

three consecutive years revealed the improved food habits of the children.

The report revealed additional information: thirty-three per cent of the students in the speech clinic were dismissed; ninety-four per cent gained weight; forty-nine mothers attended the pre-school clinic; school activities were well attended by patrons. In all these activities, parents played an integral part.

The community survey showed progress in the following home improve-

ments: screening of windows and doors, installation of electricity, drilling of deep wells, year-round home gardens and home canning.

Success attained in the program at Dutchtown High School is based on the excellent cooperation of patrons, friends, agencies and organizations (civic, religious and professional) of the school community. Teamwork is everywhere and at all times evident. The school assists the community and the community assists the school.

Year-Round Programs of Professional Service

W. R. McINTOSH

Full-time salary schedules for teachers have been accompanied by development of programs of year-round professional service in several communities. W. R. McIntosh is Superintendent of Schools in Rockford, Illinois.

MANY teachers have felt the need for more income and for additional time in which to plan their work. They believe both should be provided as concomitants to the full-time pursuit of their profession. Many lay citizens, too, have wondered why their school buildings and grounds should be used only nine months and why their teachers should take a three-month vacation. In a few communities the search for answers to these questions has resulted in development of full-time salary schedules and of patterns of year-round professional service that give promise of rich returns in professional growth of teachers and in expanded services to the community's children.

A year-round program of professional service should not be confused with those situations in many communities in which, for example, the band instructor or the teacher of agriculture is employed during the summer months to put in extra time for extra pay. Neither should the salary schedules in communities giving a year-round program of professional service be confused with the plan of dividing the nine months' salary into twelve or twenty-four equal installments to be paid monthly or semi-monthly throughout the calendar year. A year-round program of professional service does not mean that the length of the regular school year is extended.

Better Use of Teachers

The year-round program of professional service is an outcome of community-school planning for better use of a community resource—its professionally trained teachers. Teachers and laymen alike accept the fact that the nine- or ten-month school year does not provide teachers with enough time to plan their work, to keep the courses and materials of instruction up to date, and to keep themselves growing continuously in their profession. This program gives teachers a chance to do the kind of study and planning necessary to their own growth and to the improvement of their teaching skills. It provides also an opportunity for increasing the scope and quality of services that a school can render its community. Each teacher is employed in the pursuit of his profession on a full-time basis.

YEAR-ROUND PROGRAM ADOPTED

For a year-round program of professional service to succeed, both the philosophy justifying it and the plan for it must be evolved and accepted by the professional staff and by the community it is designed to serve. Five years ago (1946-47) in one community,¹ after several months of study on the many facets of the problem of teachers' salaries and working conditions, a committee of the teachers' association recommended that an adequate year-round salary schedule be adopted so that teachers might better be able "to cooperate in a program of professional development, curriculum revision and such other phases of an en-

larged program as the school and community may desire."

The board of education in this community adopted the schedule as proposed and provided for forty weeks of professional service (one week preceding the beginning of pupil attendance and one week following the end of pupil attendance) for the year 1947-48. One-half of the difference between the old and the new salary schedules was added to the teachers' salaries for the year.

In the spring of 1948 it was proposed that as the new salary schedule became effective a pattern for year-round professional service should be adopted for the year 1948-49 involving not more than forty-six weeks of professional service by each member of the professional staff. It was proposed further that the details of this plan for year-round professional service be evolved by a committee consisting of elected and appointed representatives of the teachers, administrators, board of education and laymen.

These proposals were approved by the professional staff and by the board of education. On December 2, 1948, the organization meeting of the first Professional Service Committee in this community was held. The professional service committee consists of 60 to 65 persons, more than half of whom are elected or appointed by the teachers to represent them on the committee and to communicate to them its deliberations, plans and decisions. The board of education, the Parent Teachers Association, other laymen and representatives of the administrative and supervisory staff make up the remainder of the personnel of the committee.

¹Decatur, Ill.

A Balanced Program

In the stated philosophy of the schools and in the minutes of the professional service committee appears this guiding principle:

"We believe that improved educational services to the community as well as wider opportunities for teacher growth will be made possible with the year-round program. Beginning with the summer of 1950, it shall be our purpose to work toward a balanced program of educational services to the community and of professional growth and development."

