applicable that regular teacher duties increased due to Friday in-service workshops. This was nearly one-half of the total respondents. Ten voters, or 16.6 percent disagreed, and six, or ten percent strongly disagreed that regular teacher duties increased due to Friday in-service workshops.

Table 8

VOTERS' ATTITUDES AND PERCEPTIONS TOWARD SCHEDULING STATEMENTS
RELATED TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Scheduling appointments for doctors, haircuts, etc. is simplified	35	58.3	14	23.3	5	8.3	2	3.3	2	3.3	2	3.3
Family activities have increased	15	25.0	18	30.0	8	13.3	10	16.7	3	5.0	6	10.0
The four-day week creates more pressure to meet all schedules	10	16.6	10	16.6	9	15.0	19	31.7	9	15.0	3	5.0
Problems related to travel, work, babysitters, etc., have increased	11	18.3	6	10.0	10	16.6	18	30.0	9	15.0	6	10.0
Regular teacher duties increased due to Friday in-service workshops	2	3.3	12	20.0	13	21.6	10	16.6	6	10.0	17	28.3

Teachers' Attitudes and Perceptions Toward Scheduling Statements

The data in table 9 indicate 44, or 69.8 percent of the teachers strongly agreed, and 14, or 22.2 percent agreed scheduling appointments for doctors, haircuts, etcetera, were simplified.

Further review of table 9 show 24, or 28.1 percent of the teachers strongly agreed, and 21, or one-third agreed that family activities had increased. It was interesting to note that eight, or 12.7 percent of the teachers answered neutral, and six, or 9.5 percent answered not applicable that family activities had increased.

Table 9 data indicate 28, or 44.4 percent of the teachers disagreed, and 11, or 17.5 percent strongly disagreed that the four-day week created more pressure to meet all schedules. Twelve, or 19 percent of the teachers agreed, and four, or 6.3 percent strongly agreed the four-day week created more pressure to meet all schedules.

Further examination of table 9 indicate 21, or 33.3 percent of the teachers disagreed, and 15, or 23.8 percent strongly disagreed that problems related to travel, work, babysitters, etcetera, had increased. A notable thirteen, or 20.6 percent answered neutrally and nine, or 14.3 percent replied not applicable that problems related to travel, work, babysitters, etcetera, had increased with the four-day week.

In further review of table 9, data show 25, or 39.7 percent of the teachers agreed, and ten, or 15.9 percent strongly agreed regular teachers' duties increased due to Friday in-service workshops. Fifteen teachers were neutral on this statement. Nine, or 14.2 percent disagreed, and four, or 6.3 percent strongly disagreed that regular teachers' duties increased due to Friday in-service workshops.

Table 9

TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD SCHEDULING STATEMENTS
RELATED TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Scheduling appointments for doctors, haircuts, etc. is simplified	44	69.8	14	22.2	1	1.6	0	0	2	3.3	2	3.3
Family activities have increased	24	38.1	21	33.3	8	12.7	1	1.6	3	4.8	6	9.5
The four-day week creates more pressure to meet all schedules	4	6.3	12	19.0	6	9.5	28	44.4	11	17.5	2	3.2
Problems related to travel, work, babysitters, etc., have increased	1	1.6	4	6.3	13	20.6	21	33.3	15	23.8	9	14.3
Regular teacher duties increased due to Friday in-service workshops	10	15.9	25	39.7	15	23.8	9	14.2	4	6.3	0	0

Students' Attitudes and Perceptions Toward Extracurricular Statements

A review of the data in table 10 indicate 174, or 61.9 percent of the students strongly agreed, and 65, or 23.1 percent agreed students made beneficial use of time on Fridays. Twenty-six, or 9.3 percent of the students were neutral that students made beneficial use of time on Fridays.

In further review of table 10, data show 203, or 72.2 percent of the students strongly agreed, and 42, or 14.9 percent agreed the four-day week is better than the five-day week for athletic activities.

As can be seen in table 10, data indicate 167, or 59.4 percent of the students strongly agreed, and 69, or 24.6 percent agreed scheduling of extracurricular activities was easier. A notable number of students, twenty-six, or 9.3 percent answered neutrally.

