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This study examines the extended school year and summer school program supported by the State of Utah during the summer of 1965. Facts, statistics, opinions, and other information enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: (1) An oral interview with each district superintendent, (2) a personal visit to selected schools, and (3) questionnaires distributed to a random sample of parents, students, and teachers. The results of the study led to five recommendations: (1) The summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer. (HW)

UTAH STATE BOARD OF EDUCATION

Research Report

THE EXTENDED SCHOOL YEAR IN THE STATE OF UTAH

THE EXTENDED SCHOOL YEAR IN THE STATE OF UTAH

by

Carl Emmanuel Pettersson

A thesis submitted to the faculty of the University of Utah in partial fulfillment of the requirements for the degree of

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This Thesis for the

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by
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CHAPTER I

INTRODUCTION

In 1965 the State Legislature of Utah approved a new program which was designed to extend the length and effectiveness of the school year in Utah. In essence, the program consisted of increased summer school opportunities for both students and teachers. The Legislature appropriated $800,000 to be allocated to the forty school districts of Utah on the basis of a formula to be determined and enacted by the State Board of Education. This money was appropriated for a dual purpose. It was hoped: (1) that the school districts would be able to provide a broader scope of educational experiences for summer school students, and (2) that they would be able to employ a selected number of teachers both for teaching and instructional improvement activities.

During the summer months of 1965, thirty-seven of Utah's forty school districts participated in this new program. The degree of participation varied, and the methods of implementing the program were as individual as the different school districts involved. There were only two absolutely uniform features of all the summer programs: (1) they were all partially or fully supported by State funds, and (2) they all had a common goal: service to students. They attempted to achieve this service both through direct

teaching-learning situations and through planned activities for the teachers which were designed for the improvement of service to students during the regular school year.

I. THE PROBLEM

The program has not been through two phases of its development. It has passed through the stage in which it was an idea to be studied, debated, and planned; and it has passed through the stage where it became a reality to be used and adapted. Now it has reached the point where it must be examined in retrospect. It is possible to see what the programs hoped to do and what they tried to do. It is now time to gather and critically examine all available data to determine what they actually accomplished.

Statement of the problem. It was the purpose of this study to examine the state supported extended year and summer school program as it functioned in the state of Utah during the summer of 1965. This thesis was intended to be a report rather than an evaluation, although recommendations were made. The study attempted to provide facts, statistics, opinions, and information which would provide an objective picture for the use of the educators and legislators of Utah. It was hoped that the information contained in this report would enable the legislators and educators to make well-informed decisions concerning the future of summer school

programs in Utah.

There were many questions which needed to be asked and answered for the enlightenment of all concerned. Of course the first concern of everyone involved was the welfare of the children, and because of this concern, both the educators and legislators of our state needed clear and accurate information in order to function effectively. This thesis sought to answer the following questions:

1. How was the appropriated money actually spent?

2. How were educational summer programs altered because of this money?

3. Was more money needed?

4. Would less have sufficed?

5. What were the opinions of parents, students, and teachers about the program?

6. Did administrators follow their proposed programs?

7. What unforeseen problems developed?

8. To what extent was the program in accord with national and international trends in education?

Suggestions for improvement of the program were presented in the recommendations made in Chapter V.

In addition to the specific report on the status of Utah's summer program, this study attempted to answer the foregoing questions by means of a review of pertinent literature. This review consisted of a condensation of the ideas

of other people who have theorized and experimented with the extended school year.

II. DELIMITATIONS

This thesis was a study of the 1965 summer school programs in the forty school districts of Utah which were supported by funds made available for extended-year programs by the 1965 Legislature. The program under consideration involved both elementary and secondary schools, and although there were extensive summer programs in effect in state supported colleges and universities, only those programs provided by the forty Public School Districts of Utah were included in this report. This study was intended to be quantitative rather than qualitative in nature, and no assessments or value judgments were intended or made except those which were implied in the recommendations. Essentially, it was relatively easy to make an objective study because it was largely formulated around statistics. However, a part of these statistics was taken from opinion surveys, and there is an inevitable element of subjectivity involved whenever people are asked to express opinions and attitudes.

III. DEFINITION OF TERMS USED

The following terms were used in this thesis as defined or explained below:

Direct Teaching-learning

Direct teaching-learning is the face to face teaching of students in an instructional program that has been outlined and planned according to an approved course of study.

In-service Training

The term in-service training includes the

> . . . activities on the part of employed teachers that contribute to their professional growth and qualifications, for example, travel, professional reading, participation in supervisory and curriculum development programs, and attendance at summer-session courses.[1]

Curriculum Development

Curriculum development is

> . . . the systematic procedure of developing a suitable curriculum for a particular school or school system, involving organization of working committees under expert direction, the choice of general and specific aims of instruction, the selection of appropriate curricular materials, methods of instruction, and means of evaluation, the preparation of official courses of study, the trial and adoption of such courses of study, and the provision for continuous, methodical study, evaluation and improvement of the existing educational program.[2]

Instructional Improvement Projects

The term instructional improvement projects referred to those summer activities and projects which teachers

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[1]Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Company, 1959), p. 550.

