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An extended school day for Turlock Union High School

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AN EXTENDED SCHOOL DAY
FOR TURLOCK UNION HIGH SCHOOL

A Thesis
Presented to
the Faculty of the School of Education
The College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Bert "L." Watson, Jr.
May 14, 1960

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CHAPTER I

INTRODUCTION

The Board of Education of Turlock Joint Union High School of Stanislaus and Merced Counties, hereinafter referred to as Turlock High School, has shown a keen awareness of the importance of offering the best education possible to the youth of the community. To this end the Board has directed that studies be made of the course offerings and scheduling practices of the high school. A general atmosphere of optimistic inquiry constantly pervaded the monthly Board meetings in 1959-1960 during discussions and actions on the high school educational program.

Of particular interest at Turlock High School was the advisability and feasibility of adding a seventh period to the school day in order to meet the increasing need for enrichment and remedial opportunities for the high school students. Scheduling difficulties occasioned by increased requirements for graduation and special time blocks for some course activities led naturally to the consideration of an extended school day.

I. THE PROBLEM

The purpose of this study was to determine if it is educationally advisable for the Turlock High School Board of

Education to extend or lengthen the school day in order to provide a broader program of studies for each high school student.

The investigator assumed that the problem was basically one of class scheduling and that the high school program of course offerings was generally adequate.

II. THE SPECIFIC PURPOSES OF THE STUDY

The investigator wished to ascertain the need for an expanded program by investigating current trends in school day scheduling practices, and by surveying the opinion of Turlock High School senior students, graduates of the class of 1959, parents of the 1959 graduates, and faculty members. Further, the investigator wished to determine the schedule best suited for the school, viz.: the present six-period day with athletics scheduled for the fifth and sixth periods, a six-period day with athletics scheduled for the sixth period and after school, an optional seven-period day for students who so choose, a compulsory seven-period day for all students, or an optional six-week session of summer school.

Since any curriculum change would affect parents, pupils, and teachers, and since the opinions of these groups were already acting as forces both for and against the existing program, their opinions were sought.

III. IMPORTANCE AND NEED OF THE STUDY

Turlock High School in 1959-1960 was the scene of much activity in the areas of policy making, curriculum planning, and establishing professional standards on the part of the Board of Education, the administration, and the faculty. With the completion of a major portion of the school building construction program, which had been in progress since the first of four successful special over-ride tax elections in 1946, major attention was turned to the educational program.

The investigator foresaw the need for a study of the advisability of an extended school day to provide for a broader high school program, which was subsequently evidenced by actions of the Board of Education, the administration, and the faculty. This foresight prompted the investigator to secure, early in the school year, the permission of his thesis committee and the sanction and sponsorship of the Turlock High School Board of Education to proceed with this study.

Questions such as these were asked at meetings of the Board of Education, lending urgency and giving impetus to the investigator's study: "How well are our graduates prepared for college?"; "How do our graduates measure up to graduates of other high schools in their college work?"; "Are we offering our students the best education possible?"; "Should one-third of the school day be devoted to athletics?"

IV. STATUS OF THE HIGH SCHOOL PROGRAM

Turlock High School was organized in September, 1906, with twenty pupils and two teachers. Thirty-nine years later the faculty had increased to thirty-one, the student body had increased to seven hundred, and the curriculum had been changed correspondingly.

In the fifteen years since 1945 the student body and faculty more than doubled in size. In 1960 a faculty of sixty-four instructed 1464 students in what was considered to be a modern, well-equipped, excellently maintained, and debt-free plant capable of accommodating eighteen-hundred students.

Investigation revealed that Turlock High School changed from the seven-period to the six-period day beginning with the school year 1945-1946. Prior to this time the school day was from 8:10 a.m. to 3:37 p.m.; there were seven periods, each fifty-three minutes in length with passing time of four minutes between periods and forty-five minutes allotted to the lunch period. This came to a total of seven hours and seven minutes.

The school day for 1959-1960 was from 8:45 a.m. to 3:30 p.m. There were six periods, one fifty-nine, two fifty-five, and three fifty-four minute periods with six minutes passing time and forty-five minutes for lunch. This came to a total of six hours and fifty minutes.

In comparison, George L. Roehr, Consultant in Secondary Education, California State Department of Education, in a letter to the investigator dated December 28, 1959, pointed out that the length of the average high school day in 1958 for California schools, including the time of the lunch period, was six hours and forty-six minutes.

It should be explained that double periods were assigned to classes in agriculture, athletics, and autoshop, thus complicating the scheduling of classes and necessarily limiting elective programs for a substantial percentage of the students at Turlock High School.

Therefore, in 1959-1960 a forty-five minute optional "A" period with a single class in civics for seniors was offered at 7:50 a.m. and was composed mostly of senior athletes who desired a regular program of electives. The athletic program was a part of the curricular offering and, if it was elected, a student had to devote the last two of his six periods to sports.

V. PROCEDURES, METHODS AND TECHNIQUES

Review of the literature. The investigator reviewed the literature on the subject of the extended school day in the Martin Library at College of the Pacific, in the Stanislaus County Schools Library at Modesto, and through other colleges and universities by means of the inter-library loan service.

In addition to the above methods of search, the investigator sought the counsel and resources of professional organizations by corresponding with the following:

William G. Carr, Executive Secretary
National Education Association

Arthur Corey, Executive Secretary
California Teachers Association

Frank Lindsay, Chief
Bureau of Secondary Education
California State Department of Education

Henry W. Magnuson, Chief
Bureau of Education Research
California State Department of Education

William N. McGowan, Executive Secretary
California Association of Secondary
School Administrators

Lawrence B. White, Executive Secretary
California School Boards Association

Most of the above correspondents indicated that the literature available was sparse and theoretical in nature; however, the investigator was supplied with some mimeographed materials and references. The bibliography for this study indicates the scope of the review of the literature on the extended school day. A review of the literature and findings is given in Chapter II.

Preparing and administering the questionnaires. The simplest way for a school district to ascertain the opinions of parents, pupils, and teachers is through the use of

questionnaires and interviews.¹ The investigator decided upon the former method of securing data. The manner in which the questionnaires were prepared and then administered is discussed in detail in Chapter III.

A single questionnaire was first devised for the four groups which the investigator wished to survey. Subsequent revisions by the writer under the guidance of his thesis committee chairman resulted in the preparation of three comparable questionnaires administered to the four groups as follows: Questionnaire 1, to the Turlock High School seniors and the Turlock High School graduates of 1959; Questionnaire 2, to parents of the 1959 graduates; and Questionnaire 3, to the faculty.

The questionnaire forms were distributed to the seniors and faculty members at the high school. The 1959 graduates and their parents were surveyed through the mail. The results of these surveys are reported in Chapter IV.

The summary, conclusions and recommendations are reported in Chapter V of this study.

¹B. Othanel Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), p. 479.

CHAPTER II

REVIEW OF LITERATURE

I. LENGTH AND ORGANIZATION OF THE SCHOOL DAY IN THE UNITED STATES

When universal education in the United States began to develop one hundred and fifty or more years ago, there was no definite pattern as to the length of school day. School authorities, however, believed in a full-day's work. Perhaps the chief reason for this was the fact that during the era of the moving frontier the whole population seemed to work diligently from daylight to dark. In several Latin schools the schedule ran from 7 to 11 a.m., and from 1 p.m. to dark.²

Prior to 1890 there was little uniformity in high school education causing college administrators to become concerned. The Academy had popularized secondary education to the point of making it fiscally secure, but during the last thirty or forty years of the nineteenth century there had been an increasing demand for better school organization based upon classification of pupils into more uniform grades. The greatest change with respect to the length and organization of the school day appeared in the latter part of the nineteenth century and

²Archibald B. Evenson, "The Length and Organization of the School Year in the United States and Canada," (Unpublished Master's thesis, Stanford University, 1953), p. 24.

the early part of the twentieth century. Several influences were at work to bring about this change.³

Undoubtedly the strongest influence in the general effort to achieve a concise, quantitative organization of the secondary school was the work of the Committee of Ten. The committee was appointed by the National Education Association to determine the general functions to be served by the high school and to recommend appropriate curricula. To bring order and uniformity out of the confusion existing among high schools in regard to the number of subjects taught and the amount of time devoted to each, the Committee of Ten, in 1893, recommended that each pupil take four or five subjects and that the class periods be from forty to forty-five minutes in length.⁴ This was the first time in American education that a group of educators had undertaken the task of formulating a unified system of instruction for children and youth from six to eighteen years of age. The report was one of the most important educational documents ever issued in the United States.⁵

The work of the Committee of Ten has been far-reaching and the general pattern of high school administration which it recommended has been employed widely with little departure in

³Ibid., p. 25.

⁴Ibid., pp. 26-27.

⁵Frederick Eby, The Development of Modern Education (New York: Prentice-Hall, Inc., 1955), p. 592.

the last sixty years. The Committee was largely responsible along with other committees and conference groups of the time for the transition between the nineteenth century academy with its flexible adaptability to the needs of its pupils and the twentieth century high school with its standardization and uniformity in length of class periods, units of credit, and subject requirements.⁶

Mainly as a result of the recommendations made by the Committee of Ten under the chairmanship of Dr. Charles W. Eliot, the school day in the United States was shortened around the turn of the twentieth century to about four or five hours. During the past thirty years there has been a trend toward increasing the length of the school day until at the present time most schools in the United States operate for approximately five and one-half to six hours each day, exclusive of the lunch period.⁷

Burvil H. Glenn, in a study of fifty-nine schools in eight counties of western New York, concluded that high school principals were using a school day of between six hours and seven and one-half hours as the desirable length of the day. The number of class periods ranged from six to nine, with an eight-period day as the most common. The length of class

⁶ Evenson, op. cit., p. 28.

⁷ Ibid.

periods varied from forty minutes to fifty-six minutes, although most of the high schools had class periods shorter than forty-five minutes in length.⁸

Evenson reports that the present situation in the six regional accreditation associations of the United States with respect to the length of the school day is as follows:

a. Middle States Association

The commissioner of education in this area has ruled that the length of the school day for the elementary school, grades one to six, should be five hours and that of the secondary school five and one-half hours, exclusive of the lunch period.

b. Southern Association

There is no regulation on the regional basis as to the length of the school day. This matter is decided by each individual institution. However, from a study of some of the schools in this area, it appears that the length of the school day varies from five to six hours.

c. New England Association

The length of the school day which averages about five and one-half hours is not a static situation. However, from time to time slight increases in the length of the school day are made in a few communities.

d. North Central Association

The length of the school day in most high schools is approximately six hours.

e. North Western Association and Western College Association

No particular pattern is indicated, but a school day of from five to six hours appears to be

⁸Burvil H. Glenn, "The Length of the High School Day," Bulletin of the National Association of Secondary-School Principals, 40:63-66, October, 1956.

common.⁹

During the closing weeks of the 1957-1958 school year, the Worcester (Massachusetts) Public Schools conducted a survey of the length and organization of the senior high school day.¹⁰ This study was particularly concerned with the "regular academic or comprehensive high school," rather than the specifically vocational or trade high school.

A three-page questionnaire was sent to fifty cities of 200,000 population or over located throughout the United States. Within each community surveyed, the study sought to determine current practices of the school or schools which were considered to be most representative of the community. In the questionnaires which were returned by forty-eight of the fifty cities information on the following topics was requested:¹¹

1. Grade levels included in the high school.
2. Hours of session.
3. Number of regular periods; period length.
4. Length of other daily school-time periods.
5. Number of periods per week for "solid" subjects.
6. Methods of providing for supervised study.
7. Regularly scheduled activity periods.
8. Scheduling of extracurricular activities.
9. Normal weekly program of teachers.
10. Before-school and after-school duty of teachers.
11. Past and future changes in the length of the high school day.
12. Unusual or unique features of the high school day.

⁹Evenson, op. cit., p. 29.

¹⁰Leo T. Doherty, and Arthur F. Sullivan, "Length and Organization of the Academic Senior High School Day," (Worcester, Massachusetts: the schools, National Education Association, Research Division, Washington, D. C., 1959), p. 1.

¹¹Ibid., pp. 1-2.