The data in table 10 indicate 132, or 47 percent of the students strongly agreed, and 66, or 23.5 percent agreed there was more time for field trips, concerts, performances, etcetera. Fourteen, or five percent disagreed, and 12, or 4.3 percent strongly disagreed there was more time for field trips, concerts, performances, etcetera. Fifty, or 17.8 percent answered neutral.

By further examination of table 10, 103, or 36.7 percent of the students strongly agreed, and 55, or 19.6 percent agreed that extra duties for coaches, class sponsors, band, etcetera, were simplified. Sixty-three, or 22.4 percent of the students were neutral, whereas 44, or 15.6 percent answered not applicable that extra duties for coaches, class sponsors, band, etcetera, were simplified.

Table 10

STUDENTS' ATTITUDES AND PERCEPTIONS TOWARD EXTRACURRICULAR
STATEMENTS RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students make beneficial use of time on Fridays	174	61.9	65	23.1	26	9.3	7	2.5	3	1.1	6	2.2
The four-day week is better suited than the five-day week for athletic oriented activities	203	72.2	42	14.9	18	6.4	8	2.8	6	2.1	4	1.4
Scheduling of extra-curricular activities is easier	167	59.4	69	24.6	26	9.3	7	2.5	5	1.8	7	2.5
There is more time for field trips, concerts, performances, etc.	132	47.0	66	23.5	50	17.8	14	5.0	12	4.3	7	2.5
Extra duties for coaches, class sponsors, band, etc., are simplified	103	36.7	55	19.6	63	22.4	8	2.8	8	2.8	44	15.6

Voters' Attitudes and Perceptions Toward Extracurricular Statements

In examining table 11, data show 21, or 35 percent agreed, and seven, or 11.7 percent disagreed that students made beneficial use of time on Fridays. Thirteen, or 21.6 percent strongly agreed and six, or ten percent strongly disagreed that students made beneficial use of time on Fridays. Eight voters, or 13.3 percent were neutral, and five, or 8.3 percent answered not applicable.

Continuing with table 11, 28, or 46.7 percent of the voters strongly agreed, and 13, or 21.6 percent agreed the four-day week is better than the five-day week for athletic activities. Six, or ten percent of the voters disagreed, and five, or 8.3 percent strongly disagreed that the four-day week is better than the five-day week for athletic activities.

In further review of table 11, 22, or 36.7 percent of the voters indicated they strongly agreed, and 20, or 33.3 percent agreed scheduling of extracurricular activities was easier. Six, or ten percent of the voters were neutral, and three, or five percent answered not applicable.

As can be seen in table 11, data indicate 25, or 41.7 percent of the voters agreed, and 13, or 21.6 percent strongly agreed there was more time for field trips, concerts, performances, etcetera, with the four-day week. Eight, or 13.3 percent of the voters disagreed, and four, or 6.7 percent strongly disagreed.

Further examination of table 11 show 18 of the voters, or 30 percent agreed, and six, or ten percent disagreed that extra duties for coaches, class sponsors, band, etcetera, were simplified. Six, or

Table 11

VOTERS' ATTITUDES AND PERCEPTIONS TOWARD EXTRACURRICULAR
STATEMENTS RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students make beneficial use of time on Fridays	13	21.6	21	35.0	8	13.3	7	11.7	6	10.0	5	8.3
The four-day week is better suited than the five-day week for athletic oriented activities	28	46.7	13	21.6	4	6.7	6	10.0	5	8.3	4	6.7
Scheduling of extra-curricular activities is easier	22	36.7	20	33.3	6	10.0	3	5.0	6	10.0	3	5.0
There is more time for field trips, concerts, performances, etc.	13	21.6	25	41.7	7	11.7	8	13.3	4	6.7	3	5.0
Extra duties for coaches, class sponsors, band, etc., are simplified	6	10.0	18	30	14	23.3	6	10.0	3	5.0	13	21.6

ten percent strongly agreed, and three, or five percent strongly disagreed. A notable 14, or 23.3 percent of the voters were neutral, and thirteen, or 21.6 percent answered not applicable that extra duties for coaches, class sponsors, band, etcetera, were simplified.

Teachers' Attitudes and Perceptions Toward Extracurricular Statements

The data in table 12 indicate 20, or 31.7 percent of the teachers were neutral as to whether students made beneficial use of time on Fridays. Twenty-five teachers, or 39.9 percent agreed, and 11, or 17.5 percent strongly agreed students made beneficial use of time on Fridays.