[2]Ibid., p. 151

undertook in order to improve the quality of their teaching.

Make-up Class

A make-up class is "a class organized for pupils who are behind in certain phases of their grade or course work and who wish to overcome their deficiencies."[3]

Remedial Class

A remedial class is "a specially selected group of pupils in need of more intensive instruction in some area in education than is possible in the regular classroom."[4]

Extended-year Programs

Extended-year programs are those which are offered in addition to the regular (usually 180-200 days) school year and are designed to provide remedial, make-up, enriched, and accelerated classes.

IV. SIGNIFICANCE OF THE STUDY

In addition to the obviously most significant need of providing enhanced educational opportunities to Utah's students, the purpose of this study was to present a clear, comprehensive, and accurate report of the 1965 extended-year program to the next session of the Utah State Legislature. The importance of this report is obvious. If the members of

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[3]Ibid., p. 95.

[4]Ibid., p. 96.

the Legislature are to act as an informed body, they must have an unbiased source of information. The legislators have a tremendous responsibility to the taxpayers of Utah to make sure that this money which has been appropriated for the extended-year is being used to accomplish the goals which were designated when the bill was passed. They need to know how the plan which they proposed actually works so that they can decide if further legislation and financial assistance is needed.

In order to make sure that the legislators get this type of information, both on this bill and others like it, a law was passed which reads:

> On or before the 1st day of October preceding each biennial session of the legislature the state superintendent shall present to the governor a report of the administration of the system of public instruction. There shall be printed at least one thousand copies of his report and the laws relating to the schools which shall be distributed under his direction. The superintendent in his report shall show:
>
> (1) The amount of school revenue and its general condition as to sufficiency or insufficiency.
>
> (2) A full statement of the condition and amount of all funds and property appropriated for educational purposes.[5]

This study was designed to meet the requirements of section two with respect to the extended-year program.

At the same time that this report is providing a

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[5]The State of Utah Department of Public Instruction, School Laws of the State of Utah (Salt Lake City: The Department, 1965), p. 10; citing Utah Code Annotated, 1953.

vital service for the legislators of Utah, it also fills a need for those educators who are involved in making the extended-year plan operate effectively. The teachers and administrators who participated in summer programs can benefit by seeing how their individual programs compared with others. How many schools offered art classes? When were classes held? Was air conditioning needed? Answers to questions such as these can provide teachers and administrators with an opportunity to compare information with their colleagues and benefit from the experience of others. This report also gave the teachers and administrators an opportunity to let the legislators know their beliefs and convictions concerning the controls instituted by the state, the effectiveness of the program, and their desires for the future development of the extended-year.

It was hoped that through providing needed information this study could help both the legislators and educators solve some of the complex problems which beset Utah's educational system.

V. METHODS AND PROCEDURES

The information contained in this study was obtained from three major sources: (1) an oral interview with each district superintendent, (2) a personal visit to selected schools, and (3) questionnaires which were distributed to a random sample of parents, students, and teachers.

The first step in gathering the information used in this report consisted of an oral interview with each district superintendent. The interview was given orally because it was believed that in a face to face situation communication would be improved. It was desired to accord the administrators an opportunity to explain details and make any comments which might be pertinent. The basic question asked was: "Are you following the program which you submitted?" The rest of the interview was devoted to a specific examination of the financing and miscellaneous details of local administration of this program.[6]

After each superintendent had been contacted, the researcher then made a personal visit to thirty-one secondary and twenty-five elementary schools which were participating in the proposed program. The purpose of these visits was to observe the plan in operation. During these visits notations and observations were made of such things as the physical plant, the type of classes being taught, the number and percentage of students in attendance, and the instructional methods being used. At the same time several of the students and teachers were interviewed informally; they were asked to express opinions and attitudes about the summer program. This personal contact helped the observer to visualize the

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[6]See Appendix B, p. 115, for a sample interview form.

program in terms of concrete reality rather than an abstract theory.[7]

The third and most comprehensive phase of gathering data consisted of the formulation of questionnaires to be given to a random sample of parents, students, and teachers. The parent and student questionnaires were distributed on the following basis: In each instance half of the allotment of students directly answered questionnaires and the parents of the remaining half were asked to complete questionnaires. Further, in the largest districts, those with 1,001 or more students, were to question 5 per cent of the people involved; the middle-sized districts, those with between 201 and 1,000 students, were to question 8 per cent; and the small districts, those with 200 or less enrolled, were to distribute the questionnaire to 11 per cent of the students and parents. Teacher questionnaires were distributed as follows: 50 per cent of the teachers in the largest districts were randomly sampled; 25 per cent of those in the middle-sized districts; and 10 per cent of the teachers in the small districts were given the questionnaire. The student population figures were based upon the estimated summer school enrollment. In order to insure that the questionnaires would be distributed randonly, they were sent to the district superintendents with