In the schools of the forty-eight cities the starting time of the pupils' school day varied from 7:45 to 9:00 a.m., with approximately one-half of the schools beginning between 8:30 a.m. and earlier, and one-half of the schools beginning between 8:35 and 9:00 a.m. The most frequent starting times were 8:30 and 8:45 a.m. Dismissal times varied from 1:15 to 3:45 p.m. One-half of the schools dismissed at 3:00 p.m. or earlier and the other half dismissed between 3:05 and 3:45 p.m. The average length of the school day, excluding the lunch period, was six hours and twenty-seven minutes; both the median and the modal day were six hours and thirty minutes.¹²

The number of regular daily school periods varied from six to nine. Excluding the cafeteria period, the number of schools and their class periods were as follows: thirty-two schools had six periods, ten schools had seven periods, and six schools had eight periods. The length of class periods varied from forty minutes to sixty minutes. A marked preference for the fifty-five and the forty-five minute period, in that order, seemed evident.¹³

The normal weekly programs of teachers in correspondence with the six-, seven-, eight-, and nine-period day was anticipated to be thirty, thirty-five, forty, or forty-five class

¹²Ibid., pp. 1, 4-8.

¹³Ibid., pp. 12-13.

periods. However, in all but two of the forty-eight cities the number of actual classroom teaching periods per week, normally, was twenty-five.¹⁴

Within the five years prior to the survey six of the respondents indicated increases in the length of school day ranging from fifteen to thirty minutes. One had increased the school day in 1958-1959, and eight stated that a change was under study.¹⁵

In a study of the scheduling practices of the 612 schools in the Northwest Association of Secondary and Higher Schools, in the states of Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington, Mackenzie found that of the 397 schools replying, almost twenty per cent had changed the number of periods in their schedule in the last three years. The most frequent changes made were from six to seven periods, which was made in twenty-six schools, and seven to six periods which took place in twenty-two instances. Slightly more than twelve per cent of the schools planned to change their schedules in the near future. Fourteen schools planned to change from a six-period to a seven-period school day, and fifteen

¹⁴Ibid., p. 22.

¹⁵Ibid., p. 25.

schools from a seven-period to a six-period school day.¹⁶

The time limits of the daily schedule varied considerably for the schools in the Association. Two hundred schools started their morning schedule between 8:45 and 9 a.m., one hundred six schools started between 8:30 and 9:45 a.m., and other starting times ranged between 7:50 and 9:50 a.m. One hundred twenty-one schools dismissed for the day between 3:15 and 3:30 p.m. One hundred two schools dismissed between 3:30 and 3:45 p.m. Eighty-five schools ended the daily schedule between 3:45 and 4:00 p.m.

Slightly over seventy per cent of the reporting schools had a school day ranging from six and one-half to seven hours in length including the lunch period. The shortest school day was five hours and twenty minutes, and the longest eight hours and ten minutes.¹⁷

In Mackenzie's study¹⁸ the principal reasons given for the selection of a five-, six-, seven-, or eight-period schedule were:

Five-period

1. To eliminate study halls and reduce the amount of time some students waste there.
2. The longer period permits a more suitable length of time for laboratory classes, shops, and home economics.

¹⁶Charles Mackenzie, "Scheduling Practices of Secondary Schools in the Northwest Association of Secondary and Higher Schools," (Unpublished Master's thesis, Linfield College, McMinnville, Oregon, 1954), p.363.

¹⁷Ibid., p. 362.

¹⁸Ibid., pp. 356-358.

3. Longer periods allow for supervised study under the direction of the subject teacher.
4. The five period schedule permits a better balance of recitation and supervised study in class.

Six-period

1. Periods approximately an hour in length tend toward better instruction.
2. Reduces the number of study halls a student may have.
3. Permits time for an activity program. This is particularly important for the rural schools.
4. Meets the standards of the State Departments of Education and the Northwest Association.
5. Allows some time for useful supervised study in class.
6. Periods of approximately an hour are better adapted for such classes as typing, shop, home economics and laboratory period.
7. Makes it possible to use some school time for athletic practice. This permits the rural student to participate.

Seven-period

1. Makes it possible for a greater variety of subjects. This is particularly important in the smaller schools with a limited staff.
2. Allows time for a regularly scheduled activity period.
3. Makes it easier to schedule double periods for laboratory and agriculture classes.
4. Allows teachers a conference or free period.
5. Flexible and easier to schedule.

Eight-period

1. Gives students a wider selection of subjects to choose from.
2. Traditional in small schools in certain states.
3. Can handle more students with a small faculty.
4. Easier to schedule.
5. Permits school time for activities and makes them an integral part of the curriculum.
6. Works well with a double lunch period. Classes are scheduled during the noon period.
7. Allows for double periods for agriculture, homemaking and science.
8. Provides more study opportunities for students.
9. Can make more and better use of teachers.

Major weaknesses reported in the schedules used were:¹⁹

Five-period

1. Requires a larger staff than is needed for a school of equal size having six periods, providing one is a study period.
2. Does not provide adequate time for activities.
3. Sections are too long for some classes. Difficult to hold the students' attention for the length of the class period.
4. Lacks flexibility.
5. Difficult to schedule.
6. Reduces the number of subjects, for student choice.

Six-period

1. Reduces the number of subject choices a student may have.
2. Difficult to schedule music in the smaller schools.
3. Students have difficulty scheduling the desired classes.
4. Does not permit time for an activity period.
5. The double period in agriculture makes some rather difficult scheduling problems.
6. The use of school time for athletic purposes reduces the flexibility in scheduling classes.

Seven-period

1. Class periods are not long enough.
2. Too many study halls.
3. Does not permit class time for supervised study.
4. Danger of students over-loading in trying to graduate in three years.
5. Sections in the seven-period schedule are often of varying lengths. This creates a scheduling problem.

Eight-period

1. Requires double periods for laboratory classes.
2. Too frequent passing periods.
3. Students have too many study halls.
4. Does not allow time for supervised study.
5. Students frequently over-load on subjects as a means of trying to speed up their graduation.
6. Large number of study halls creates a supervisory problem.

¹⁹Ibid., pp. 358-359.

The greatest influences on the length of the instruction period since at least the beginning of the twentieth century have been the recommendations of the Committee of Ten and the general acceptance and use of the Carnegie unit. Since the turn of the century, an instruction period of forty or forty-five minutes has been common in the United States. Besides recommending this length of instruction period, the Committee of Ten thought that a minimum of four courses per year would be sufficient to meet most college entrance requirements. In order to give more adequate treatment to subject matter and also to give proper attention to other requirements of the school, it is found that the length of the instruction period has been increased and that the number of periods per day has commonly been set at six so that an elective or two can be taken in addition to four required courses each year.²⁰

The increased length of the class period, allowing for more study time with a given teacher, or more laboratory time adjusted to the learning situation, has generally been accepted as desirable. This tends to reduce the number of student contacts of each teacher each day, but also reduces the elective choices for each student because of the fewer number of total periods.²¹

²⁰Evenson, op. cit., pp. 34-35.

²¹American Association of School Administrators, The High School in a Changing World (Washington, D. C.: American Association of School Administrators, 1958), p. 203.

Many schools have increased the length of the class period to fifty minutes or more. The use of fewer and longer periods in preference to more and shorter periods crowds more classes into each period and requires that a larger number of classrooms be available for each period. It also makes it desirable to reduce the teaching load from six to five classes per teacher. The longer classes have the advantage of permitting more emphasis on supervised study. In most high schools the school day has increased to six hours.²²

If periods are fifty-five or sixty minutes in length, it is customary to have six such periods in the day and to devote part of the classroom time to supervised study under the direction of the teacher.²³

Bertram H. Holland states that there is no magic in a long period as compared to a short period. In fact, states Holland, there is danger that long class periods will encourage time wasting because it is possible to accomplish much in long periods even without careful planning.²⁴

²²J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Company, 1941), p. 108.

²³Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 73.

²⁴Bertram H. Holland and Lester W. Anderson, "What Is the Most Effective Way of Arranging the Length and Use of the Class Period?" Bulletin of the National Association of Secondary-School Principals, 43:158-163, April, 1959.

From a study of the development of the school system in the United States it is evident that there has been very little, if any, relationship between the length of the instruction period and the subject taught. This is especially true where instructional periods are generally equal in length and divided among the subjects in the curriculum.²⁵

In his report on the American high school, Dr. James B. Conant recommends that the school day be organized so that there are at least six periods in addition to the required physical education and driver education requirements with periods as short as forty-five minutes. He further states:

Whether the school is organized into a six-, seven-, or eight-period day I found to be a matter of great importance as well as of controversy among school administrators. A number of administrators with whom I talked felt that a six-period day places the elective programs in a strait jacket. Therefore, these administrators have preferred a seven- or eight-period day with periods sometimes running as short as forty minutes. On the other hand, I met administrators who felt strongly that periods of nearly a full hour are essential and who urged that the school day be lengthened to make a seven-period day possible. In some places the school day is far too short.²⁶

Spears reflects that as present day high school teachers and principals continue to try to cram into the high school curriculum all the newly proposed subjects that are on the "instructional market," and to do so without "gracing the

²⁵Evenson, loc. cit.

²⁶James Bryant Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), pp. 64-65.

garbage pail" with an equal amount of the "traditional stock on hand," they would do well to heed the wisdom of Benjamin Franklin who set out just two hundred years ago to provide a modern secondary school curriculum. As Franklin meditated his problem he concluded:

As to their studies it would be well if they could be taught everything that is useful, and everything that is ornamental. But art is long and their time is short. It is therefore proposed, that they learn those things that are likely to be most useful and more ornamental.²⁷

The period of adolescence is a time when the youth are seeking a solution to the great problems and mysteries of life.²⁸ They look to the school as a means of helping them to penetrate those mysteries and to solve those problems. The secondary school is a voyage of discovery, a voyage in which the individual should discover the many opportunities for service; when he should discover his own interests and capacities; and when teachers should assist in those discoveries and minister wisely to the individual needs. In consequence of these adolescent needs and because of the great variety of demands made upon the high school in being the people's college, the work must embrace a great variety of subjects and be flexible in character.

²⁷ Harold Spears, The High School for Today (San Francisco: American Book Company, 1950), p. 57.

²⁸ Frederick Elmer Bolton, Thomas Raymond Cole and John Hunnicut Jessup, The Beginning Superintendent (New York: The Macmillan Company, 1947), p. 589.

To meet the increasing demands of more and better utilization of teachers in the public schools of America, many schools are trying new concepts in teaching as well as class scheduling. Team teaching, para-professional assistants, floating periods of ninety and one hundred twenty minute blocks are some of the experimental changes in class schedules, student groupings, and team teaching that Winget, Lobb, and Bloomenshine²⁹ report as being tried in junior and senior high schools.

II. LENGTH AND ORGANIZATION OF THE SCHOOL DAY IN CALIFORNIA

Correspondence from George L. Roehr of the California State Department of Education³⁰ indicates that California high schools have found it necessary to extend their school day in a variety of ways to meet a variety of needs. In 1958 the length of the average high school day in California, including the time of the lunch period, was six hours and forty-six minutes. However, twenty-five per cent of the schools had school days longer than seven hours and ten minutes.

²⁹Lerue Winget, M. Delbert Lobb and Lee T. Bloomenshine, "What are Some Experimental Changes in Class Schedules, Student Groupings, and Team Teaching Being Tried in Junior and Senior High Schools," Bulletin of the National Association of Secondary-School Principals, 43:108-112, April, 1959.

³⁰Letter to the investigator from George L. Roehr, Consultant in Secondary Education, State of California, Department of Education, December 28, 1959.

In the 1958-1959 school year the median period length was slightly in excess of fifty-three minutes. However, the upper quarter of California high schools had periods longer than fifty-four minutes. Out of 312 schools polled, only thirty of them had periods the length of which was less than fifty minutes. The median luncheon period was slightly in excess of forty minutes.

In the 1958-1959 school year about forty-nine per cent of the California high school districts operated on a school day having seven or more periods. Fewer than seven per cent of these had days of eight periods or longer. There were nineteen schools that opened before 8:00 a.m. This represents the convening time for the first class. Of these, eleven closed after 3:00 p.m. Another forty-seven schools opened before 8:10 a.m. The median opening time for schools was approximately 8:32 a.m., while the median closing time was approximately 3:18 p.m.³¹

Interpretation of the data concerning California Districts operating schools should be made with the full recognition that there are vast contrasts among the 329 districts authorized to conduct high schools. One such district operates more than one hundred high schools, many of which enroll more than 2,000 students, while there are at the other end of the scale some districts with one school each enrolling fewer than

³¹Ibid.

one hundred pupils.³²

George L. Roehr, Consultant in Secondary Education of the State Department of Education, reports that department contacts throughout the state give the impression that there is considerable experimentation going on this year with respect to the school day and its organization.³³

Louis Brandes³⁴ in a "Report on the Extended School Day" relates that there is very little information available concerning recent practices with other than the traditional six-period day schedule. He reports that the factors that have led to giving consideration to an extended school day are as follows:

1. College preparatory pupils find it difficult to schedule art, music, homemaking, and vocational classes.
2. Conflicts resulting from providing six class periods for pupils in a six-period day can be reduced.
3. More adequate provisions can be made for classes for exceptional pupils.
4. Additional time can be provided for laboratory science periods.