Data in table 12 indicate 44, or 69.8 percent of the teachers strongly agreed, and 15, or 23.8 percent agreed the four-day week is better than the five-day week for athletic activities.

In further review of table 12, data show 33, or 52.4 percent of the teachers strongly agreed, and 17, or 27 percent agreed that scheduling of extracurricular activities was easier. Only four, or 6.3 percent disagreed, and one, or 1.6 percent strongly disagreed that scheduling of extracurricular activities was easier.

Further examination of data in table 12 indicate 12, or 19 percent of the teachers agreed, whereas ten, or 15.9 percent disagreed there was more time for field trips, concerts, performances, etcetera, with the four-day week. Two teachers, or 3.2 percent strongly disagreed, whereas 27, or 42.8 percent strongly agreed there was more time for field trips, concerts, performances, etcetera, with the four-day

Table 12

TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD EXTRACURRICULAR
STATEMENTS RELATING TO THE FOUR-DAY SCHOOL WEEK

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students make beneficial use of time on Fridays	11	17.5	25	39.7	20	31.7	1	1.6	3	4.8	3	4.8
The four-day week is better suited than the five-day week for athletic oriented activities	44	69.8	15	23.8	1	1.6	0	0	3	4.8	0	0
Scheduling of extra-curricular activities is easier	33	52.4	17	27.0	3	4.8	4	6.3	1	1.6	5	7.9
There is more time for field trips, concerts, performances, etc.	27	42.8	12	19.0	9	14.2	10	15.9	2	3.2	3	4.8
Extra duties for coaches, class sponsors, band, etc., are simplified	15	23.8	9	14.2	15	23.8	10	15.9	2	3.2	12	19.0

week. Nine teachers, or 14.2 percent were neutral, and three, or 4.8 percent answered not applicable.

Examining table 12, data indicate nine teachers, or 14.2 percent agreed, and ten, or 15.9 percent disagreed that extra duties for coaches, class sponsors, band, etcetera, was simplified. Only two teachers, or 3.2 percent strongly disagreed, whereas 15, or 23.8 percent strongly agreed extra duties for coaches, class sponsors, band, etcetera, were simplified. Fifteen, or 23.8 percent of the teachers were neutral, and twelve, or 19 percent answered not applicable.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the study is summarized. Conclusions are drawn from the data, and recommendations are made.

Summary

The major purpose of this study was to determine the acceptance of the four-day school week as an alternative scheduling concept by the local voters, teachers and students in grades 7 through 12 at Sheridan County School District No. 1 West.

It was necessary to conduct this study because this was the first four-day school experiment attempted in a Wyoming school district. District No. 1 addressed the improvement of the academics of education, while other four-day schools throughout the United States established the alternative scheduling concept to alleviate economic burden.

Discussion in the review of literature concentrated on several four-day week school systems located in various areas of the United States. The four-day school week is a recent innovation which was introduced in 1971 at Unity, Maine. A majority of the schools that instituted the four-day school week are still employing this alternative scheduling concept. The school district that has utilized the four-day week for the longest period of time in the United States is located in Cimarron, New Mexico. After the 1980 Colorado assembly passed

legislation which allowed for alternative scheduling, the state's rural areas have vigorously initiated experimentation with the four-day school week schedule.

Objectives

The overall purpose of this study centered around four major objectives. These were:

1. To determine if an alternative scheduling concept based on the four-day school week would improve the quality of academic activities as perceived by voters, teachers, and students in grades 7 through 12.
2. To determine how voters, teachers, and students in grades 7 through 12 perceive the effectiveness and educational value of the four-day school week compared to the five-day school week.
3. To determine the effect of the four-day school week on scheduling of family activities and appointments outside the school.
4. To determine the effects of the four-day school week concerning extracurricular activities as perceived by the voters, teachers, and students in grades 7 through 12.