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[7]See Table VIII, p. 76, for a list of the schools visited.

the following instructions:

> Randomly select_____students from the _____summer school students enrolled. One-half of these_____ students will answer only the student questionnaire. The other half (_____students) are asked to take a parent questionnaire home to be completed by parents. An example is given to clarify this procedure.
>
> Example: If your district were to have 200 students in the summer school program and you were to receive a total of 10 student and parent questionnaires, these questionnaires would be distributed as follows: First, identify every tenth student enrolled to be a participant. Twenty students would thus be identified. Second, every other student of the twenty identified would fill out a student questionnaire. Third, the remaining alternate students would take home a parent questionnaire for parent completion.

VI. ORGANIZATION

The remainder of the thesis was organized as follows:

CHAPTER

II. Review of the Literature

III. The Proposed Utah Program

IV. The Program in Action

V. Summary, Conclusions, and Recommendations

CHAPTER II

REVIEW OF THE LITERATURE

Since 1904 when the extended school year was introduced into the American school, it has been a subject of considerable controversy and debate. There was a period between 1910 and 1930 when the various versions of the extended school year received a great deal of attention; then, interest seemed to lag for a period. It took the population explosion following the Second World War and the increased tensions and pressures of the ideological struggle with Russia to make the American public conscious once again of the need for consideration of the extended school year. During the years 1955-65 the extended year once again entered the forefront of projects which were being considered as possible solutions to educational problems.

As would be expected, there is an extensive supply of written material available on the subject of the extended school year. However, there are two main drawbacks which one encounters when searching for information: (1) the material available is extremely repetitious, and (2) it tends to be theoretical rather than experimental and general rather than specific. Large numbers of people have ideas and opinions on the subject of the extended school year, but very few have had any practical experience. Hack commented on

this problem by saying that although extended-year programs have been controversial, there has been a "dearth of rigorous research" on the subject, and as a result, almost everything written comes under the heading of "theorizing."[1]

The explanation for apathy about the extended school year was simple. On one hand, there was currently a critical need for improved educational programs, and the extended year offered one rather obvious potential solution, but on the other hand, testing any year-round program would have probably required such drastic changes and reorganization that few school systems were desperate enough to experiment with such a major break with tradition. In his article, "The Length of the School Day and the School Year," Oldham remarked that a major deterent to even considering the use of an extended year is that most administrators would rather feel secure than daring: they "cherish the tried and true predetermined school calendar."[2] Educators have been willing to try new ideas and methods but only if these innovations fall within the range of the traditional school calendar. Fawcett summed the situation up nicely when he said:

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[1]Walter G. Hack, "Year-Round School: A Review Essay," Theory into Practice, 1:173, June, 1962.

[2]Francis H. Oldham, "The Length of the School Day and the School Year," The Bulletin of the National Association of Secondary-School Principals, 46:194, September, 1962.

> . . . However we have only aimed at performing better those tasks which we have already been doing with a reasonable degree of competency. We have looked with interest at teaching devices but we have been reticent to lift our vision beyond the questionable security of the winter-time classroom in a genuine effort to determine whether or not there are new, effective ways of accomplishing our mission.[3]

Because of the limited amount of factual information available, almost any conclusions drawn from the review of literature must be relegated to the level of opinion.

I. DEVELOPMENT OF THE TRADITIONAL CALENDAR

Before beginning a review of plans to change the length of the school year, perhaps it would be appropriate to make a statement concerning the development of the present school calendar. The nine-month calendar was adopted during the time when the American society was basically agrarian. Rural life dominated the American scene, and the role of the children on the farm was a vital one. They helped with the planting, cultivation, and harvesting of crops; they did work which could not have been done without them. However, this situation has changed so radically that now only a small proportion of the population is actually involved in growing food, and for that minority, work has become increasingly mechanized. There is no longer any economic reason why

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[3]Novice G. Fawcett, "A New Challenge to Education," Theory into Practice, 1:128, June, 1962.

children should have a three-month vacation, but in spite of the fact that the necessity has disappeared, the nine-month calendar has become a deeply ingrained American folkway.

Many educators, such as Sarner and Hamann, have pointed out that this tradition is not, in and of itself, a valid reason for maintaining the status quo. In an article entitled "Why 180 Days of School?" Sarner systematically showed how we arrived at 180 days as the "magic" number by a process of elimination. He said that our calendar is a result of simple arithmetic and a long summer vacation and that "education cannot defend the position it has assumed in regard to the length of the school year."[4] Hamman made a related statement when he said: "'Traditional ruts' such as the 180 day school year obviously are not sacrosanct, and certainly were not set up because of sound psychological or educational research."[5] It is becoming increasingly clear that in the future the length of the school year is going to be determined by a more logical criterion than tradition.