To implement this statement, policies developed by the professional service committee are adjusted to a four-year cycle. The cycle provides that each teacher shall give two summers of service and devote one summer to professional growth, *i.e.*, workshop or summer school attendance, and then take one summer of leave of absence with pay. Teachers who wish to attend summer school in successive years are permitted to do so but they are not eligible for leave with pay until they choose to enter the cycle and give service in accordance with the pattern outlined. Each teacher plans his cycle in accordance with policies developed by the professional service committee; or he attends summer school each summer until he has earned his degree; or he may choose not to participate in the cycle. In the last instance he does not receive pay for this six weeks' period. Assignments for the six-week summer period are made by an assignment committee of fifteen members (twelve teachers elected by and from the professional

service committee and three administrators).

In another community² the plan for year-round professional service includes, in addition to the forty weeks of the regular school year, a summer period of five weeks spent in professional activity. Salaries were increased by the amount of two additional months' pay. In a statement describing the program appears this comment:

"When the question of the need for salary increases arose, the teachers agreed that in return for more salary they were willing to give more service. Without the existence of a long-standing tradition of board-administrator-teacher sharing of responsibility and of working together, it would not have been possible for such a program to be initiated successfully. It is not the sort of plan that can be adopted by those in administrative positions and then imposed on unconsulted and unwilling teachers."³

In at least two other schools,⁴ programs of year-round professional service have proven their value in stimulat-

²Center Line, Mich.

³*Planning and Working Together Toward an Improved Program in the Center Line Public Schools*. A statement prepared by Center Line teachers and edited by Ruth White. Center Line Public Schools, Center Line, Mich.

⁴Glencoe Public Schools, Glencoe, Ill. The following references describe this program: Pahl, Eleanor: "A Year-Round Program." *Childhood Education*, vol. 24, p. 83, Oct. 1947. Misner, Paul J.: "Teachers' Role in an All Year Program." *NEA Journal*, vol. 37, pp. 500-1, Nov. 1948. Rochester Public Schools, Rochester, Minn. The following references describe this program: Thomas, M. J.: "Year-Round Service and Higher Salaries." *School Executive*, vol. 66, pp. 63-4, Apr. 1947. Thomas, M. J.: "Improving Community Education." *Minnesota Journal of Education*, vol. XXVII, pp. 300-2, Mar. 1947.

ing teacher growth and in providing improved educational services.

Programs of year-round professional service described here have developed in the past five years. During this time certain basic principles upon which such a program must be built if it is to succeed have become apparent:

- Teacher and lay participation and involvement in planning.
- Well-planned and effective reporting and two-way communication between the policy-making group on the one hand and the teaching staff and the community on the other.
- Acceptance by teachers and laymen of the fact that the job of the teacher

is full-time and should be planned for and paid for on that basis.

- Participation on a permissive, not a mandatory, basis on the part of teachers, children and others concerned in the program.
- A philosophy and a pattern which is developed by local personnel for their own situation. No ready-made pattern can be used successfully.
- Definite mechanics for continuous planning, evaluation and change.
- Time for development of understanding, for growth of faith in the democratic process and for the mutual trust that comes only when people work together toward accepted goals.

Albuquerque's Summer Recreation Program

CHARLES RENFRO

A frontier program in summer recreation has been developed in the Albuquerque public schools. Charles Renfro, Recreation Director, gives a firsthand account of this cooperative and continuing achievement.

FEBRUARY is an important month to the Albuquerque schools recreation department. It is in February that planning is started for the coming summer recreation playgrounds program. Setting up aims, anticipating needs and equipment, arriving at a budget, selecting leaders, deciding which areas should be stressed—these and other problems must be decided. All these matters must be given careful consideration in order to assure the best possible summer program for the young and for the adults of our community.

Planning and setting up the Albuquerque Public Schools Recreation

Program for the summer period is not as great an undertaking as it might at first seem. The recreation department has two advisory boards, one an adult group and the other a student group. These groups give constructive aid during various stages of preparation for the summer. We also have a large file of previous summer reports and some statistics which we may use as a guide.

Planning Begins Early

What additional play areas shall we develop? What new phase shall be added to the program? What will these new endeavors cost? These are points of

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