The population for this study consisted of three groups. There were 1,781 voters in Sheridan County School District No. 1. Because of the large population of voters, the researcher drew a ten percent random sample of 178 voters. The teacher population included all 74 teachers in Sheridan County School District No. 1 and all 373 students in grades 7 through 12 in Big Horn and Tongue River schools. Voter response yielded a total of 76 questionnaires for a 42.6 percent return. Sixty-three teachers replied for an 85 percent return and 281 of the

students responded for a 75 percent return. A total of 625 respondents were surveyed, and the researcher collected 404 questionnaires for a 64.6 percent total return. Sixteen voter questionnaires were returned unanswered. A portion of the surveys contained comments relative to the voters' feelings about the four-day week.

The survey was divided into four major categories: (1) academic, (2) attitude, (3) scheduling, and (4) extracurricular activities. In all four categories, respondents were asked to express their feelings by circling a number according to the scale 1-5 and NA. 1. Strongly agree with statement, 2. Agree with statement, 3. Neutral, 4. Disagree with statement, 5. Strongly disagree with statement, and NA, Not applicable.

For the purpose of analysis, 12 tables were constructed. In those tables related to academic questions, respondents reported that their attitudes and perceptions were highly positive toward the improvement of academics relative to the four-day school week. A small percentage of respondents disagreed with the academic improvements relative to the four-day school week.

Attitude statement responses from all three groups emphatically indicated acceptance toward the four-day week. Of the four statement categories on the survey, rated by the three groups, the attitude category elicited the greatest number of assenting responses. Scheduling statement responses related to the four-day school week show a high percentage of the respondents surveyed felt scheduling was easier with the four-day school week than it was with the traditional five-day school

week. Respondents indicated the four-day school week is better for extracurricular activities than the five-day school week.

Conclusions

Conclusions in this study were drawn from the data collected from three groups. A ten percent sample of voters rendered 76 or 42.6 percent response. A total population of 74 teachers produced an 85 percent return, and a total population of 373 students yielded a 75 percent response. These conclusions were:

1. More Sheridan County School District No. 1 West respondents favored the 1982-83 four-day school week experiment than opposed it.
2. Data show the voters', teachers', and students', attitudes and perceptions favored the four-day week concept over the five-day school week by a wide margin. There was a higher percentage of voters that had negative feelings about the four-day school week than teachers or students.
3. Students generally were the most enthusiastic of the three groups about their attitudes and perceptions of the four-day week.
4. All respondents felt academic effectiveness was improved as illustrated by a perceived increase in academic achievement, improvement of educational curriculum, benefit in lengthened class periods, and a perceived improvement of total educational advantages. The respondents viewed the increased length of the day as nondetrimental to the K-4 students and felt more positive as the age of students increased.

5. According to all respondents, the four-day week simplified scheduling of appointments and did not create more pressure to meet all schedules. All groups agreed family activities had increased and indicated that problems related to travel, work, babysitters, etcetera, had not increased.

6. There is no data indicating implications that the four-day school experience may have for urban or suburban school districts.

7. The respondents perceived that students made beneficial use of time on Fridays. They felt the four-day week was better than the five-day school week for athletic activities. They perceived there was more time for extracurricular activities as well as an ease for scheduling these activities.

8. Absenteeism for both teachers and students was reduced when compared to the days missed by teachers and students at Big Horn school during the months of October 1981 and 1982 and at Tongue River School the months of February 1982 and 1983.

Recommendations

As a result of the findings and conclusions drawn from this study, the researcher offers the following recommendations:

1. A community and school district should avoid moving into a four-day school week schedule without first obtaining legislative support.

2. School districts should only begin a four-day week after careful studies and complete planning. Upon completion of a preplanning

study, the advantages should be weighed against the disadvantages. A decision should be made only after careful study.

3. Before a school district proceeds with the four-day week, the researcher recommends they systematically test all their students for two years. This baseline information is necessary to interpret changes that might occur during the experimental years.

4. More research is needed to determine if the four-day school week is a viable alternative scheduling concept in the small, rural school districts of Wyoming.

Implications

This survey suggests several implications for consideration and further research. Some of these are:

1. Only time, continued comprehensive evaluation, and a monitoring of the community attitudes will determine if the four-day week schedule affords a better alternative than the traditional five-day school week.

2. The author feels the concept of extending the school day for four days in lieu of holding classes a fifth day is an innovative alternative to the conventional five-day school week and warrants further consideration.