The next question is: "Why should the school calendar be altered?" As was mentioned previously, it took the stimulus of two strong sets of pressures to bring the idea of

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[4]David Sarner, "Why 180 Days of School?" The Clearing House, 34:181, November, 1959.

[5]Henry A. Hamann, "A Break-Thru of Tradition, Wisconsin Journal of Education," 94:16, February, 1962.

the extended year back into prominence. First, the population explosion following the Second World War created an inevitable shortage of classrooms. And second, the ideological struggle with Russia made it clear that survival would depend on our ability to develop and maintain a rapidly expanding fund of technological knowledge.

II. THE EXTENDED SCHOOL YEAR AND THE GROWING POPULATION

The first stimulus, the population explosion, created problems which were largely a matter of finance. Many communities could not possibly afford a building program which would be extensive enough to meet their needs. In searching for a solution to their problems, some of these communities considered increased use of existing facilities as an answer. It seemed illogical to allow the school building to be unused for three months when students were forced to attend in double shifts for the remainder of the year. Plans for the extended year which were developed solely out of economic necessity were usually formulated as temporary solutions to unfortunate problems.

III. THE EXTENDED SCHOOL YEAR AND IMPROVED EDUCATION

The reasoning behind the creation of extended-year programs which resulted out of the "cold war" situation was

of an entirely different nature. Hechinger aptly expressed this new line of reasoning when he said:

> . . . For the first time the realization has dawned on the country as a whole--on editorial writers as well as on the great mass of citizens--that learning is no luxury. Schools have become a symbol of survival. Quality of education and the search for talent have turned into National Priority Number One.[6]

Russia obviously placed, and places, tremendous value upon education, and it has not taken Americans long to realize that drastic measures are needed if "Johnny" is going to keep up with "Ivan."

As time goes by, this "cold war" keeps expanding, and as it expands, the pressures mount. Now Americans are engrossed in a space race which further dramatizes the need for more and better education. Demands for quantities of specific knowledge have become an integral part of our society. In the article, "The Many Faces of the Twelve-Month School," McIntosh pointed out that not only is the "level of skill" rising, but also the ability required to understand everyday happenings is increasing tremendously.[7] Children are growing up amidst a technological expansion which staggers the imagination. It is their right to have an education which will make it possible for them to live

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[6]Fred M. Hechinger, "The Pro and Con of Year-Round School," Parents' Magazine, 33:35, January, 1958.

[7]W. R. McIntosh, "The Many Faces of the Twelve-Month School," Illinois Education, 49:395, May, 1961.

in, and perhaps improve, their world. In order to do this, they will need all the knowledge, skills, and understanding which they can obtain.

The need for classroom space and the pressures caused by world tension brought the idea of the extended year to the foreground of educational thought, but these are not the only factors which currently motivate those educators who are working for the adoption of some form of the extended year. In addition to the drawing cards of additional time and space, there are also the considerations of the effects on the professional status of teachers which the extended year would have.

IV. EFFECTS OF THE EXTENDED SCHOOL YEAR ON TEACHER STATUS

One of the major problems which besets education systems throughout the country is drawing high caliber personnel into the teaching profession. The core of this problem is usually identified as the notoriously low salaries which teachers receive. Educators in favor of the extended year maintain that if teaching were more than a part-time job, salaries would have to be increased, and as a result, professional status would rise. They point out that it is highly improbable that large numbers of intelligent people will choose a profession which forces them to seek summer

employment as waitresses and construction workers. In recognition of this need for higher professional standards, a group of teachers in Pennsylvania decided to take an initial step by signing a pledge which committed them to teaching as a full-time job.[8] For teachers, some form of the extended year will probably become a necessity.

V. THE AASA PROPOSALS FOR THE EXTENDED SCHOOL YEAR

Having made these general comments on the basic reasons why the extended year is being considered, the next step is to enumerate and explain the most significant of the extended-year plans which have been proposed. Of course, an infinite variety of programs has been suggested at one time or another, but almost all of the plans can be placed into one of four basic categories. The American Association of School Administrators (AASA) has published a pamphlet entitled Year-Round School. In it they outline, define, and explain these four main variations of the extended year. The Association gives the four programs the following titles: A Staggered Quarter for All; a Full 48-Week School Year for All; A Voluntary Summer Program; A Summer Program for

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[8]William Bruce, "Better Teachers; Better Pay," The American School Board Journal, 149:29, October, 1964.

Professional Personnel.[9] For the remainder of this thesis these titles will be used to describe the various programs.