³²Ibid.

³³Ibid.

³⁴Louis Grant Brandes, "Report on the Extended School Day," Bulletin of the National Association of Secondary-School Principals, 43:169-176, September, 1959.

5. Practice sessions for athletics and other school activities can be scheduled during the hours of a regular school day.

Questionnaires³⁵ were sent to approximately one-half of the 230 high schools reporting enrollments of over 1,000 in the California School Directory for 1958-1959. Schools were selected in the order in which they were listed in the directory, excluding the Alameda schools. One hundred three of the one hundred sixteen questionnaires were completed and returned. Sixteen schools reported an extended school day. Forty-one of the eighty-five schools reporting no extended school day indicated plans for some type of extended school day for the 1959-1960 school year. Fifty-three of the eighty-five schools indicated they felt that the traditional six-period day did not adequately meet the needs of their students.

Brandes reports that information submitted by administrators indicates that the extended school day, including seven or more periods of classes for some or all pupils, is in operation in a number of large California high schools and many others appear to be giving serious consideration to such a plan. Brandes also reports that the extended school day has apparently been a development of the last few years, and its purpose is that of meeting more adequately the educational needs of some

³⁵Ibid.

students; but that the extent of offerings and the number of students participating in a seven-period or eight-period day seems to vary greatly among different schools. "For many of the schools," states Brandes, "the plan seems to be in an experimental stage."³⁶

Among those injecting a word of caution, however, is Frank B. Lindsay, Chief, Bureau of Secondary Education, California State Department of Education, who states, "Those who would greatly lengthen the school day or school year may be defeating the very ends of improved learning they profess to seek."³⁷

III. IMPLICATIONS FOR AN EXTENDED SCHOOL DAY

School administrators have an arithmetic problem of their own--the school day. Mostly they seem to be adding minutes to the schedule. But whether they add or subtract, the purpose is to squeeze more learning time out of the school day.³⁸ Very likely there is no school system in the land which has no problems. If there is one which claims to have none, inquiry would undoubtedly reveal a lack of awareness of problems

³⁶Ibid.

³⁷Frank B. Lindsay, "How Can the Instructional Program in California High Schools Be Improved?" California Journal of Secondary Education, 35:5-11, January, 1960.

³⁸Arthur C. Croft, Educator's Dispatch, June 27, 1959.

and an unbecoming complacency with the status quo.³⁹ Education cannot be conducted without reference to the past, the present, and the future. Tradition and change in society must be taken into consideration in educational planning.⁴⁰

The chief criticism that has been made of the secondary school has stemmed from its historical lag behind social progress. This criticism has always been made by educational statesmen, and was made by Comenius (1592-1671), Froebel (1782-1852), and scores of other master teachers of former generations.⁴¹

However, the American public school is of a biological character, and curriculum change cannot be effected as directly and arbitrarily as the managerial shift of a production line. It is a living, growing, social organism. On occasion program changes may be accomplished by surgery and grafting, but they will be accomplished more regularly through the school's tasting, ingesting, and assimilating the new learning experiences planned for the educational program.⁴²

³⁹Calvin Grieder, and William Everette Rosenstengel, Public School Administration (New York: The Ronald Press Company, 1954), p. 262.

⁴⁰Ibid., pp. 267-268.

⁴¹Ward G. Reeder, Public School Administration (New York: The Macmillan Company, 1941), p. 605.

⁴²Van Miller and Willard B. Spalding, The Public Administration of American Schools (Yonkers, New York: World Book Company, 1952), p. 265.

Plans now being presented for the modification of the school day involve either lengthening the day and maintaining the present period length or retaining the present length of day and obtaining more periods by shortening each class meeting. The two most popular proposals are the 55-minute, seven-period day and the 45-minute, seven-period day. All the proposals submitted for changing or retaining the school day schedule must be examined beyond the considerations of the cost of instruction, the effect on classroom learning, teacher utilization, and total curriculum. Further examination should consist of these three separate tests: experimentation, community value, and feasibility of adoption.⁴³

In planning any educational program educators have two factors to consider: the social group that provides the education and the youngster being educated. The nature of the curriculum is largely determined by the interaction of social and individual needs.⁴⁴ In addition, educational program changes are dependent upon the patterns of organization of the existing program and are accomplished through people--staff, pupils, citizens of the community. Changes involve such

⁴³G. L. Penk and Glenn P. Varner, "Let's Look Before We Leap," The American School Board Journal, 139:21-22, October, 1959.

⁴⁴William M. Alexander and J. Galen Saylor, Secondary Education Basic Principles and Practices (New York: Rinehart and Company, Inc., 1950), p. 99.

managerial procedures as scheduling, grouping, and record keeping.⁴⁵

Two kinds of factors influence schedule building:

(1) factors that are relatively fixed and not subject to much variation by the schedule maker, and (2) those that apply particularly to the local school and should be adjusted in accordance with the local conditions.⁴⁶

Assuming that the values of a seven-period day plan of organization are recognized and accepted, and that the decision has been made to convert the secondary schools from a six to a seven-period day, Robinson⁴⁷ states that the following provisions must be made:

1. That the change-over from a six to a seven-period plan of organization be adopted as an experiment and that it incorporate stated objectives, purposes, goals; be limited to a specific predetermined period of time; and that an evaluation instrument be formulated and validated at the time the experiment is structured.
2. That increased supply allotments be apportioned on the basis of the added need and in relation to the approved program.
3. That provision be made to increase the assignment of teacher time to give adequate and realistic implementation to the seven-period day plan of

⁴⁵Miller and Spalding, loc. cit.

⁴⁶Edmonson, op. cit., pp. 105-106.

⁴⁷F. Willard Robinson, "Organization of the Seven-Period Day," California Journal of Secondary Education, 35:17-20, January, 1960.

organization.

4. That the seven-period day NOT be required of all pupils within the school.
5. That the primary purpose of the seven-period day be to provide remedial, enrichment, or intensified opportunity in established or related subject areas rather than to provide an added activity period.
6. That the seven-period plan of organization begin with a limited program that can be expanded gradually as the need and the facilities require.
7. That a school district begin the seven-period day plan of organization only when it is able and willing to finance the added costs inherent in the program.

"The difficult task of critically reappraising existing high school programs, the deliberately experimental development of radically new organizational forms, and a thorough restructuring of the knowledge content of high school curricula," says Douglas S. Ward, "appear to be obligations facing not the educational profession or the educational bureaucrats. This task faces the American people."⁴⁸

Ovid F. Parody⁴⁹ comments:

If our problems appear to be overwhelming, I think we can take heart from reviewing the history of our profession which clearly shows that periods of educational controversy and debate have always been followed by creative educational

⁴⁸Douglas S. Ward, "The Reconstruction of Our High Schools," Bulletin of the National Association of Secondary-School Principals, 43:70-80, December, 1959.

⁴⁹Ovid F. Parody, "Secondary Education and the Current Educational Debate," Bulletin of the National Association of Secondary-School Principals, 43:81-85, December, 1959.

advances. Therefore, if we can continue to meet our problems from day to day with intelligence and courage, we can move forward in the faith that the Bestors and Rickovers of today will be followed by the Horace Manns and John Deweys of tomorrow.

The California Journal of Secondary Education, in its February, 1960, issue presented a symposium on "one of the most widely discussed developments in secondary education, the introduction of a greater degree of flexibility into the schedule of the American high school." These brief reports from the field of how schedules are being modified are indicative of the trend in California and the United States. The symposium, "New Design for the Secondary Schedule,"⁵⁰ topics were as follows:

"Nothing Ventured, Nothing Gained," Dwight W. Allen and Robert B. Moore.

"Flexible Class Schedules," J. Lloyd Trump.

"The Transformation of the Sacred Secondary-School Schedule," Robert H. Johnson and M. Delbert Lobb.

"The Need for and Effects of Schedule Modification in Wahlquist, Roosevelt, and Hurricane High Schools," Matthew F. Noall.

"Those First Steps," James D. Laurits.

"A More Flexible Schedule at Fremont," Vernon Cordry.

"A Flexible Seven-Period Day in Junior High School," A. C. Stevens.

"Experimenting With a Double-Period Schedule at San Marcos High School," Donald L. Stillman.

⁵⁰Dwight W. Allen and Robert B. Moore, "New Designs for the Secondary School Schedule," California Journal of Secondary Education, 35:91-134, February, 1960.

"Television and Schedule Revision in Utah," John A. Larsen.

"New Designs for Secondary-School Scheduling," William Jack Stone.

"Secondary-School Scheduling--A Break with the Pattern," David A. Sands.

Educational leadership is, according to the Educational Policies Commission, charged with this responsibility:⁵¹

To locate the differences between educational theory and practice, to arrange these differences according to their importance, to probe for their causes, to prescribe for their removal, and to appraise the results of the entire process--these are the persistent tasks of educational leadership.

Continuing experimentation and evaluation will, according to the Commission, show the way to new and improved methods and procedures to be utilized in the dynamic secondary school.

⁵¹American Association of School Administrators, op. cit., p. 366.

CHAPTER III

PREPARATION AND ADMINISTRATION OF THE QUESTIONNAIRES

I. PREPARING THE QUESTIONNAIRES

The first draft of a questionnaire was developed for the purpose of surveying the opinions of those students that had graduated from Turlock High School in 1958 and 1959. The objectives of the survey were: (1) to obtain the opinions of the graduates on the success of the high school program in terms of its threefold educational function--general education, academic education, and vocational education; and (2) to obtain the opinions of graduates on the desirability of or need for an expanded program in terms of an extended school day. The questionnaire consisted of seventeen questions, most of which called for either a positive or negative response. The questions, it was soon revealed, were not sufficiently graduated in terms of a participant's response to allow adequate analysis, i.e., a "yes" or "no" answer afforded very little differentiation or degree in responses.

A second draft of the questionnaire incorporating changes in form, gradation, content, and scope showed much improvement over the original and provided for multiple degrees of responses. The purpose of the questionnaire was changed to survey the

opinions of seniors, 1959 graduates, parents of 1959 graduates, and the faculty members. The objectives of the survey remained the same. At this point in the development of the survey instrument it was decided that one questionnaire would not be sufficient for nor be applicable to each one of the four selected groups that the investigator wished to survey.

The third draft resulted in two questionnaires, one for seniors and 1959 graduates, and the other for parents of 1959 graduates and faculty members. Page 1, identical in both questionnaires, contained the first division of the questionnaire, Evaluation of the Curriculum; Page 2, differing in both questionnaires, contained the second division of the questionnaire, Evaluation of the Extended School Day. There was still an evident need for further expansion of the survey instrument, for some of the questions asked of both the parents and the faculty did not apply to both groups. The questions that did apply to both parents and faculty were not, in some cases, properly structured in person and tense.

The final revision of the survey instrument as seen in Appendix A, B, and C, was composed of three distinct, separate, but kindred questionnaires: Questionnaire 1 for seniors and the graduates of 1959, Questionnaire 2 for the parents of 1959 graduates, and Questionnaire 3 for the faculty. Each of the three questionnaire forms were divided into two main sections: I. The Educational Program, and II. An Extended School Day.

Questions were arranged under each main division in numerical order with question subdivisions enumerated in lower case letters. Data for an evaluation of the educational program were sought in the first section of the questionnaires, and data for an evaluation of the need for an extended school day were sought in the second section.

After final approval of the thesis committee chairman, the investigator duplicated the questionnaires with an off-set process duplicator. Colored paper was used to identify the questionnaires more readily and to facilitate the handling and the tabulating of the questionnaire returns.

II. ADMINISTERING THE QUESTIONNAIRES

The senior questionnaire was administered through the eleven civics classes. The investigator met with the three instructors who teach the required senior civics course to give instructions for administering the questionnaire. According to the school records there was a total of 324 seniors, but due to absentees only 300 questionnaires were administered.

Two hundred thirty-five of each of the graduate and parent questionnaires were mailed. A letter of explanation and a stamped envelope with return address was enclosed with each questionnaire. The letter to parents was sent by third-class mail. The letter to graduates was sent by first-class mail to insure forwarding to those who were living elsewhere. The

investigator arranged for news releases in the local newspaper and over the local radio station the day after the questionnaires were mailed in order to create added interest and awareness of the purpose of the survey, and to stress the importance of prompt returns.

The sixty-four faculty questionnaires were deposited in the school mail box of each faculty member. A brief note of explanation of the purpose of the survey was attached to each of the questionnaires.