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APPENDICES

APPENDIX A

DISTRICT NO. 1 FOUR-DAY SCHOOL CALENDAR

DISTRICT NO. 1 FOUR-DAY SCHOOL CALENDAR

	DATES	EXPLANATION	EDUCATION DAYS	TEACHING DAYS
Aug	26 - Thurs.	District Workshop	1	
	27 - Fri.	Building Workshop	1	
	30 - Mon.	First Day of School		1
	31 - Tues.	School		1
Sep	1 - 2	School		2
	3 - Fri.	In-service Day	1 (7:30-12:30)	
	6 - Mon.	Labor Day Recess		
	7 - 9	School		3
	10 - Fri.			
	13 - 16	School		4
	17 - Fri.	In-service Day	1 (7:30-12:30)	
	20 - 23	School		4
	24 - Fri.			
	27 - 30	School		4
Oct	1 - Fri.			
	4 - 7	School		4
	8 - Fri.	In-service Day	1 (7:30-12:30)	
	11 - 14	School		4
	15 - Fri.			
	18 - 21	School		4
	22 - Fri.			
	25 - 28	School		4
	29 - Fri.	End of 1st 9 weeks (35 teaching days)		
Nov	1 - 4	School		4
	5 - Fri.	Parent/Teacher Conferences	1	
	8 - 11	School		4
	12 - Fri.			
	15 - 18	School		4
	19 - Fri.	In-service Day	1 (8:00-3:00)	
	22 - 24	School		3
	25 - 26	Thanksgiving Recess		
	29 - 30	School		2
Dec	1 - 2	School		2
	3 - Fri.	In-service Day	1 (8:00-3:00)	
	6 - 9	School		4
	10 - Fri.			
	13 - 16	School		4
	17 - Fri.			
	20 - 22	School		3
	23 - Jan 2	Christmas Recess		

DISTRICT NO. 1 FOUR-DAY SCHOOL CALENDAR--Continued

	DATES	EXPLANATION	EDUCATION DAYS	TEACHING DAYS
Jan	3 - 6	School		4
	7 - Fri.	In-service Day	1 (8:00-3:00)	
	10 - 13	School		4
	14 - Fri.	End of 2nd 9 weeks (38 teaching days)		
	17 - 20	School		4
	21 - Fri.	In-service Day	1 (8:00-3:00)	
	24 - 27	School		4
	28 - Fri.			
	31 - Mon.	School		1
Feb	1 - 3	School		3
	4 - Fri.			
	7 - 10	School		4
	11 - Fri.	In-service Day	1 (8:00-3:00)	
	14 - 17	School		4
	18 - Fri.			
	21 - 24	School		4
	25 - Fri.			
	28 - Mon.	School		1
Mar	1 - 3	School		3
	4 - Fri.			
	7 - 10	School		4
	11 - Fri.	In-service Day	1 (8:00-3:00)	
	14 - 17	School		4
	18 - Fri.	End of 3rd 9 weeks (36 teaching days)		
	21 - 24	School		4
	25 - Fri.	Parent/Teacher Conferences	1	
	28 - April 4	Easter/Spring Recess		
Apr	5 - 7	School		3
	8 - Fri.			
	11 - 14	School		4
	15 - Fri.			
	18 - 21	School		4
	22 - Fri.	In-service Day	1 (8:00-3:00)	
	25 - 28	School		4
	29 - Fri.			

DISTRICT NO. 1 FOUR-DAY SCHOOL CALENDAR--Continued

	DATES	EXPLANATION	EDUCATION DAYS	TEACHING DAYS
May	2 - 5	School		4
	6 - Fri.	Curriculum Development Day	1 (8:00-3:00)	
	9 - 12	School		4
	13 - Fri.			
	16 - 19	School		4
	20 - Fri.			
	23 - 26	School		4
	27 - Fri.	End of 4th 9 weeks (35 teaching days)		
		Teacher Checkout Day	1 (8:00-3:00)	
		TOTALS	<u>16</u>	<u>144</u>

There were no emergency days built into this calendar. If an emergency occurred that made it necessary to close school, the cancelled day was made up on the Friday of that week.

Schedules

In keeping with the district philosophy that each school had its own needs and flexibility was desirable, a certain amount of variance within the general schedule was permitted from building to building as long as the required number of hours set forth in the preceding section were met. Following is a description of the schedules for the four main attendance centers within the district.