VI. A STAGGERED QUARTER FOR ALL

The most frequently proposed of the four programs is a staggered quarter for all. The crux of this proposal is that the year will be divided into four quarters, and the students will attend three of these four quarters. But instead of having all the children in school during the same three quarters, the vacation periods will be rotated so that there will always be one-fourth of the student body designated on an imposed three-month vacation. This means that some of the children will have their vacations in the winter, some in the fall, and so on. This plan would allow teachers to be employed on a year-round basis if they so desired. The entire school year would consist of about forty-eight weeks with thirty days left for vacations. The American Association of School Administrators provided the following chart as an illustration:[10]

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[9]American Association of School Administrators, Year-Round School (Washington: American Association of School Administrators, 1960), pp. 4-5.

[10]Ibid., p. 7.

A STAGGERED YEAR SCHEDULE

	12 Weeks	12 Weeks	12 Weeks	12 Weeks
Group A	vacation			
Group B		vacation		
Group C			vacation	
Group D				vacation

Advantages of a Staggered Quarter for All

The staggered quarter is almost always offered as a solution to economic difficulties because, at least on the surface, it appears that 25 per cent more children can be educated for about the same amount of money. The advantages usually given are as follows:

1. Each child attends school for the usual amount of time, but 25 per cent more children can be educated without increasing the number of buildings, teachers, or playgrounds.

2. Double shifts and the shorter days which accompany them would be eliminated. Lombardi, who reported on a study by a Los Angeles committee which was considering the staggered quarter, stated that

> . . . the adoption of all-year school would benefit 6 per cent of the elementary, 12 per cent of the junior high, and 8 per cent of the high school students. Half-day sessions could be eliminated in 20 per cent of the elementary schools . . . .[11]

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[11]John Lombardi, "The Los Angeles Study of Year-Round

3. The status of the teaching profession would rise because of the possibility of full-time work.

4. There would be less turnover in the teaching profession.

5. There would be less need for new buildings and equipment.

6. Students could graduate on schedule.

Cox, who reported a study by a consultant firm on a practical solution to the Utah school problem using the staggered quarter summarized

> . . . while the proposed educational plan would present new problems in planning, in scheduling and in administration, these are basically problems of adjustment to a new system to break with tradition.[12]

Considered by itself, this list of advantages is quite impressive, but when a comparative list of disadvantages is included, the picture changes.

Disadvantages of a Staggered Quarter for All

1. One of the most difficult problems created by the staggered quarter is that of family vacation scheduling. People with two or more children would have to have their children's vacations come at the same time or else it would

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Operation," Theory into Practice, 1:132, June, 1962.

[12]E. R. Cox associates, "A practical solution to the Utah School Problem," July 20, 1964. (Typewritten.)

be virtually impossible for them to take vacations together. In addition, it has become a cultural pattern to have large amounts of free time in the summer. Who wants to take a vacation in March? If parents were allowed to decide, it seems probable that almost everyone would choose the warm months, and if the school administrators arbitrarily set up the distribution, there would inevitably be large groups of dissatisfied parents.

2. Only if the number of students enrolled can be divided by four can this plan operate without serious educational implications for the students concerned. This not only creates complex problems of registration and curriculum development, but it also makes it virtually impossible for the plan to operate effectively in a school which has small enrollments. The Research Division of the National Education Association explained the problem in this manner:

> Optimal conditions must prevail for the theoretical economy to become fully operative, and optimal conditions are not often present. If a school is overcrowded, the all-year plan can help to ease the load: But the full savings can be obtained only if the number of pupils can be divided exactly by four so that a capacity load will be in attendance every quarter. The loads must be exactly divisible by three so that each quarter the pupils in attendance use every room to capacity. Unused classrooms or teachers with substandard loads reduce the theoretical economy.[13]

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[13]National Education Association, Research Division The All-Year School (Washington, D.C.: National Education Association, 1958), p. 10.

3. A third perplexing problem is the scheduling of extra-curricular activities. Should the whole football team automatically be registered for the fall term, the basketball players in the winter, and track team members in the spring? And will the debators, the band members, and the scholars all be allowed to attend school during appropriate seasons? Once again the question of how to decide who attends school at what time poses complex problems.

4. Another administrative drawback which McIntosh pointed out is that there would have to be four distinct periods of reorganization.[14] This means that the children would have to adjust to new classes, classmates and teachers four times instead of once, and much time would be lost just in getting the classes functioning smoothly. Furthermore, the four upheavals would probably call for an increase in the administrative staff and thus cut down on some of the suggested economy.

5. A fifth problem concerns what should be done with those pupils who are out of school in fall, winter, and spring. Many educators project that these unusual vacation periods might result in an increased amount of juvenile delinquency because there are few communities with recreational facilities which operate during the conventional school

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[14]McIntosh, op. cit., p. 393.

year. It is obvious that families and communities would have to devise programs which would take the place of summer camps, summer work experience, and other recreational and vocational services.

6. Winther in his article "Longer School Year Data Inconclusive" commented on a sixth problem which results from the presence of the fourth quarter--summer.[15] It is safe to assume that unless many school buildings were air conditioned the heat would be so oppressive as to cause considerable discomfort to teachers and students. If the children were sleepy and uncomfortable, it is probable that little learning would take place. This means that in most states extensive air conditioning systems would have to be installed, and, thus, more of the proposed savings would be eliminated.