III. TABULATION OF THE DATA

To insure accuracy, the returns of the survey were sorted for one response at a time into the different gradations of response for each question; e.g., A--excellent, outstanding; B--good, above average; C--average, acceptable; D--fair, but below average; E--unsatisfactory; F--no opinion. The totals for all the responses to each question were recorded, checked and re-checked for correctness in sorting, recorded on a master sheet, and then extended into totals for verification. After all the responses had been recorded on a master sheet, percentage equivalents of all numbers were calculated and recorded on a percentage master sheet and totals were verified. The investigator then reduced the data to tabular form.

The percentage equivalents of numbers of responses as reported in the following chapter were, for the sake of clarity,

rounded off mathematically to whole numbers. In cases where this process failed to result in a total of one hundred per cent, the "no opinion" or "no response" column in the table was raised to total one hundred per cent.

Questionnaire returns were as follows: Number of questionnaires sent to seniors, 324; number of questionnaires returned, 300. Number of questionnaires sent to graduates, 235; number of questionnaires returned, 70. Number of questionnaires sent to parents of 1959 graduates, 235; number of questionnaires returned, 60. Number of questionnaires sent to the faculty, 64; number of questionnaires returned, 57. Although the returns from graduates and parents were disappointing in number, it is assumed by the investigator that the sampling was representative of the groups. The distribution of graduate responses on the choice of endeavor after graduation, Table VIII, page 60, appears to support the fact that the graduate returns were representative of the group. The similarity and close alliance of responses to questions asked of both the parents and faculty seems to indicate that the returns of the parents were also representative of the group.

CHAPTER IV

RESULTS OF THE QUESTIONNAIRES

The results of the survey are reported in the order in which the questions occurred on the questionnaires.

In each questionnaire there were two sections as follows: Section I, The Educational Program, and Section II, An Extended School Day.

I. THE EDUCATIONAL PROGRAM

General quality of education offered at Turlock High School. The first question on the questionnaires asked for an estimate of the quality of education offered at Turlock High School. Table I shows that 88 per cent of the seniors, 82 per cent of the graduates, 80 per cent of the parents, and 86 per cent of the faculty rated the general quality of education as average or above. Ten per cent of the seniors, 13 per cent of the graduates, 15 per cent of the parents, and 6 per cent of the faculty rated the quality of education as below average or unsatisfactory.

The modal ratings given were as follows: above average by 44 per cent of the seniors; average by 39 per cent of the graduates, 40 per cent of the parents, and 44 per cent of the faculty.

TABLE I
NUMBER AND PER CENT OF REPLIES ON GENERAL
QUALITY OF EDUCATION OFFERED AT
TURLOCK HIGH SCHOOL

Group		A*	B*	C*	D*	E*	F*	Total
Seniors	No.	12	131	119	30	0	8	300
	%	4	44	40	10	0	2	100
Graduates	No.	4	26	27	7	2	4	70
	%	6	37	39	10	3	5	100
Parents of 1959 graduates	No.	8	16	24	7	2	3	60
	%	13	27	40	12	3	5	100
Faculty	No.	1	23	25	2	1	5	57
	%	2	40	44	4	2	8	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

Preparedness of students upon graduation for post-graduate pursuits. The second question on the questionnaire asked for an estimate of how well students are prepared upon graduation for post-graduate pursuits. Tables II and III show responses for the following pursuits: (1) academic subjects in the university, (2) academic subjects in state and private colleges, (3) academic subjects in junior colleges, (4) general junior college study, (5) vocational subjects in college, (6) employment, and (7) community life.

Preparation for academic subjects in the university was rated as average and above by 61 per cent of the seniors, 45 per cent of the graduates, 32 per cent of the parents, and 65 per cent of the faculty; a rating of below average or unsatisfactory was given by 28 per cent of the seniors, 30 per cent of the graduates, 41 per cent of the parents, and 20 per cent of the faculty.

The modal ratings given were as follows: average by 46 per cent of the seniors, 34 per cent of the graduates, and 53 per cent of the faculty; below average by 33 per cent of the parents.

Preparation for academic subjects in state and private colleges was rated as average and above by 69 per cent of the seniors, 59 per cent of the graduates, 58 per cent of the parents, and 76 per cent of the faculty; a rating of below average or unsatisfactory was given by 19 per cent of the seniors, 22 per cent of the graduates, 23 per cent of the parents,

TABLE II

NUMBER AND PER CENT OF SENIOR AND GRADUATE RESPONSES ON
PREPAREDNESS OF STUDENTS UPON GRADUATION
FROM TURLOCK HIGH SCHOOL FOR
POST-GRADUATE PURSUITS

Pursuit		Seniors							Graduates						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Academic subjects, university	No.	3	40	137	61	23	36	300	1	7	24	16	5	17	70
	%	1	14	46	20	8	11	100	1	10	34	23	7	25	100
Academic subjects, state and private colleges	No.	6	68	131	50	6	39	300	1	17	24	11	4	13	70
	%	2	23	44	17	2	12	100	1	24	34	16	6	19	100
Academic subjects, junior colleges	No.	46	128	89	11	0	26	300	10	21	24	5	0	10	70
	%	15	43	30	4	0	8	100	14	30	34	7	0	15	100
General study, junior colleges	No.	54	142	80	7	0	17	300	10	26	23	4	0	7	70
	%	18	47	27	2	0	6	100	14	37	33	6	0	10	100
Vocational subjects, college	No.	29	141	78	17	5	30	300	7	16	21	2	0	24	70
	%	10	47	26	6	2	9	100	10	23	30	3	0	34	100
Employment	No.	36	121	99	17	3	24	300	6	24	25	4	2	9	70
	%	12	40	33	6	1	8	100	9	34	36	6	3	12	100
Community life	No.	45	129	84	15	3	24	300	9	27	25	2	1	6	70
	%	15	43	28	5	1	8	100	13	39	36	3	1	8	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

TABLE III

NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES ON
PREPAREDNESS OF STUDENTS UPON GRADUATION
FROM TURLOCK HIGH SCHOOL FOR
POST-GRADUATE PURSUITS

Pursuit		Parents							Faculty						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Academic subjects, university	No.	0	7	12	20	5	16	60	0	7	30	10	1	9	57
	%	0	12	20	33	8	27	100	0	12	53	18	2	15	100
Academic subjects, state and private colleges	No.	2	11	22	9	5	11	60	1	12	30	6	0	8	57
	%	3	18	37	15	8	19	100	2	21	53	11	0	13	100
Academic subjects, junior colleges	No.	8	17	18	3	2	12	60	3	17	29	3	0	5	57
	%	13	28	30	5	3	21	100	5	30	51	5	0	9	100
General study, junior colleges	No.								4	19	28	1	0	5	57
	%								7	33	49	2	0	9	100
Vocational subjects, college	No.								3	21	17	1	0	15	57
	%								5	37	30	2	0	26	100
Employment	No.	4	13	26	5	2	10	60	2	7	34	2	0	12	57
	%	7	22	43	8	3	17	100	4	12	60	4	0	20	100
Community life	No.	6	14	25	1	2	12	60	3	12	30	1	1	10	57
	%	10	23	42	2	3	20	100	5	21	53	2	2	17	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

and 11 per cent of the faculty.

The modal ratings given were as follows: average by 44 per cent of the seniors, 34 per cent of the graduates, 37 per cent of the parents, and 53 per cent of the faculty.

Preparation for academic subjects in junior colleges was rated as average and above by 88 per cent of the seniors, 88 per cent of the graduates, 71 per cent of the parents, and 86 per cent of the faculty; a rating of below average or unsatisfactory was given by 4 per cent of the seniors, 7 per cent of the graduates, 8 per cent of the parents, and 5 per cent of the faculty.

The modal ratings given were as follows: above average by 43 per cent of the seniors; average by 34 per cent of the graduates, 30 per cent of the parents, and 51 per cent of the faculty.

Preparation for general study in the junior colleges was rated as average or above by 92 per cent of the seniors, 84 per cent of the graduates, and 89 per cent of the faculty; a rating of below average or unsatisfactory was given by 2 per cent of the seniors, 6 per cent of the graduates, and 2 per cent of the faculty.

The modal ratings given were as follows: above average by 47 per cent of the seniors and 37 per cent of the graduates; average by 49 per cent of the faculty.

Preparation for vocational subjects in college was rated as average and above by 83 per cent of the seniors, 63 per cent of the graduates, and 72 per cent of the faculty; a rating of below average or unsatisfactory was given by 8 per cent of the seniors, 3 per cent of the graduates, and 2 per cent of the faculty.

The modal ratings given were as follows: above average by 47 per cent of the seniors and 37 per cent of the faculty; average by 30 per cent of the graduates.

Preparation for employment was rated as average and above by 85 per cent of the seniors, 79 per cent of the graduates, 72 per cent of the parents, and 76 per cent of the faculty; a rating of below average or unsatisfactory was given by 7 per cent of the seniors, 9 per cent of the graduates, 11 per cent of the parents, and 4 per cent of the faculty.

The modal ratings given were as follows: above average by 40 per cent of the seniors; average by 36 per cent of the graduates, 43 per cent of the parents, and 60 per cent of the faculty.

Preparation for community life was rated as average and above by 86 per cent of the seniors, 88 per cent of the graduates, 75 per cent of the parents, and 79 per cent of the faculty; a rating of below average or unsatisfactory was given by 6 per cent of the seniors, 4 per cent of the graduates, 5 per cent of the parents, and 4 per cent of the faculty.

The modal ratings given were as follows: above average by 43 per cent of the seniors and 39 per cent of the graduates; average by 42 per cent of the parents and 53 per cent of the faculty.

Competency of students in the fundamentals upon graduation. The third question on the questionnaire asked for an estimate of how competent students are in the fundamentals upon graduation. Tables IV and V show responses for the following fundamentals: (1) arithmetic, (2) penmanship, (3) reading, (4) spelling, and (5) English composition and grammar.

Student competency in arithmetic was rated as average and above by 77 per cent of the seniors, 69 per cent of the graduates, 67 per cent of the parents, and 46 per cent of the faculty; a rating of below average or unsatisfactory was given by 16 per cent of the seniors, 27 per cent of the graduates, 23 per cent of the parents, and 13 per cent of the faculty.

The modal ratings given were as follows: above average by 37 per cent of the graduates; average by 44 per cent of the seniors, 40 per cent of the parents, and 39 per cent of the faculty.

Student competency in penmanship was rated as average and above by 65 per cent of the seniors, 74 per cent of the graduates, 60 per cent of the parents, and 49 per cent of the faculty; a rating of below average or unsatisfactory was given

TABLE IV
NUMBER AND PER CENT OF SENIOR AND GRADUATE RESPONSES ON
COMPETENCY OF STUDENTS UPON GRADUATION
FROM TURLOCK HIGH SCHOOL IN
THE FUNDAMENTALS

Fundamental	Seniors								Graduates							
		A*	B*	C*	D*	E*	F*	Total		A*	B*	C*	D*	E*	F*	Total
Arithmetic--including processes and numbers	No.	11	86	132	41	8	22	300	2	26	20	16	3	3	70	
	%	4	29	44	13	3	7	100	3	37	29	23	4	4	100	
Penmanship	No.	14	55	125	68	20	18	300	4	17	31	11	1	6	70	
	%	5	18	42	23	7	5	100	6	24	44	16	1	9	100	
Reading--including comprehension and rate	No.	11	76	119	60	17	17	300	3	12	32	14	4	5	70	
	%	4	25	40	20	6	5	100	4	17	46	20	6	7	100	
Spelling	No.	5	63	123	68	27	14	300	4	19	23	19	2	3	70	
	%	2	21	41	23	9	4	100	6	27	33	27	3	4	100	
English composition including grammar	No.	18	72	125	51	15	9	300	55	21	21	16	5	2	70	
	%	6	24	42	20	5	3	100	7	30	30	23	7	3	100	

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

TABLE V
NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES ON
COMPETENCY OF STUDENTS UPON GRADUATION
FROM TURLOCK HIGH SCHOOL IN
THE FUNDAMENTALS

Fundamental		Parents							Faculty						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Arithmetic--including processes and numbers	No.	5	11	24	8	6	6	60	0	4	22	5	2	24	57
	%	9	18	40	13	10	10	100	0	7	39	9	4	41	100
Penmanship	No.	3	10	23	9	8	7	60	0	1	27	12	3	14	57
	%	5	17	38	15	13	12	100	0	2	47	21	5	25	100
Reading--including comprehension and rate	No.	4	14	20	8	6	8	60	0	0	30	12	2	13	57
	%	7	23	33	13	10	14	100	0	0	53	21	4	22	100
Spelling	No.	2	14	17	10	9	8	60	0	1	27	11	5	13	57
	%	3	23	28	17	15	14	100	0	2	47	19	9	23	100
English composition including grammar	No.	3	10	20	14	5	8	60	0	2	24	16	2	13	57
	%	5	17	33	23	8	14	100	0	4	42	28	4	22	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

by 30 per cent of the seniors, 17 per cent of the graduates, 28 per cent of the parents, and 26 per cent of the faculty.