Big Horn Elementary:

Kindergarten: 8:05 A.M. to 11:15 A.M. (3 hours and 10 min.)

Grades 1-6: 8:05 A.M. to 3:55 P.M. (7 hours and 5 minutes - this does not include a 45-minute lunch break).

A 20-minute recess period (including the snack time) was provided in the mornings and a 15-minute recess period was provided in the afternoons for kindergarten through grade 6.

The Big Horn Elementary day was 20 minutes longer than the Tongue River Elementary day because the buses at Tongue River Elementary arrived later in the mornings and had to leave earlier in the afternoons in order to get to the high school (in Dayton) at 8:00 A.M. and 4:00 P.M., respectively.

Tongue River Elementary:

Kindergarten: Two sections - 8:15 A.M. to 11:15 A.M. and 12:30 P.M. to 3:40 P.M. (3 hours and 10 minutes each).

Grades 1-6: 8:15 A.M. to 3:45 P.M. (7 hours, this did not include a 30-minute lunch break).

A 20-minute recess period (including snack time) was provided in the mornings and a 15-minute recess period was provided in the afternoons for kindergarten through grade 6.

Tongue River Junior-Senior High:

Grades 7-12: 8:00 A.M. to 4:00 P.M. (7 hours and 30 minutes - this did not include a 30-minute lunch break).

Period 1 -- 8:00 - 9:05

Period 2 -- 9:10 - 10:15

Period 3 -- 10:20 - 11:25

Period 4 -- 11:30 - 1:00 (included 30-minute lunch break)

Period 5 -- 1:05 - 2:00

Period 6 -- 2:05 - 3:00

Period 7 -- 3:05 - 4:00

Average class time was 10 minutes longer than the 1981-82 school year.

As many extracurriculum activities as possible were scheduled after school hours and on Fridays to decrease absenteeism by students and staff from the classroom.

Big Horn Junior-Senior High:

Grades 7-12: 8:00 A.M. to 4:00 P.M. (7 hours and 40 minutes - this did not include a 20-minute lunch break).

Period 1 -- 8:00 - 9:10

Period 2 -- 9:14 - 10:24

Period 3 -- 10:28 - 11:38

Period 4 -- 11:40 - 1:14 (included two 20-minute lunch breaks)

Lunch A -- 11:40 - 12:00

Lunch B -- 12:00 - 12:20

Period 5 -- 1:18 - 2:28

TWIG -- 2:28 - 2:46

Period 6 -- 2:50 - 4:00

Average class time was 15 minutes longer than the 1981-82 school year.

As many extracurriculum activities as possible were scheduled after school hours and on Fridays to decrease absenteeism by students and staff from the classroom.

A nutritious snack consisting of such items as juice, milk, fruit, raisins, graham crackers, or cheese was served in the mornings in each elementary classroom (K-6) and in the afternoon kindergarten session. There was no charge for the snack.

Certified staff was expected to be on duty from 7:30 A.M. until the buses leave the school property (4:00 P.M. for the Tongue River Elementary teachers) Monday through Thursday. In-service days were scheduled from 8:00 A.M. to 3:00 P.M. except on days of home football games where the workshop period was from 7:30 A.M. to 12:30 P.M. It was felt that it was better to have in-services on days of home games

for a shorter time period and have the entire staff there, than to have part of the staff gone to away games. This was a problem mainly during the football season.

There was some variation in the classified staff schedules. Full-time custodians worked Monday through Friday, eight hours per day for a forty-hour week. Secretaries worked Monday through Thursday and only on Fridays when the building principal felt they were needed. Bus drivers worked four days per week, Monday through Thursday. Some could work on Friday for activity purposes, but that was extra pay. Cooks and kitchen help worked four days per week Monday through Thursday. Some hours had been extended to provide additional snack preparation time. Teacher aides, instructional assistants and other paraprofessionals worked four days per week, 7:30 A.M. to 4:00 P.M., but they could work on Fridays if needed. At the time this experiment was in progress, the district was experimenting with keeping the administrative offices open. All administrative offices were open on a trial basis on Fridays from 8:00 A.M. to 3:00 P.M. or 4:00 P.M. to determine if there was a need for that service. The central office was open from 8:00 A.M. to 4:00 P.M. every Friday, except for vacations.