7. A seventh problem results from the fact that in order to get the program started, many students would have to attend school for over a year without a vacation.

8. Lipson, in an editorial entitled "The Dilemma of the Year-Round School," pointed out two more flaws which plague the staggered quarter.[16] The first, and less serious of these is that many students would graduate at odd times

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[15]A. I. Winther, "Longer School Year Data Inconclusive," Wisconsin Journal of Education, 96:20, January, 1964.

[16]Shirley Lipson, "The Dilemma of the Year-Round School," Theory into Practice, 1:123, June, 1962.

and have long waits before they could enter college. The second and more perplexing problem is created by the tremendous mobility of our population. Unless schools all over the nation were involved, there would be adjustment problems for students transferring into and out of schools using the staggered program.

9. Although there is no additional strain on pupils, many educators, such as Winther, feel that the additional loads on the teachers might cause excessive strain.[17] It has also been pointed out that if teachers are allowed to teach all four quarters, teaching might deteriorate because of lack of time for travel, extensive preparation, or additional college work.

10. The last, and perhaps the most significant, criticism made of the staggered quarter for all systems is that it actually represents no economic advantages, and if this accusation is accurate, then there is really no point in using the system. Lipson commented that "economic gains are not usually cited by persons familiar with school finance," and she went on to mention that those persons who are thoroughly acquainted with the economics involved in running a school "discount such supposed advantages rather quickly."[18] For instance, James stated that "any effort to

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[17]Winther, op. cit., p. 20.

[18]Lipson, op. cit., p. 122.

reduce the per capita cost of capital investment is overbalanced by the 4 or 5 fold increase in the cost of personal services."[19] Facilities and supplies wear out more quickly through constant use; buses have to run year-round, and teachers' salaries have to be increased. Moon also mentioned that painting and repairing of buildings would have to be done at night or on week-ends, and as a result, costs would rise.[20] Add to this the cost of air conditioning and the supposed economies may well disappear.

Experiments with the Staggered Quarter

So far, the discussion of the staggered quarter for all has been largely theoretical. However, it is possible to discuss this program on a more concrete basis because it has actually been tried in a few places, and several other districts have investigated the possibility of adopting it quite thoroughly. In his report about the Los Angeles study of the staggered system Lombardi mentioned that the program is not new. It was first tried in Bluffton, Indiana in 1904. "Since then," Lombardi said,

> all educational levels in about fifteen school systems have been involved in some form of all-year plan, but

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[19]Thomas James, "Is Year-Round School Operation Economical?" Theory into Practice, 1:141, June, 1962.

[20]James V. Moon, "The Extended School Year," Education, 84:557, May, 1964.

> usually less than one-half of the schools in any one system have been induced at one time.[21]

Some of the places which have tried the plan are: Omaha, Nebraska; Albuquerque, New Mexico; Ardmore and Tulsa, Oklahoma; Amarillo and El Paso, Texas; and Ambridge and Aliquippa, Pennsylvania. All of these places have since abandoned the plan. Among the most frequently given reasons are: (1) difficulty of maintaing the physical plant; (2) parental objections; and (3) cost.

In addition to these school districts which have actually tried the staggered system, there have been several districts which have made quite thorough investigations. In 1962, the Fairfield Citizen School Study Council, Connecticut, made a study and decided that any possible economic advantages would be outweighed by social and administrative drawbacks.[22] In 1957 Atlanta also carried out extensive research and found that the savings involved would be so small as to be insignificant. Fulton and DeKalb, Georgia, also decided that a four-quarter plan would cost more than constructing new buildings.[23] Finally, the Los Angeles

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[21]Lombardi, op. cit., p. 132.

[22]American Association of School Administrators, op. cit., p. 11.

[23]National Education Association, Research Division, NEA Research Memo (Washington, D.C.: The Association, 1964), p. 4.

study concluded that the plan would meet with too much public resistance and create too many administrative problems.[24] The results of all the information gathered from theorizing, research, and actual experimentation can be summed up in the simple statement that the staggered quarter for all has been uniformly rejected.

VII. A FULL 48-WEEK SCHOOL YEAR FOR ALL

The American Association of School Administrators gives the following explanation of the full 48-week school year for all:

> A full 48-week school year in which students attend four quarters of approximately 12 weeks each. Approximately four weeks will be left for vacation in this plan of operation. This vacation will likely be distributed among appropriate times throughout the year such as the Christmas and Easter holiday seasons and other periods that may be set up in the school calendar. This type of program gives students an opportunity to accelerate and complete four years of work in three years, or to take additional courses. Under this type of organization, teachers work 48 weeks with approximately 30 days for vacation, and so do pupils.[25]

The reasons which motivate the suggestion of this plan are not primarily economic in nature. It is universally agreed that this plan would cost the taxpayers more, but in return, it hopes to give the children a better education.