The modal ratings given were as follows: average by 42 per cent of the seniors, 44 per cent of the graduates, 38 per cent of the parents, and 47 per cent of the faculty.

Student competency in reading was rated as average and above by 69 per cent of the seniors, 67 per cent of the graduates, 63 per cent of the parents, and 53 per cent of the faculty; a rating of below average or unsatisfactory was given by 26 per cent of the seniors, 26 per cent of the graduates, 23 per cent of the parents, and 25 per cent of the faculty.

The modal ratings given were as follows: average by 40 per cent of the seniors, 46 per cent of the graduates, 33 per cent of the parents, and 53 per cent of the faculty.

Student competency in spelling was rated as average and above by 64 per cent of the seniors, 66 per cent of the graduates, 54 per cent of the parents, and 49 per cent of the faculty; a rating of below average or unsatisfactory was given by 32 per cent of the seniors, 30 per cent of the graduates, 32 per cent of the parents, and 28 per cent of the faculty.

The modal ratings given were as follows: average by 41 per cent of the seniors, 33 per cent of the graduates, 28 per cent of the parents, and 47 per cent of the faculty.

Student competency in English composition and grammar was rated as average and above by 72 per cent of the seniors,

67 per cent of the graduates, 55 per cent of the parents, and 44 per cent of the faculty; a rating of below average or unsatisfactory was given by 25 per cent of the seniors, 30 per cent of the graduates, 31 per cent of the parents, and 32 per cent of the faculty.

The modal ratings given were as follows: above average and average each by 30 per cent of the graduates; average by 42 per cent of the seniors, 33 per cent of the parents, and 42 per cent of the faculty.

Variety of courses offered students. The fourth question on the questionnaires asked for an estimate of the adequacy of the variety of courses offered in the major course areas. Tables VI, and VII show responses on adequacy of the variety of courses offered at Turlock High School in the following course areas: (1) agriculture, (2) arts and crafts, (3) business education, (4) English, (5) foreign languages, (6) home economics, (7) industrial arts, (8) mathematics, (9) music, (10) natural sciences, (11) social sciences, and (12) physical education.

Variety of courses offered in the area of agriculture was rated as average and above by 33 per cent of the seniors, 18 per cent of the graduates, 45 per cent of the parents, and 49 per cent of the faculty; a rating of below average or unsatisfactory was given by 4 per cent of the seniors, 1 per cent of the graduates, 4 per cent of the parents, and 2 per cent of the

TABLE VI
NUMBER AND PER CENT OF SENIOR AND GRADUATE RESPONSES ON
VARIETY OF COURSES OFFERED STUDENTS AT
TURLOCK HIGH SCHOOL

Area		Seniors							Graduates						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Agriculture	No.	41	48	10	5	7	189	300	4	6	2	0	1	57	70
	%	14	16	3	2	2	63	100	6	9	3	0	1	81	100
Arts and Crafts	No.	11	37	58	38	26	130	300	1	7	7	6	5	44	70
	%	4	12	19	13	9	43	100	1	10	10	9	7	63	100
Business education	No.	50	112	60	8	1	69	300	9	16	19	4	0	22	70
	%	17	37	20	3	1	22	100	13	23	27	6	0	31	100
English	No.	64	133	69	19	2	13	300	11	21	22	8	1	7	70
	%	21	44	23	6	1	5	100	16	30	31	11	1	11	100
Foreign languages	No.	54	92	72	19	2	61	300	10	22	15	6	3	14	70
	%	18	31	24	6	1	20	100	14	31	21	9	4	21	100
Home economics	No.	34	73	37	2	1	153	300	9	9	9	0	0	43	70
	%	11	24	12	1	1	51	100	13	13	13	0	0	61	100
Industrial arts	No.	48	68	32	5	0	147	300	6	10	10	1	0	43	70
	%	16	23	11	2	0	48	100	9	14	14	1	0	62	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

TABLE VI (continued)

Area		Seniors							Graduates						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Mathematics	No.	32	101	98	25	4	40	300	10	24	19	3	5	9	70
	%	11	34	33	8	1	13	100	14	34	27	4	7	14	100
Music	No.	46	77	67	7	6	97	300	6	12	13	3	3	33	70
	%	16	26	22	2	2	32	100	9	17	19	4	4	47	100
Natural sciences	No.	37	90	90	16	8	59	300	5	16	20	8	0	21	70
	%	12	30	30	5	3	20	100	7	23	29	11	0	30	100
Social sciences	No.	39	137	83	11	3	27	300	10	25	21	4	1	9	70
	%	13	46	28	4	1	8	100	14	36	30	6	1	13	100
Physical education	No.	110	114	43	12	11	10	300	21	26	14	4	2	3	70
	%	37	38	14	4	4	3	100	30	37	20	6	3	4	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory; D--fair, but below average; E--unsatisfactory; F--no opinion.

TABLE VII

NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES ON
VARIETY OF COURSES OFFERED STUDENTS AT
TURLOCK HIGH SCHOOL

Area		Parents							Faculty						
		A*	B*	C*	D*	E*	F*	Total	A*	B*	C*	D*	E*	F*	Total
Agriculture	No.	10	11	6	1	1	31	60	5	20	3	1	0	28	57
	%	17	18	10	2	2	51	100	9	35	5	2	0	49	100
Arts and crafts	No.	1	11	9	4	3	32	60	1	11	15	6	0	24	57
	%	2	18	15	7	5	53	100	2	19	26	11	0	42	100
Business education	No.	7	14	13	1	2	23	60	2	23	9	0	0	23	57
	%	12	23	22	2	3	38	100	4	40	16	0	0	40	100
English	No.	10	11	18	12	3	6	60	4	13	18	2	1	19	57
	%	17	18	30	20	5	10	100	7	23	32	4	2	32	100
Foreign languages	No.	5	14	14	5	2	20	60	2	18	15	4	0	18	57
	%	8	23	23	8	3	35	100	4	32	26	7	0	31	100
Home economics	No.	8	17	9	1	1	24	60	2	18	11	1	0	25	57
	%	13	28	15	2	2	40	100	4	32	19	2	0	43	100
Industrial arts	No.	5	4	15	2	1	33	60	5	22	4	0	0	26	57
	%	8	7	25	3	2	55	100	9	39	7	0	0	45	100

*A--excellent, outstanding; B--good, above average; C--average, satisfactory;
D--fair, but below average; E--unsatisfactory; F--no opinion.

TABLE VII (continued)

Area	Parents								Faculty							
		A*	B*	C*	D*	E*	F*	Total		A*	B*	C*	D*	E*	F*	Total
Mathematics	No.	3	21	17	6	5	8	60	1	12	21	3	2	18	57	
	%	5	35	28	10	8	14	100	2	21	37	6	3	31	100	
Music	No.	10	19	7	2	2	20	60	1	5	20	5	1	25	57	
	%	17	32	12	3	3	33	100	2	9	35	9	2	43	100	
Natural sciences	No.	7	9	17	6	2	19	60	5	13	12	1	1	25	57	
	%	12	15	28	10	3	32	100	9	23	21	2	2	43	100	
Social sciences	No.	6	17	23	3	1	10	60	2	15	19	3	0	18	57	
	%	10	28	38	5	2	17	100	4	26	33	5	0	32	100	
Physical education	No.	18	21	10	1	2	8	60	11	21	8	2	1	14	57	
	%	30	35	17	2	3	13	100	19	37	14	4	2	24	100	

*A--excellent, outstanding; B--good, above average; C--average, satisfactory; D--fair, but below average; E--unsatisfactory; F--no opinion.

faculty.

The modal ratings given were as follows: above average by 16 per cent of the seniors, 9 per cent of the graduates, 18 per cent of the parents, and 35 per cent of the faculty.

Variety of courses offered in the area of arts and crafts was rated as average and above by 35 per cent of the seniors, 21 per cent of the graduates, 35 per cent of the parents, and 47 per cent of the faculty; a rating of below average or unsatisfactory was given by 22 per cent of the seniors, 16 per cent of the graduates, 12 per cent of the parents, and 11 per cent of the faculty.

The modal ratings given were as follows: above average by 18 per cent of the parents; above average and average each by 10 per cent of the graduates; average by 19 per cent of the seniors and 26 per cent of the faculty.

Variety of courses offered in the area of business education was rated as average and above by 74 per cent of the seniors, 63 per cent of the graduates, 57 per cent of the parents, and 60 per cent of the faculty; a rating of below average or unsatisfactory was given by 4 per cent of the seniors, 6 per cent of the graduates, 5 per cent of the parents, and no per cent of the faculty.

The modal ratings given were as follows: above average by 37 per cent of the seniors, 23 per cent of the parents, and 40 per cent of the faculty; average by 27 per cent of the

graduates.

Variety of courses offered in the area of English was rated as average and above by 88 per cent of the seniors, 77 per cent of the graduates, 65 per cent of the parents, and 62 per cent of the faculty; a rating of below average or unsatisfactory was given by 7 per cent of the seniors, 12 per cent of the graduates, 25 per cent of the parents, and 6 per cent of the faculty.

The modal ratings given were as follows: above average by 44 per cent of the seniors; average by 31 per cent of the graduates, 30 per cent of the parents, and 32 per cent of the faculty.

Variety of courses offered in the area of foreign languages was rated as average and above by 73 per cent of the seniors, 66 per cent of the graduates, 54 per cent of the parents, and 62 per cent of the faculty; a rating of below average or unsatisfactory was given by 7 per cent of the seniors, 13 per cent of the graduates, 11 per cent of the parents, and 7 per cent of the faculty.

The modal ratings given were as follows: above average by 31 per cent of the seniors, 31 per cent of the graduates, and 32 per cent of the faculty; above average and average each by 23 per cent of the parents.

Variety of courses offered in the area of home economics was rated as average and above by 47 per cent of the seniors,

39 per cent of the graduates, 56 per cent of the parents, and 55 per cent of the faculty; a rating of below average or unsatisfactory was given by 2 per cent of the seniors, no per cent of the graduates, 4 per cent of the parents, and 2 per cent of the faculty.

The modal ratings given were as follows: excellent, above average and average each by 13 per cent of the graduates; above average by 24 per cent of the seniors, 28 per cent of the parents, and 32 per cent of the faculty.

Variety of courses offered in the area of industrial arts was rated as average and above by 50 per cent of the seniors, 37 per cent of the graduates, 40 per cent of the parents, and 55 per cent of the faculty; a rating of below average or unsatisfactory was given by 2 per cent of the seniors, 1 per cent of the graduates, 5 per cent of the parents, and no per cent of the faculty.

The modal ratings given were as follows: above average by 23 per cent of the seniors and 39 per cent of the faculty; above average and average each by 14 per cent of the graduates; average by 25 per cent of the parents.

Variety of courses offered in the area of mathematics was rated as average and above by 78 per cent of the seniors, 75 per cent of the graduates, 68 per cent of the parents, and 60 per cent of the faculty; a rating of below average or unsatisfactory was given by 9 per cent of the seniors, 11 per

cent of the graduates, 18 per cent of the parents, and 9 per cent of the faculty.

The modal ratings given were as follows: above average by 34 per cent of the seniors, 34 per cent of the graduates, and 35 per cent of the parents; average by 37 per cent of the faculty.

Variety of courses offered in the area of music was rated as average and above by 64 per cent of the seniors, 45 per cent of the graduates, 61 per cent of the parents, and 46 per cent of the faculty; a rating of below average or unsatisfactory was given by 4 per cent of the seniors, 8 per cent of the graduates, 6 per cent of the parents, and 11 per cent of the faculty.

The modal ratings given were as follows: above average by 26 per cent of the seniors and 32 per cent of the parents; average by 19 per cent of the graduates and 35 per cent of the faculty.

Variety of courses offered in the area of natural sciences was rated as average and above by 72 per cent of the seniors, 59 per cent of the graduates, 55 per cent of the parents, and 53 per cent of the faculty; a rating of below average or unsatisfactory was given by 8 per cent of the seniors, 11 per cent of the graduates, 13 per cent of the parents, and 4 per cent of the faculty.

The modal ratings given were as follows: above average by 23 per cent of the faculty; above average and average each by 30 per cent of the seniors; average by 29 per cent of the graduates and 28 per cent of the parents.

