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Book Reviews

YEAR-ROUND SCHOOLS. By Morris A. Shepard and Keith Baker. Lexington, Massachusetts: Lexington Books, Division of D.C. Heath and Company, 1977. 124 pp., \$13.00.

*Reviewed by Francis X. Archambault, Jr.**

According to figures released by the National Center for Educational Statistics, the cost of financing public elementary and secondary education was \$73 billion in fiscal year 1977. This represents a \$5.6 billion increase over 1976, a \$31.9 billion increase over 1970, and a \$57 billion increase over 1960. Recently, taxpayers have voiced strong disapproval of these skyrocketing educational costs. In California, for example, voters have overwhelmingly endorsed Proposition 13 thereby reducing property taxes and consequently educational expenditures. Ohio taxpayers, meanwhile, may soon close the public schools because of "excessive costs." These and other less dramatic recent events make it perfectly clear that techniques for controlling or reducing educational costs must be found. In *Year-Round Schools*, Morris Shepard and Keith Baker describe one approach that they feel may do so.

The logic of the Year-Round School (YRS) approach is basically that certain types of educational costs will be reduced if schools are kept open and functioning throughout the school-year. What differentiates YRS from other extended year programs (e.g., summer compensatory programs) is the staggered entry of the total school body into the educational cycle. That is, each YRS student attends school for 175-180 days, as do students in schools operating on a traditional school calendar. However, at any given time less than the whole student body is actually attending school. In the popular 45-15 YRS plan, for example, students are divided into four equal groups. Each group attends school for forty-five days and then has a fifteen day vacation. Because the groups' schedules are staggered and because the school operates for 240 days, 33 percent more students can be accommodated than would be possible if the school were operating on a traditional calendar.

Despite its possible present application, YRS is not a new phenomenon. In fact, in a brief but informative discussion, Shepard and Baker trace the origins of the movement to the post World War I era when an expanding birth rate and increasing immigration combined to exert financial pressures on the schools. Teacher shortages in the 1950's also generated interest in YRS, but broad scale adoption did not occur until the late 1960's. Today, well over one million children are involved in some type of YRS program in more than 100 school districts, over 35% of which are in California.

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Based on a survey of twenty-four school districts operating YRS programs, the authors conclude that the 45-15 plan is by far the most popular YRS strategy. They also reveal that over half of the survey districts considered had adopted YRS plans because of overcrowding and financial pressures. Nine of the survey districts stated that a combination of these factors and the educational benefits possible in a rescheduled school year motivated them. Educational benefits cited include more flexible scheduling, increased possibility of curriculum innovation, and increased opportunity for student acceleration through the K-12 curriculum. The authors also claim that school integration can be achieved through YRS. They argue that this could be accomplished by closing certain segregated schools and busing students from them to other schools adopting a YRS plan. On the basis of their data, the authors believe that these benefits can be achieved with very little, if any, administrative reorganizations. They conclude, however, that teacher training and teacher contract modification will generally be required. Contract modification could range "from contract renegotiation to the addition of clauses to the original contract to provide additional pay for additional days worked beyond the standard work year."

The authors describe their survey, which provides the major portion of the book's new information on YRS, as the "first systematic analysis of operative YRS programs ever conducted." Based on the description in this volume, however, extreme caution must be exercised in interpreting these findings for two reasons. First, the sampling procedures are not described. Although more than 20% of the population of YRS districts were included in the survey, one cannot conclude from the data presented that this is a representative sample. Second, the data collection procedures are not described. Again, the possibility of bias and contamination must be considered.

In addition to their own data, the authors present cost, achievement and affective data gathered by the survey districts. They conclude that locally conducted YRS evaluations are generally methodologically unsound, and therefore not capable of supporting any meaningful conclusions. Based on such suspect data, augmented by their own experience, the authors attempt to describe the impact of YRS through what they call "extrapolations." Although almost purely speculative, these discussions are the most provocative in the book. On the question of costs, the authors conclude that construction cost savings can be realized from YRS and that operating cost reductions on the order of five percent can also be anticipated, but only if YRS operates over a number of years and is carefully planned. The reader is led to believe, therefore, that cost savings are difficult to achieve and that YRS may not be a reasonable method for controlling educational costs.

With regard to educational benefits, the authors speculate that YRS is not harmful; i.e., that YRS students will perform as well as traditional program students on pre-post measures. They suggest, however, that the long term effects of YRS may be greater because losses resulting from extended summer vacations will not be felt by YRS students. If this speculation is correct, educational benefits resulting from YRS might be greatest for those lowest achieving students who have been shown in recent research to suffer the greatest summer losses.