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[24]Lombardi, op. cit., p. 132.

[25]American Association of School Administrators, op. cit., p. 5.

This plan has received quite a lot of attention for the simple reason that many educators have predicted that American education will evolve to a forty-eight-week year anyway. James pointed out that prior to World War I the school calendar was less than 160 days, and the trend is to gradually add days as the years go by.[26] In fact, several schools in New York state will experiment with lengthening the school year by remaining open 210 to 215 days. Beginning in 1964, several schools will participate in a three-year controlled experiment which will try to test the effectiveness of different aspects of the extended year.[27]

Advantages of a 48-week School Year

For the most part, the advantages of a forty-eight-week year are obvious:

1. Pupils could more easily repeat grades failed.

2. Gifted children could complete their elementary-secondary education in nine years. This would allow future doctors and other professional people to complete their educations while they are still young.

3. The professional status of teachers would rise.

4. Teachers would get to know students better. Joseph

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[26]James, op. cit., p. 141.

[27]Robert F. Williams, "Lengthening the School Year," Virginia Journal of Education, 57:7, October, 1963.

O'Rourke argued that the extended year would promote "teaching with greater care and depth" and would allow for "more time for gathering data regarding child development."[28]

5. There would be more time to teach the knowledge and skills necessary for modern living.

6. McIntosh believed that this system would eliminate much of the reteaching which comes at the end of every summer.[29]

Disadvantages of a 48-week School Year

The disadvantages of the forty-eight-week school year are not quite so serious as those of the staggered quarter; nevertheless, there is still strong resistance to this program from both teachers and the public in general.

1. The plan is expensive.

2. Students who graduate after nine years are too young to adjust to college or regular employment. Williams cited Packett, the Assistant to the Richmond Superintendent of Schools, as saying "part of education lies in maturing.[30]

3. A poll taken by The Nation's Schools shows that two-thirds of the administrators polled were against all-year schools. These professional educators were against the plan

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[28]Joseph C'Rourke, "The Extended School Year: A Teacher's View," Theory into Practice, 1:167, June, 1962.

[29]McIntosh, op. cit., p. 303.

[30]Williams, op. cit., p. 7.

because "teachers need a breather."[31]

4. Many people believe that long summer vacations give children an opportunity for learning experiences which are more significant than those which they can obtain in school. Bullock said: "Summer is the time when a multitude of non-school agencies make available to youth, educational experiences inestimable in value." He lists such activities as athletic leagues, outdoor activities, travel, and experiences which create links between parents and children.[32] Caughey supported him by saying: "A child needs to learn to live and share with his own family," and she feels that summer is the ideal time for this experience.[33]

5. Hanson, the superintendent of schools in Rock Island, Illinois, had perhaps the most original reason for objecting to the extended year. He argued:

> Automation is no joke. . . . That being true, why not teach children how to live with hard work for nine months and with healthful recreation, wise use of mind, and satisfying hobby activities for three months? . . . Leave the school year at nine months with the added idea that learning should go on until we die.[34]

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[31]"All-Year School Can Wait," The Nation's Schools, 73:84, March, 1964.

[32]Robert Bullock, "Some Cultural Implications of Year-Round Schools," Theory into Practice, 1:151, June, 1962

[33]Dorothy Caughey, "Sound Off! A Twelve-month School Program Should Be Put into Effect," The Instructor, 69:8, March, 1960.

[34]Earl H. Hanson, "What About Twelve-Month Schools?" Education, 84:382, January, 1964.

VIII. A VOLUNTARY SUMMER PROGRAM

Year-Round School contains the following description of this program:

> . . . A regular 36- to 40-week program with a summer program varying in length from four weeks to 12 weeks. The regular program runs in the conventional manner with a conventional curriculum. Some opportunities are provided for remedial and makeup work in the summer school program; but major emphasis is usually placed on course offerings and experiences above and beyond what is offered during the regular term, such as advanced courses in science, mathematics, literature, social studies, music, drama, arts and crafts, personal typing, special vocational experiences, and physical education. This type of program is used to supplement the regular 36-week session. Faculty members could serve in the summer program as a matter of choice, or the full faculty could be used with staggered assignments, with some being permitted to do professional production work, to travel, or to attend summer school.[35]

This plan is generally thought to be the most acceptable of the programs which plan for longer attendance on the part of students because it allows for more and better education on a strictly voluntary basis. "There is a strong precedent for summer school for slow learners, but now most schools are beginning to add accelerated and enrichment classes which bring opportunities for educational experiences."[36] Summer school can potentially offer such a variety of educational experiences that it becomes relatively easy to meet the needs of almost every student.

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[35]American Association of School Administrators, op. cit., p. 11.

[36]Winther, op. cit., p. 20.