Variety of courses offered in the area of social sciences was rated as average and above by 87 per cent of the seniors, 80 per cent of the graduates, 76 per cent of the parents, and 63 per cent of the faculty; a rating of below average or unsatisfactory was given by 5 per cent of the seniors, 7 per cent of the graduates, 7 per cent of the parents, and 5 per cent of the faculty.

The modal ratings given were as follows: above average by 46 per cent of the seniors and 36 per cent of the graduates; average by 38 per cent of the parents and 33 per cent of the faculty.

Variety of courses in the area of physical education was rated as average and above by 89 per cent of the seniors, 87 per cent of the graduates, 82 per cent of the parents, and 70 per cent of the faculty; a rating of below average or unsatisfactory was given by 8 per cent of the seniors, 9 per cent of the graduates, 5 per cent of the parents, and 6 per cent of the faculty.

The modal ratings given were as follows: above average by 38 per cent of the seniors, 37 per cent of the graduates, 35 per cent of the parents, and 37 per cent of the faculty.

II. AN EXTENDED SCHOOL DAY

The questions in Section II were identical in the senior and graduate questionnaires, but differed in some respects in the parent and faculty questionnaires. Insofar as the questions were common to the four groups, they are so reported below.

Choice of endeavor after graduation from Turlock High School. Table VIII shows choice of endeavor by seniors and graduates after graduation. Responses on choice of endeavor were as follows: (1) a university was chosen by 2 per cent of the seniors, and 6 per cent of the graduates; (2) a state college was chosen by 9 per cent of the seniors, and 7 per cent of the graduates; (3) a junior college was chosen by 39 per cent of the seniors and 50 per cent of the graduates; (4) a private college was chosen by 11 per cent of the seniors, and 10 per cent of the graduates; (5) employment was chosen by 23 per cent of the seniors, and 20 per cent of the graduates; and (6) other (service, etc.) was chosen by 16 per cent of the seniors, and 7 per cent of the graduates.

The choice of endeavor indicated most frequently by seniors and graduates was for study in a junior college, followed closely by employment.

TABLE VIII

NUMBER AND PER CENT OF SENIOR AND GRADUATE RESPONSES ON
CHOICE OF ENDEAVOR AFTER GRADUATION FROM
TURLOCK HIGH SCHOOL

Choice	Seniors		Graduates	
	Number	Per cent	Number	Per cent
A university	5	2	4	6
A state college	28	9	5	7
A junior college	118	39	35	50
A private college	33	11	7	10
Employment	69	23	14	20
Other (service, etc.)	47	16	5	7
Totals	300	100	70	100

Questions relating to students and the program.

Tables IX and X show responses of the seniors, graduates, parents, and faculty on questions relating to students and the program at Turlock High School.

Questions relating to the students and the program were phrased along the following lines: (1) Do students have an opportunity to take all the subjects desired during their four years at Turlock High School? (2) Is there need for more periods during the day in which to take more subjects? (3) Would you (or students) have taken more subjects if there had been a seven-period day? (4) Do you feel that you (or students) could have successfully managed more subjects? (5) Is (or was) supervised study time in class ample for completing assignments in class? (6) Is (or was) the amount of homework assigned to be done outside of class reasonable? (7) Is (or was) the quality of assigned homework such as to be reasonably challenging? (8) Were (or are) most elective subjects taken in high school wisely chosen in light of the student's future plans?

A response of yes on whether or not there was opportunity to take all subjects desired during the four years was given by 41 per cent of the seniors, 40 per cent of the graduates, 52 per cent of the parents, and 30 per cent of the faculty; a response of no was given by 55 per cent of the seniors, 60 per cent of the graduates, 47 per cent of the parents, and 51 per cent of the faculty.

TABLE IX

NUMBER AND PER CENT OF SENIOR AND GRADUATE RESPONSES ON
QUESTIONS RELATING TO STUDENTS AND THE
PROGRAM AT TURLOCK HIGH SCHOOL

Question		Seniors				Graduates			
		Yes	No	Do not know	Total	Yes	No	Do not know	Total
Opportunity to take all subjects desired during four years	No.	122	166	12	300	28	42	0	70
	%	41	55	4	100	40	60	0	100
Need of more periods for more subjects	No.	160	114	26	300	42	19	9	70
	%	53	38	9	100	60	27	13	100
Students take more subjects if offered seven-period day	No.	217	61	22	300	58	9	3	70
	%	72	20	8	100	83	13	4	100
Could most students successfully manage more subjects	No.	188	69	43	300	56	8	6	70
	%	63	23	14	100	80	11	9	100
Supervised study time in class ample for completing assignments	No.	144	141	15	300	21	37	12	70
	%	48	47	5	100	30	53	17	100
Amount of homework reasonable	No.	228	51	21	300	63	7	0	70
	%	76	17	7	100	90	10	0	100
Quality of homework reasonably challenging	No.	213	53	34	300	45	17	8	70
	%	71	18	11	100	64	24	12	100
Elective subjects chosen wisely, in light of future plans	No.	210	74	16	300	48	18	4	70
	%	70	25	5	100	69	26	5	100

TABLE X

NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES ON
QUESTIONS RELATING TO STUDENTS AND THE
PROGRAM AT TURLOCK HIGH SCHOOL

Question		Parents				Faculty			
		Yes	No	Do not know	Total	Yes	No	Do not know	Total
Opportunity to take all subjects desired during four years	No. %	31 52	28 47	1 1	60 100	17 30	29 51	11 19	57 100
Need of more periods for more subjects	No. %	37 62	20 33	3 5	60 100	22 39	22 39	13 22	57 100
Students take more subjects if offered seven-period day	No. %	--- ---	--- ---	--- ---	--- ---	25 44	14 25	18 31	57 100
Could most students successfully manage more subjects	No. %	38 63	19 32	3 5	60 100	13 23	27 47	17 30	57 100
Supervised study time in class ample for completing assignments	No. %	29 48	28 47	3 5	60 100	13 23	30 53	14 24	57 100
Amount of homework reasonable	No. %	51 85	7 12	2 3	60 100	47 83	2 4	8 13	57 100
Quality of homework reasonably challenging	No. %	38 63	16 27	6 10	60 100	25 44	8 14	24 42	57 100
Elective subjects chosen wisely, in light of future plans	No. %	41 68	15 25	4 7	60 100	12 21	24 42	21 37	57 100

A response of yes on whether or not there is a need of more periods for more subjects was given by 53 per cent of the seniors, 60 per cent of the graduates, 62 per cent of the parents, and 39 per cent of the faculty; a response of no was given by 38 per cent of the seniors, 27 per cent of the graduates, 33 per cent of the parents, and 39 per cent of the faculty.

A response of yes on whether or not students would take more subjects if offered a seven-period day was given by 72 per cent of the seniors, 83 per cent of the graduates, and 44 per cent of the faculty; a response of no was given by 20 per cent of the seniors, 13 per cent of the graduates, and 25 per cent of the faculty.

A response of yes on whether or not most students could successfully manage more subjects was given by 63 per cent of the seniors, 80 per cent of the graduates, 63 per cent of the parents, and 23 per cent of the faculty; a response of no was given by 23 per cent of the seniors, 11 per cent of the graduates, 32 per cent of the parents, and 47 per cent of the faculty.

A response of yes on whether or not supervised study time in class was ample for completing assignments in class was given by 48 per cent of the seniors, 30 per cent of the graduates, 48 per cent of the parents, and 23 per cent of the faculty; a response of no was given by 47 per cent of the seniors, 53 per

cent of the graduates, 47 per cent of the parents, and 53 per cent of the faculty.

A response of yes on whether or not the amount of homework was reasonable was given by 76 per cent of the seniors, 90 per cent of the graduates, 85 per cent of the parents, and 83 per cent of the faculty; a response of no was given by 17 per cent of the seniors, 10 per cent of the graduates, 12 per cent of the parents, and 4 per cent of the faculty.

A response of yes on whether or not the quality of homework was reasonably challenging was given by 71 per cent of the seniors, 64 per cent of the graduates, 63 per cent of the parents, and 44 per cent of the faculty; a response of no was given by 18 per cent of the seniors, 24 per cent of the graduates, 27 per cent of the parents, and 14 per cent of the faculty.

A response of yes on whether or not students choose elective subjects wisely in light of future plans was given by 70 per cent of the seniors, 69 per cent of the graduates, 68 per cent of the parents, and 21 per cent of the faculty; a response of no was given by 25 per cent of the seniors, 26 per cent of the graduates, 25 per cent of the parents, and 42 per cent of the faculty.

Additional subject choices of seniors and graduates.

Table XI shows the subject choices of seniors and graduates had

TABLE XI

SUBJECT CHOICES OF 300 SENIORS AND 70 GRADUATES HAD THEY BEEN OFFERED
AN ADDITIONAL DAILY PERIOD DURING EACH OF THE FOUR
YEARS AT TURLOCK HIGH SCHOOL

Subject	Times Chosen Sr. Gr.	Subject	Times Chosen Sr. Gr.	Subject	Times Chosen Sr. Gr.
Agriculture	8 0	Home economics	26 11	General science	6 2
Arts and crafts	12 1			Chemistry	23 2
Business education:		Industrial arts:		Physics	18 11
Typing	51 9	Auto shop	32 1	Social studies:	
Shorthand	63 16	Electricity	34 3	American history	1 0
Bookkeeping	35 9	Mechanical drawing	28 7	Ancient history	7 2
Office practice	26 4	Woodshop	7 0	Modern history	2 2
English:		Mathematics:		Physical education:	
Dramatics	30 3	Algebra	9 2	Baseball	1 0
English IV	14 3	Geometry	17 2	Basketball	7 2
Public speaking	55 15	Trigonometry	12 3	Football	13 1
Library science	23 1			Tennis	5 0
Journalism	17 3	Music:		Track and field	4 0
Foreign languages:		Instrumental	8 2	Wrestling	6 0
French	37 11	Vocal	17 2	Other:	
Latin	8 2	Natural sciences:		Study hall	66 3
Spanish	36 6	Biology	30 9	Library period	19 3
		Physiology	40 11		
Total	415 83		286 60		178 28

they been offered an additional daily period during each of the four years at Turlock High School. There was a total of 879 choices made by seniors from a possible total of 1200, indicating that some seniors did not select a subject for each of the four years. There was a total of 171 choices made by graduates from a possible total of 280, also indicating that some graduates did not select a subject for each of the four years.

The subject choices of seniors listed in the order of highest frequency and by department or area groupings were as follows: business education 175, English 139, natural sciences 117, industrial arts 101, study hall and library period 85, foreign languages 81, mathematics 64, physical education 36, home economics 26, music 25, arts and crafts 12, social studies 10, and agriculture 8.

The subject choices of graduates listed in the order of highest frequency and by department or area groupings were as follows: business education 38, natural sciences 35, English 25, foreign languages 19, mathematics 14, home economics 11, industrial arts 11, study hall and library period 6, music 4, social studies 4, physical education 3, arts and crafts 1, and agriculture none.

Over half of the senior choices were concentrated in the areas of business education, English, natural sciences, and industrial arts; graduate choices were concentrated in business

education, natural sciences, English, and foreign languages in that order.

Best means of providing time for additional subject periods. Table XII shows parent and faculty responses on the best means of providing time for additional subject or class periods if needed at Turlock High School.

The choices listed were as follows: (1) add a period before the first period in the morning, (2) add a period after the last period in the afternoon, (3) include a seventh period in the regular day by shortening all other periods, (4) provide seven full fifty-minute periods by shortening the other periods and starting school at 8:20 a.m., and (5) provide voluntary summer classes.

The parents choices were as follows: 33 per cent would provide seven full fifty-minute periods by shortening other periods and starting school at 8:20 a.m., 23 per cent would include a seventh period in the regular day by shortening all other periods, 10 per cent would offer voluntary summer classes in combination with other means, and 8 per cent would add a period after the last period in the afternoon.

The faculty choices were as follows: 21 per cent would include a seventh period in the regular day, 21 per cent would offer voluntary summer classes, 19 per cent would add a period before the first period in the morning, 12 per cent would provide seven full fifty-minute periods by shortening other

TABLE XII

NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES
ON BEST MEANS OF PROVIDING TIME FOR ADDITIONAL
SUBJECT PERIODS AT TURLOCK HIGH SCHOOL

Means	Parents		Faculty	
	No.	%	No.	%
a. Add a period before 1st period in the morning.	3	5	11	19
b. Add a period after 6th period in the afternoon.	5	8	1	2
c. Include a 7th period in the regular day by shortening all periods.	14	23	12	21
d. Provide 7 full 50-minute periods by shortening other periods and starting school at 8:20 a.m.	20	33	7	12
e. Voluntary summer classes.	2	3	12	21
f. Combinations with e. and others above.	6	10	7	11
g. All other combinations.	2	3	5	9
h. No opinion.	8	15	2	5
Total	60	100	57	100

periods and starting school at 8:20 a.m., and 11 per cent would offer voluntary summer classes in combination with other choices.