Finally, with regard to the reactions of various groups affected by YRS, the authors claim that parents with students in YRS schools are more likely to be positive toward the program than non-YRS parents. They argue that these reactions are probably due to parental resistance to change. (They call it force of habit.) Why teachers are less positive toward YRS than parents is not as easy for the authors to explain. They feel, however, that it is more likely a result of disruptions in learned teacher behavior resulting from the program. This apparent lack of enthusiastic support for the program is surprising, particularly given nationwide enrollments of over one million students. It also appears to be at least a partial explanation for the lack of federal support which the authors find so puzzling.

In conclusion, although Shepard and Baker are positively disposed toward YRS, the evidence available at this time suggests that the Year-Round School approach is not a panacea for education's financial ills. Perhaps, as argued by the authors, more federally supported research on YRS would lead to quite different conclusions. Whether such research is warranted, however, is not clear. It is clear that *Year-Round Schools* will prove to be an informative little volume for districts considering the adoption of a YRS plan. The high cost of the book coupled with its lack of new and interesting hard data will affect its acceptability on a broader scale.

EDUCATION AND COLLECTIVE BARGAINING. Edited by Anthony M. Cresswell and Michael J. Murphy. Berkeley, California: McCutchan Publishing Corporation, 1976. 513 pp. (no price available).

*Reviewed by Kurt H. Decker, Esq.**

The enactment of collective bargaining legislation affecting education is increasing the need for information assisting scholars, attorneys, practitioners, students, etc. in confronting problems occasioned by these statutes. Collective bargaining in education consists of interacting events and activities affecting policy and administration. Its importance is reflected in the literature that has emerged. However, many of the best analyses are scattered throughout various professional journals. This book collects some of this subject's most frequently referenced articles by presenting them in a framework facilitating understanding and further inquiry.

The book's chapters first appeared in various professional journals including the *Arbitration Journal*, *Industrial and Labor Relations Review*, *Industrial Relations*, *Journal of Conflict Resolution*, *Journal of Law and Education*, and *Yale Law Journal*. To those acquainted with the area, the authors and articles will be familiar. The collected articles are a mix of theory, statistical research, law, and good practical advice. Among the authors are John F. Burton, Jr., Donald Hellriegel, Thomas Kochan, Charles Krider, Harry H. Wellington, and Ralph K. Winter, Jr.

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The book is organized under four headings allowing the reader to focus on broader topics before dealing with specifics. Each topic contains an overview identifying major issues. Included is material addressing collective bargaining's environment, the collective bargaining process, impasse resolution, and economic, political, and organizational effects.

Specifically, the first topic discusses how collective bargaining in education is influenced by environmental conditions and events. Among these are school district employees, students, taxpayers, and the market place. The authors conclude that: (1) the social and political environment has become more acceptable to collective bargaining; (2) teacher militancy seems to be giving way to teacher unionism as an institution; (3) courts, legislatures, and boards of education still remain unsure concerning the appropriate responses to collective bargaining; (4) the posture of unilateral educational decision-making is changing to one in which the relationship is between two parties; and (5) teachers are not satisfied with their economic situation.

The second topic introduces collective bargaining's major theoretical perspectives through readings dealing with analytical and descriptive models. These models highlight the importance of learning occurring during the bargaining process; i.e., they focus on a bargainer's behavior resulting from a change in perception or learning about an opponent's position.

The third topic examines impasse resolution and strikes. Probably no collective bargaining issue has provoked as much interest as impasse resolution. Impasse resolution has been traumatic for public sector bargaining generally and for education particularly. The problems revolve around how to conduct meaningful collective bargaining without service-disrupting strikes. Arguments outlining the pros and cons of public sector strikes are reviewed along with methods to resolve impasses.

The final topic analyzes collective bargaining's impact on education. The authors conclude that a strong positive effect of teacher militancy and collective bargaining on wage rates has not been clearly established. This is because there is a considerable wage spillover from unionized to nonunionized districts, and the measurement of union activity is difficult. Nevertheless, teachers continue increasingly to exercise considerable influence on educational decision-making.

This book has brought together much relevant research by collecting some of the better researched articles. Those interested and involved with collective bargaining in education should avail themselves of these readings either as a beginning of knowledge or as a general review of principles. This book serves equally well as a reference or text benefiting scholars, practitioners, and students.