APPENDIX B

COVER LETTERS TO TAXPAYERS AND TEACHERS

May 9, 1983

Dear School District No. 1 Taxpayer:

I am presently involved in conducting a survey of the new alternative scheduling concept - four-day school week at School District No. 1. The survey is being conducted so I can view your attitudes and perceptions of the four-day week.

I fully realize that your day is already filled with requests to "take a few minutes to do this or that," but I would greatly appreciate it if you would give a few minutes thought to the enclosed questionnaire. Please complete and return it to me in the enclosed envelope by May 20. Total anonymity will be maintained throughout the study and reporting of the data. Upon your request a summary of the findings will be sent to you as soon as the data are available. Your assistance is extremely important to the completion of this study and will be greatly appreciated.

I hope your year has been a productive one and that it continues to go well. Thanks for your consideration.

Sincerely yours,

Wayne Roadifer
Big Horn High School
Sheridan County School District No. 1 West

May 9, 1983

Dear School District No. 1 Teacher:

I am presently involved in conducting a survey of the new alternative scheduling concept - four-day school week at School District No. 1. The survey is being conducted so I can view your attitudes and perceptions of the four-day week.

I fully realize that your day is already filled with requests to "take a few minutes to do this or that," but I would greatly appreciate it if you would give a few minutes thought to the enclosed questionnaire. Please complete and return it to me in the enclosed envelope by May 20. Total anonymity will be maintained throughout the study and reporting of the data. Upon your request a summary of the findings will be sent to you as soon as the data are available. Your assistance is extremely important to the completion of this study and will be greatly appreciated.

I hope your year has been a productive one and that it continues to go well. Thanks for your consideration.

Sincerely yours,

Wayne Roadifer
Big Horn High School
Sheridan County School District No. 1 West

APPENDIX C

QUESTIONNAIRE

ATTITUDES AND PERCEPTIONS OF THE FOUR DAY WEEK

PERSONAL INFORMATION (please check all that apply):

Parent _____ Administrator _____ Teacher _____ Student _____

NUMBER OF CHILDREN (please circle): 0 1 2 3 4 5 6 7 8 9 10

GRADES OF CHILDREN: Number of pre-schoolers: _____ Number out of school: _____

If in school, indicate which grades by circling:

K 1 2 3 4 5 6 7 8 9 10 11 12

INSTRUCTIONS:

The statements below were designed to enable you to express your feelings about the four day school week. Please answer each question using the rating scale below. To answer, circle one number for each question according to the scale.

- | | |
|----------------------------------|-------------------------------------|
| 1. Strongly Agree With Statement | 4. Disagree With Statement |
| 2. Agree With Statement | 5. Strongly Disagree With Statement |
| 3. Neutral | NA. Not Applicable |

ACADEMIC

- | | |
|--|--------------|
| 1. Students' academic achievement has increased. | 1 2 3 4 5 NA |
| 2. Schools' educational curriculum has improved. | 1 2 3 4 5 NA |
| 3. Students' homework has become easier to complete. | 1 2 3 4 5 NA |
| 4. Longer class periods are a benefit to student learners. | 1 2 3 4 5 NA |
| 5. Total educational advantages have improved. | 1 2 3 4 5 NA |
| 6. The day is too long for young students (K - 4). | 1 2 3 4 5 NA |
| 7. The day is too long for intermediate students (5 - 8). | 1 2 3 4 5 NA |
| 8. The day is too long for high school students (9 - 12). | 1 2 3 4 5 NA |

ATTITUDE

- | | |
|--|--------------|
| 9. I like the overall aspects of the four day week. | 1 2 3 4 5 NA |
| 10. My attitude toward school and educational programs has improved. | 1 2 3 4 5 NA |
| 11. Students' interest in school has increased with the four day week. | 1 2 3 4 5 NA |
| 12. The four day week creates more on the job problems for teachers. | 1 2 3 4 5 NA |

SCHEDULING

- | | |
|---|--------------|
| 13. Scheduling appointments for doctors, haircuts, etc. is simplified. | 1 2 3 4 5 NA |
| 14. Family activities have increased. | 1 2 3 4 5 NA |
| 15. The four day week creates more pressure to meet all schedules. | 1 2 3 4 5 NA |
| 16. Problems related to travel, work, babysitters, etc. have increased. | 1 2 3 4 5 NA |
| 17. Regular teacher duties increased due to Friday inservice workshops. | 1 2 3 4 5 NA |