Proper number of subject periods per day for students and faculty. Table XIII shows parent and faculty responses on the proper number of subject periods per day for students and faculty at Turlock High School.

Five periods per day in addition to physical education were indicated as proper by 20 per cent of the parents and 49 per cent of the faculty; six periods per day in addition to physical education were indicated as proper by 47 per cent of the parents and 16 per cent of the faculty.

Five teaching periods per day were indicated as proper by 68 per cent of the faculty and six periods per day were indicated as proper by 16 per cent of the faculty. No response was asked of the parents on proper number of teaching periods.

Schedule best suited to meet the needs of students.

Table XIV shows senior, graduate, parent, and faculty responses on which schedule would be best suited to meet the needs of students at Turlock High School. The schedules listed were as follows: (1) the present six-period day with sports scheduled for fifth and sixth periods, (2) a six-period day with sports scheduled for sixth period and after school, (3) an optional seven-period day for students who so choose, (4) a compulsory

TABLE XIII

NUMBER AND PER CENT OF PARENT AND FACULTY RESPONSES
ON PROPER NUMBER OF SUBJECT PERIODS PER DAY
FOR STUDENTS AND FACULTY AT
TURLOCK HIGH SCHOOL

	Parents		Faculty	
	No.	%	No.	%
Student periods:				
Four*	4	7	3	5
Five*	12	20	38	49
Six*	28	47	9	16
No opinion	16	26	7	30
Totals	60	100	57	100
Teacher Periods:				
Four	----	----	1	2
Five	----	----	39	68
Six	----	----	9	16
Seven	----	----	2	4
No opinion	----	----	6	10
Totals	----	----	57	100

*In addition to one period of physical education.

TABLE XIV

NUMBER AND PER CENT OF RESPONSES ON SCHEDULE BEST SUITED
TO MEET THE NEEDS OF STUDENTS AT
TURLOCK HIGH SCHOOL

	Seniors		Graduates		Parents		Faculty	
	No.	%	No.	%	No.	%	No.	%
a. The present day (6-period day with sports 5th and 6th periods).	43	14	9	13	5	8	2	4
b. A 6-period day with sports during 6th period and after school.	17	6	12	17	11	18	14	25
c. An optional 7th period for students who so choose.	111	37	22	31	6	10	10	18
d. A compulsory 7-period day for all students.	80	27	13	19	25	42	9	16
e. An optional 6-week session of summer school.	14	5	3	4	1	2	4	7
f. Combination of b. and c. above.	5	2	0	0	1	2	8	14
g. Combination of c. and e. above.	15	5	3	4	2	3	2	4
h. All other combinations.	10	3	8	12	4	7	6	9
i. No opinion.	5	1	0	0	5	8	2	3
Total	300	100	70	100	60	100	57	100

seven-period day for all students, and (5) an optional six-week session of summer school.

The present six-period day was selected by 14 per cent of the seniors, 13 per cent of the graduates, 8 per cent of the parents, and 4 per cent of the faculty.

A six-period day with sports scheduled for the last period and after school was selected by 6 per cent of the seniors, 17 per cent of the graduates, 18 per cent of the parents, and 25 per cent of the faculty.

An optional seven-period day was chosen by 37 per cent of the seniors, 31 per cent of the graduates, 10 per cent of the parents, and 18 per cent of the faculty.

A compulsory seven-period day for all students was selected by 27 per cent of the seniors, 19 per cent of the graduates, 42 per cent of the parents, and 16 per cent of the faculty.

An optional six-week session of summer school was selected by 5 per cent of the seniors, 4 per cent of the graduates, 2 per cent of the parents, and 7 per cent of the faculty.

Various combinations of the above selections were made by 10 per cent of the seniors, 16 per cent of the graduates, 12 per cent of the parents, and 27 per cent of the faculty.

The relatively large per cent of combination responses of the faculty is directly attributable to a selection by 14 per cent of the faculty of the six-period day with one period

of sports combined with an optional seventh period for students who so choose.

Selection of a six-period day with one period of sports, selection of an optional seven-period day, and selection of a compulsory seven-period day accounted for 70 per cent of the senior responses, 67 per cent of the graduate responses, 70 per cent of the parent responses, and 59 per cent of the faculty responses.

Recommended major changes for improvement of the program. Changes recommended by the parents and faculty for improvement of the program at Turlock High School are given in Table XV. The recommendations listed in the order in which they were most frequently made are as follows: improvement of the school schedule 15, improvement of the curriculum 14, improvement of instruction 12, a remedial program 11, improvement of administration 11, proper emphasis to athletics 11, improvement of teacher supervision 9, fewer class interruptions 8, improvement of counseling 8, a teacher preparation period 7, a closed campus 6, improvement in student discipline 5, more emphasis on the fundamentals 5, an enrichment program 4, and other 7.

The three listed most frequently by the parents were improvement of the curriculum, improvement of instruction, and proper emphasis to athletics; the three listed most frequently

TABLE XV

CHANGES RECOMMENDED BY PARENTS AND FACULTY
FOR IMPROVEMENT OF THE PROGRAM
AT TURLOCK HIGH SCHOOL

Recommendations	Number		Total
	Parents	Faculty	
Improvement of the school schedule	5	10	15
Improvement of the curriculum	8	6	14
Improvement of instruction	8	4	12
A remedial program	5	6	11
Improvement of administration	2	9	11
Proper emphasis to athletics	6	5	11
Improvement of teacher supervision	5	4	9
Fewer class interruptions	0	8	8
Improvement of counseling	5	3	8
A teacher preparation period	0	7	7
A closed campus	4	2	6
Improvement in student discipline	3	2	5
More emphasis on the fundamentals	5	0	5
An enrichment program	2	2	4
Other	5	2	7
Total	63	70	133

by the faculty were improvement of the school schedule, improvement of administration, and fewer class interruptions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the advisability of the Turlock High School Board of Education providing a broader program of studies by extending or lengthening the school day.

The investigator wished to ascertain the need for an expanded program by (1) investigating current trends in school day scheduling practices, and (2) surveying the opinion of Turlock High School senior students, graduates of the class of 1959, parents of the 1959 graduates, and the faculty members. The investigator also sought to determine by the survey the schedule believed to be best suited for the high school.

The investigator assumed from the beginning of this study that the problem involved was basically one of class scheduling and that the high school program of course offerings was generally adequate. The data in Chapter IV seems to substantiate this stand with but a few exceptions.

Investigation of the literature clearly reveals the trend toward experimentation with the secondary school schedule by school districts in search of improved programs for high school youth. The gaining popularity of the extended school day is also evident. The comprehensive high school appears to be

turning to a seven-period or eight-period school day for the purpose of more adequately meeting the educational needs of its students.

The survey made of Turlock High School seniors, of 1959 graduates and their parents, and of the faculty is summarized briefly below.

The educational program. The survey data in Chapter IV indicate that the educational program at Turlock High School is average and above in the following areas: general quality of education, preparation of students for postgraduate pursuits, competency of students in the fundamentals, and adequacy of the variety of courses offered in the several subject areas. However, substantial indications of deficiency are indicated in the following areas: preparation of students for academic subjects in the university, state colleges, and private colleges; competency of students upon graduation in the fundamentals of arithmetic, penmanship, reading, spelling, and English composition and grammar; and variety of courses offered in arts and crafts.

An extended school day. The data in Chapter IV on an extended school day indicated that 61 per cent of the 1960 graduating class planned to go to college.

The general consensus of the seniors, graduates, parents, and faculty on questions relating to the students and the

program was as follows: (1) students do not have an opportunity to take all the subjects they desire during their four years at Turlock High School, (2) there is a need for more periods for more subjects, (3) students would take more subjects if offered a seven-period day, (4) the amount of homework assigned is reasonable, (5) the quality of homework is reasonably challenging, and (6) students do choose subjects wisely in light of their future plans.

Senior and graduate choices of additional subjects fell into what appeared to be a good distribution of elective subjects, with the three highest frequencies of choice by both groups occurring in the subject areas of business education, English, and natural sciences.

Although there was no clear indication as to the best means of providing time for additional subject periods at Turlock High School, the majority of the parents and faculty preferred to have the additional time either included within the regular school day or offered in a summer session.

Indications were that five or six periods per day, in addition to one period of physical education, are the proper number for students, while five teaching periods per day were indicated as proper for teachers. The parents advocated six periods in addition to physical education, and the faculty advocated five in addition to physical education as proper for students.

In choosing a schedule best suited to meet the needs of students at Turlock High School, a majority of those surveyed selected one of the following: (1) a six-period day with one period of sports, (2) an optional seven-period day, or (3) a compulsory seven-period day.

A choice of either an optional or a compulsory seven-period schedule was made by the following: 64 per cent of the seniors, 50 per cent of the graduates, 52 per cent of the parents, and 34 per cent of the faculty. The present six-period day with sports held the last two periods was chosen by only 14 per cent of seniors, 13 per cent of the graduates, 8 per cent of the parents, and 4 per cent of the faculty. This indicates, it seems, the desirability of a seven-period schedule as opposed to the less desirable present six-period school day.

The following observations were made concerning recommended changes for improvement of the program at Turlock High School. The three areas listed most frequently by the parents were improvement of instruction, improvement of the curriculum, and proper emphasis to athletics; the three listed most frequently by the faculty were improvement of the school schedule, improvement of administration, and fewer class interruptions. In terms of recommendation totals the three highest were improvement of the school schedule, improvement of the curriculum, and improvement of instruction.

II. RECOMMENDATIONS

As a result of the completion of this study, the investigator offers the following recommendations:

1. An optional seventh period in the regular school day be offered for all students who maintain satisfactory grade levels, thus affording a wider choice of elective subjects. This can be done by shortening other periods and starting the school day earlier.
2. Five subjects be required of all students in addition to physical education.
3. Athletic training be scheduled for the last period of the day and after school.
4. Remedial and enrichment programs be instituted to meet the needs of students in the lower and upper ability extremes of the student population.
5. The number of teaching periods of academic teachers and heads of departments be reduced to five periods per day to strengthen the academic program and allow for curriculum improvements.
6. Further detailed studies be undertaken of the major changes recommended by the parents and faculty for improvement of the educational program at Turlock High School.
7. A further study of schedules and scheduling practices be undertaken in search of a flexible schedule to accommodate the time needs of the different subjects.

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APPENDIX A

SENIOR AND GRADUATE QUESTIONNAIRE

TURLOCK UNION HIGH SCHOOL DISTRICT
Turlock, California

To: Seniors or 1959 Graduates

Subject: Evaluation of an Extended School Day for a Broader Program for Students of Turlock High School.

Directions: Indicate your opinion to all questions by placing a check mark (✓) in the proper column. The scale for Section I is:
A--excellent, outstanding; B--good, above average; C--average, satisfactory; D--fair, but below average; E--unsatisfactory; F--no opinion. (If you do not feel competent to judge please check column F.)

I. THE EDUCATIONAL PROGRAM

	A	B	C	D	E	F
1. Give your estimate of the general quality of education offered at Turlock High School.						
2. How well are students prepared upon graduation from Turlock High School for each of the following:	A	B	C	D	E	F
a. Academic subjects in a university						
b. Academic subjects in state or private colleges						
c. Academic subjects in junior colleges						
d. General junior college study						
e. Vocational subjects in college						
f. Employment						
g. Community life						
3. How competent are students upon graduation from Turlock High School in each of the following areas:	A	B	C	D	E	F
a. Arithmetic--including processes & number concepts						
b. Penmanship						
c. Reading--including comprehension and rate						
d. Spelling						
e. English composition--including grammar						
4. What is your opinion of the variety of courses offered at Turlock High School in each of the following areas (answer only those in which you feel competent to judge):	A	B	C	D	E	F
a. Agriculture						
b. Arts and crafts						
c. Business education						
d. English						
e. Foreign languages						
f. Home economics						
g. Industrial arts (shops)						
h. Mathematics						
i. Music						
j. Natural sciences (biology, chemistry, physiology, physics, general science)						
k. Social sciences (history, civics, etc.)						
l. Physical education						
m. Other (list):						

II. AN EXTENDED SCHOOL DAY

1. Upon graduation from high school I entered/am entering: (check one)
- | | |
|-------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> A university | <input type="checkbox"/> A private college |
| <input type="checkbox"/> A state college | <input type="checkbox"/> Employment |
| <input type="checkbox"/> A junior college | <input type="checkbox"/> Other: (service, etc.) |

2. In respect to your experience at Turlock High School, answer the following questions by checking Y (yes), N (no), or ? (do not know).

	Y	N	?
a. Did you have an opportunity to take all the subjects you desired during your four years at T. H. S.?			
b. Is there need for more periods during the day in which to take more subjects?			
c. Would you have taken more subjects if there had been a seven-period day?			
d. Do you feel you could have successfully managed more subjects?			
e. Is supervised study time in class ample for completing assignments in class (rather than at a later time)?			
f. Is/was the <u>amount</u> of homework assigned to be done outside of class reasonable?			
g. Is/was the <u>quality</u> of assigned homework such as to be reasonably challenging?			
h. Were most of the elective subjects you took in high school wisely chosen in light of your future plans?			

3. If students had been offered an additional daily period during each of the four years of high school, for which of the following would you have chosen an extra period?

___ Agriculture	___ Home economics	___ Chemistry
___ Arts & crafts	___ Industrial arts:	___ Physics
___ Business education:	___ Auto shop	___ Social studies:
___ Typing	___ Electricity	___ American history
___ Shorthand	___ Mechanical drawing	___ Ancient history
___ Bookkeeping	___ Woodshop	___ Modern history
___ Office practice	___ Mathematics:	___ Physical education:
___ English:	___ Algebra	___ Baseball
___ Dramatics	___ Geometry	___ Basketball
___ English IV	___ Trigonometry	___ Football
___ Public speaking	___ Music:	___ Tennis
___ Library science	___ Instrumental	___ Track & field
___ Journalism	___ Vocal	___ Wrestling
___ Foreign languages:	___ Natural sciences:	___ Other:
___ French	___ Biology	___ Study hall
___ Latin	___ Physiology	___ Library period
___ Spanish	___ General science	

4. Which of the following would have met your needs best at T. H. S.?
- ☐ a. The present day (6-period day with sports 5th and 6th periods).
 - ☐ b. A 6-period day with sports during 6th period and after school.
 - ☐ c. An optional 7th period for students who so choose.
 - ☐ d. A compulsory 7-period day for all students.
 - ☐ e. An optional 6-week session of summer school.

T. H. S. EXTENDED SCHOOL DAY

1. Upon graduation from high school I entered/am entering? (check one)
- | | |
|-------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> A university | <input type="checkbox"/> A private college |
| <input type="checkbox"/> A state college | <input type="checkbox"/> Employment |
| <input type="checkbox"/> A junior college | <input type="checkbox"/> Others (specify: _____) |

2. In respect to your experience at Tardock High School, answer the following questions by checking Y (yes), N (no), or ? (do not know).

	Y	N	?
a. Did you have an opportunity to take all the subjects you desired during your four years at T. H. S.?			
b. Is there need for more periods during the day in which to take more subjects?			
c. Would you have taken more subjects if there had been a seven-period day?			
d. Do you feel you could have successfully managed more subjects?			
e. Is supervised study time in class ample for completing assignments in class (rather than at a later time)?			
f. Is/was the amount of homework assigned to be done outside of class reasonable?			
g. Is/was the quality of assigned homework, etc., to be returned satisfactory?			
h. Write name of the elective subjects you took in high school usually chosen by most of your future classmates?			

3. If electives had been offered an additional daily period during each of the four years of high school, the choice of the following would you have chosen as extra periods?

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Home economics	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Arts & crafts	<input type="checkbox"/> Industrial arts	<input type="checkbox"/> Physics
<input type="checkbox"/> Business education	<input type="checkbox"/> Auto shop	<input type="checkbox"/> Social studies
<input type="checkbox"/> Typing	<input type="checkbox"/> Electricity	<input type="checkbox"/> American history
<input type="checkbox"/> Bookkeeping	<input type="checkbox"/> Mechanical drawing	<input type="checkbox"/> Ancient history
<input type="checkbox"/> Office practice	<input type="checkbox"/> Woodshop	<input type="checkbox"/> Modern history
<input type="checkbox"/> English	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Physical education
<input type="checkbox"/> Dramatics	<input type="checkbox"/> Algebra	<input type="checkbox"/> Baseball
<input type="checkbox"/> English IV	<input type="checkbox"/> Geometry	<input type="checkbox"/> Basketball
<input type="checkbox"/> Public speaking	<input type="checkbox"/> Trigonometry	<input type="checkbox"/> Football
<input type="checkbox"/> Library science	<input type="checkbox"/> Music	<input type="checkbox"/> Tennis
<input type="checkbox"/> Journalism	<input type="checkbox"/> Instrumental	<input type="checkbox"/> Track & field
<input type="checkbox"/> Foreign languages	<input type="checkbox"/> Vocal	<input type="checkbox"/> Wrestling
<input type="checkbox"/> French	<input type="checkbox"/> Natural sciences	<input type="checkbox"/> Others
<input type="checkbox"/> Latin	<input type="checkbox"/> Biology	<input type="checkbox"/> Study hall
<input type="checkbox"/> Spanish	<input type="checkbox"/> Physiology	<input type="checkbox"/> Library period
	<input type="checkbox"/> General science	

4. Which of the following would have met your needs best at T. H. S.?
- | |
|-----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> a. The present day ((6-period day with sports 5th and 6th periods)). |
| <input type="checkbox"/> b. A 6-period day with sports during 6th period and after school. |
| <input type="checkbox"/> c. An optional 7th period for students who so choose. |
| <input type="checkbox"/> d. A compulsory 7-period day for all students. |
| <input type="checkbox"/> e. An optional 6-week session of summer school. |

APPENDIX B

PARENT QUESTIONNAIRE

TURLOCK UNION HIGH SCHOOL DISTRICT
Turlock, California

To: Parents of 1959 Graduates

Subject: Evaluation of an Extended School Day for a Broader Program for Students of Turlock High School.

Directions: Indicate your opinion to the questions on this page by placing a check mark (✓) in the proper column. The meaning of each letter is: A--excellent, outstanding; B--good, above average; C--average, satisfactory; D--fair, but below average; E--unsatisfactory; F--no opinion. (If you do not feel competent to judge please check column F.)

I. THE EDUCATIONAL PROGRAM

	A	B	C	D	E	F
1. Give your estimate of the general quality of education offered at Turlock High School.						

	A	B	C	D	E	F
2. Insofar as you may have reliable information, indicate how well students are prepared upon graduation from Turlock High School for each of the following:						
a. Study in the University of California						
b. Study in state or private colleges						
c. Study in junior colleges						
d. Employment						
e. Community life						

	A	B	C	D	E	F
3. How competent are Turlock High School students that you know in each of the following areas after they graduate:						
a. Arithmetic						
b. Penmanship						
c. Reading						
d. Spelling						
e. Written and spoken English						

	A	B	C	D	E	F
4. Give your opinion of how adequate the program is at T. H. S. for each of the following programs for which you have sufficient information to give an answer:						
a. Agriculture						
b. Arts and crafts						
c. Business education						
d. English						
e. Foreign languages						
f. Home economics						
g. Industrial arts						
h. Mathematics						
i. Music						
j. Natural sciences (biology, chemistry, physiology, physics, general science)						
k. Social sciences (history, civics, etc.)						
l. Physical education						
m. Other (list):						

II. AN EXTENDED SCHOOL DAY

1. Answer as many of the following questions as you can in terms of your own son or daughter, or from the best information you have, by checking Y (yes), N (no), or ? (do not know).

	Y	N	?
a. Were they given an opportunity to take all the subjects they wished to take during their four years at T. H. S.?			
b. Is there need for more periods during the day in which to take more subjects?			
c. Do you feel that your son or daughter could have managed more subjects in high school?			
d. Did your son or daughter complete most of the assignments at school, rather than at home?			
e. Was the amount of homework assigned to be done outside of class reasonable for most classes?			
f. Was the quality of homework assignments such as to be reasonably challenging?			
g. Did your son or daughter choose subjects wisely in high school in light of his or her present plans?			

2. If additional subjects or class periods are needed for students, what is your judgment as to the best way to provide these?
- ___ a. Add a period before the 1st period in the morning.
 - ___ b. Add a period after the 6th or last period in the afternoon.
 - ___ c. Include a 7th period in the regular day by shortening all periods.
 - ___ d. Provide 7 full 50-minute periods by taking 5 minutes from other periods and starting school 20 minutes earlier (at 8:20 a.m.).
 - ___ e. By voluntary classes held during the summer as is being done in many other high schools.
3. In your opinion what would be the proper number of subjects per day for which students should be scheduled, in addition to one period of physical education?
- ___ 4 periods ___ 5 periods ___ 6 periods ___ no opinion
4. Which of the following schedules would be most appropriate in your family experience for Turlock High School?
- ___ a. The present day (6-period day with sports 5th and 6th periods).
 - ___ b. A 6-period day with sports during 6th period and after school.
 - ___ c. An optional 7th period for students who so choose.
 - ___ d. A compulsory 7-period day for all students.
 - ___ e. An optional 6-week session of summer school.
5. What major changes would you recommend for improvement of the program at Turlock High School? (Use other side of page if necessary.)

APPENDIX G

FACULTY QUESTIONNAIRE

TURLOCK UNION HIGH SCHOOL DISTRICT
Turlock, California

To: Faculty Members

Subject: Evaluation of an Extended School Day for a Broader Program for
Students of Turlock High School.

Directions: Indicate your opinion to all questions by placing a check mark (✓) in
the proper column. The scale for Section I is:
A--excellent, outstanding; B--good, above average; C--average,
satisfactory; D--fair, but below average; E--unsatisfactory;
F--no opinion. (If you do not feel competent to judge please check
column F.)

I. THE EDUCATIONAL PROGRAM

	A	B	C	D	E	F
1. Give your estimate of the general quality of education offered at Turlock High School.						

	A	B	C	D	E	F
2. How well are students prepared upon graduation from Turlock High School for each of the following:						
a. Academic subjects in a university						
b. Academic subjects in state or private colleges						
c. Academic subjects in junior colleges						
d. General junior college study						
e. Vocational subjects in college						
f. Employment						
g. Community life						

	A	B	C	D	E	F
3. How competent are students upon graduation from Turlock High School in each of the following areas:						
a. Arithmetic--including processes & number concepts						
b. Penmanship						
c. Reading--including comprehension and rate						
d. Spelling						
e. English composition--including grammar						

	A	B	C	D	E	F
4. What is your opinion of the <u>variety</u> of courses offered at Turlock High School in each of the following areas (answer only those in which you feel competent to judge):						
a. Agriculture						
b. Arts and crafts						
c. Business education						
d. English						
e. Foreign languages						
f. Home economics						
g. Industrial arts (shops)						
h. Mathematics						
i. Music						
j. Natural sciences (biology, chemistry, physiology, physics, general science)						
k. Social sciences (history, civics, etc.)						
l. Physical education						
m. Other (list):						

II. AN EXTENDED SCHOOL DAY

1. With respect to students and the program at Turlock High School, answer the following questions by checking Y (yes), N (no), or ? (do not know).

	Y	N	?
a. Are they given an opportunity to take all the subjects they desire during their four years at T. H. S.?			
b. Is there need for more periods during the day in which to take more subjects?			
c. Would students take more subjects if there were a seven-period day at T. H. S.?			
d. Could most students successfully manage more subjects?			
e. Is supervised study time in class ample for completing assignments in class (rather than at a later time)?			
f. Is the <u>amount</u> of homework assigned to be done outside of class reasonable?			
g. Is the <u>quality</u> of assigned homework such as to be reasonably challenging?			
h. Do most students choose elective subjects wisely in light of their future plans?			

2. By which of the following means should time for additional subjects be provided?

- ☐ a. Add a period before 1st period in the morning.
☐ b. Add a period after 6th period in the afternoon.
☐ c. Include a 7th period in the regular day by shortening all periods.
☐ d. Provide 7 full 50-minute periods by taking 5 minutes from other periods and starting school 20 minutes earlier (at 8:20 a.m.).
☐ e. By voluntary classes held during the summer as is being done in many other high schools.

3. What is the proper number of subject periods per day for which students should be scheduled, in addition to one period of physical education?

☐ 4 periods ☐ 5 periods ☐ 6 periods ☐ no opinion

4. How many teaching periods per day should be considered as a reasonable teaching load?

☐ 4 periods ☐ 5 periods ☐ 6 periods ☐ 7 periods ☐ no opinion

5. Which of the following would meet the students needs best at T. H. S.?

- ☐ a. The present day (6 period day with sports 5th and 6th periods).
☐ b. A 6-period day with sports during 6th period and after school.
☐ c. An optional 7th period for students who so choose.
☐ d. A compulsory 7-period day for all students.
☐ e. An optional 6-week session of summer school.

6. What major changes would you recommend for improvement of the program at Turlock High School? (Use other side of page if necessary.)