EXTRA CURRICULAR ACTIVITIES

- | | |
|---|--------------|
| 18. Students make beneficial use of time on Fridays. | 1 2 3 4 5 NA |
| 19. The four day week is better suited than the five day week for athletic oriented activities. | 1 2 3 4 5 NA |
| 20. Scheduling of extra curricular activities is easier. | 1 2 3 4 5 NA |
| 21. There is more time for field trips, concerts, performances, etc. | 1 2 3 4 5 NA |
| 22. Extra duties for coaches, class sponsors, band, etc. are simplified. | 1 2 3 4 5 NA |

ADDITIONAL COMMENTS (if more space is needed, please use back of this form):

APPENDIX D

FOLLOW-UP LETTER TO TAXPAYERS

May 31, 1983

Dear School District No. 1 Taxpayer:

Several weeks ago you received a survey from me concerning the alternative scheduling concept - four-day school week at School District No. 1. I would like to use this survey to evaluate the opinions of the four-day school week.

Again, I would like to ask you for a few minutes of your time. Please complete the survey and return it in the preaddressed envelope. If you have already sent your survey, please disregard this notice.

Thanks for your consideration.

Sincerely yours,

Wayne Roadifer
Big Horn High School
Sheridan County School District No. 1 West

APPENDIX E

BIG HORN JUNIOR-SENIOR HIGH SCHOOL
OCTOBER 1981-1982 COMPARISON
DAYS THAT TEACHERS AND
STUDENTS WERE ABSENT

BIG HORN JUNIOR-SENIOR HIGH SCHOOL
OCTOBER 1981-1982 COMPARISON
DAYS THAT TEACHERS AND
STUDENTS WERE ABSENT

October 1981 (Five-Day Week)

<u>School Leave</u>	<u>Teachers</u>	<u>Students</u>
October 2, 4 hours	2	25
October 2, 2 hours	15 (all)	140 (all)
October 5, 1 1/2 hours	2	25
October 6, 3/4 hour	15 (all)	140 (all)
October 9, 6 hours	3	0
October 15, 2 hours	3	20
October 16, 4 hours	2	25
October 16, 2 hours	15 (all)	140 (all)
October 20, 2 hours	2	20
October 23, 6 hours	2	20
October 30, 3 hours	<u>2</u>	<u>140 (all)</u>
Totals 33 1/4 hours	63	695

October 1982 (Four-Day Week)

October 1, 7 hours *	3	34
October 12, 1/2 hour	2	15
October 28, 8 hours	2	13
October 29, 8 hours	<u>2</u>	<u>13</u>
Totals 23 1/2 hours	9	75

* Make-up day (Electric Transformer)

APPENDIX F

TONGUE RIVER JUNIOR-SENIOR HIGH SCHOOL
FEBRUARY 1982-1983 COMPARISON
DAYS THAT TEACHERS AND
STUDENTS WERE ABSENT

TONGUE RIVER JUNIOR-SENIOR HIGH SCHOOL
FEBRUARY 1982-1983 COMPARISON
DAYS THAT TEACHERS AND
STUDENTS WERE ABSENT

February 1982 (Five-Day Week)

<u>School Leave</u>	<u>Teachers</u>	<u>Students</u>
Monday, February 1	1	0
Tuesday, February 2	2	0
	1 (1/2 day)	
Wednesday, February 3	3	16
Thursday, February 4	4	16
Friday, February 5	5	41
Thursday, February 11	1	0
Friday, February 12	3	37 (1/2 day)
Tuesday, February 16	2	15 (1/2 day)
Wednesday, February 17	1	0
Thursday, February 18	1	5
Friday, February 19	2	5
Monday, February 22	2	2
Tuesday, February 23	1	2
Wednesday, February 24	2	25 (1/2 day)
Friday, February 26	<u>1</u>	<u>5</u>
Totals	32	174

February 1983 (Four-Day Week)

Thursday, February 3	4	15
Tuesday, February 15	1	0
Thursday, February 24	<u>4</u>	<u>0</u>
Totals	9	15