IX. A SUMMER PROGRAM FOR PROFESSIONAL PERSONNEL

The American Association of School Administrators gives this explanation of the plan:

> . . . A regular 36- to 40-week program for students with the faculties serving an additional 10-12 weeks or a reasonable proportion thereof with assignments devoted to improving the program of services to students during the coming year. Faculty members would be assigned to summer workshops, special summer work in universities, curriculum studies, the preparation of special materials for instruction, and similar activities.[37]

The unusual feature of this plan is that it involves the students only indirectly. As this plan was described, only teachers attend school the fourth quarter. This, of course, allows them to be employed on a full-time basis, but causes no disruptions in patterns of family and community life. For those who advocate this plan the big drawing card is the possibility of improved education through improved educators, techniques, curricula and materials. Many educators feel that this plan offers a feasible key to making teaching more professional, to drawing high caliber personnel, to finding professional stability, and to making optimum use of the students' time.

Nesbitt, who said that good teaching depends on good preparation, saw summer professional programs as the answer to an age-old dilemma:

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[37] American Association of School Administrators, op. cit., p. 5.

> . . . Historically, the teacher, upon graduation from the accepted training program, was assumed to be prepared to teach forever. Those who found they were not prepared probably assumed their condition to be unique; therefore a great deal of midnight oil was consumed in an effort to "save face."[38]

Later, he said that these programs will shift part of the burden of making sure that a teacher's preparation is adequate to the administration rather than the individual teacher.[39]

In recognition of the worth of this additional preparation, many school systems are setting up "career" teaching programs. Under these programs the teachers are hired for eleven months of the year, and their salaries are increased accordingly. During the summer months they usually rotate between such activities as in-service training, travel, summer teaching, and college attendance.

One of these "career" plans is currently in operation in Glencoe, Illinois. Wenger described it as an "in-service program designed to promote growth in teacher competence and provide enrichment and special help."[40] All teachers are

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[38]William O. Nesbitt, "The Extended Year for Teachers to Plan and Prepare," California Journal of Secondary Education, 35:257, April, 1960.

[39]Ibid.

[40]Marjorie Wenger, "Glencoe's Summer Program Has Two Aims: Competence and Enrichment," The Nation's Schools, 64: 58, October, 1959.

automatically career teachers. New teachers are required to participate in in-service training immediately, and experienced teachers are required to participate one year in every four. The administrators at Glencoe believe that in-service training is an important bridge in the gap between college and the first year of teaching. Wenger commented that this orientation provides two important services for the new teachers: (1) it gives them a sense of belonging, and (2) it gives them the security of knowing what to expect.[41] For the experienced teacher the following benefits were listed: (1) time to prepare, (2) increased competence, and (3) personal growth.[42]

X. A POSSIBLE COMBINATION

At a glance it is obvious that two of these programs, A Voluntary Summer Program and A Summer Program for Professional Personnel, could quite easily be combined into one plan. The objectives of the two programs are such that it would be possible for students to receive the full benefit of summer school, and at the same time, teachers could be gaining experience, planning for the future, and producing and reviewing new educational materials. For instance, the teachers who are receiving in-service training need experience

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[41] Ibid., p. 61.

[42] Ibid., p. 59.

with accelerated as well as remedial classes, and summer school provides an ideal opportunity. Since the suggested summer program is "voluntary" it is probable that the enrollment figures would never be as extensive as those during the regular year, and as a result, part of the faculty could be freed for advanced college work, travel, or curriculum development without upsetting the operation of the summer school. In recognition of this possibility it is interesting to note that the American Association of School Administrators hinted at the combination when, at the end of their description of the Voluntary Summer Program they mentioned:

> . . . Faculty members could serve in the summer program as a matter of choice, or the full faculty could be used with staggered assignments, wi+ some being permitted to do professional production w to travel, or to attend summer school.[43]

XI. SUMMARY

Through this explanation of the four basic programs which are usually proposed, it is possible to see that the many sides of the question make the extended year a difficult subject to discuss. As McEntire said:

> . . . The wide ramifications of the issue are an obstacle to communicative discussion, for persons

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[43]American Association of School Administrators, op. cit., p. 11.

> debating the question often seem to talk past each other, addressing themselves to different facets of the problem.[44]

The only logical conclusion which can be reached as a result of this summary is that more research needs to be done. Winther stated: "The next logical step is a more sophisticated method of inquiry;" we need "controlled experimental investigations built upon precise design to permit the gathering of answers to specific questions."[45] This, of course, will require the combined efforts and co-operation of educators and the public.

In essence, this thesis was formulated to gather some of these answers to specific questions which Winther suggested. It was hoped that through a carefully designed investigation of Utah's summer program, information could be obtained which would make a significant contribution to the body of knowledge which has already been accumulated concerning the extended year. As a starting point, Chapter III will contain a description of the program which the Legislature proposed.

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[44]David McEntire, "The Academic Year: Nine Months or Twelve," American Association of University Professors' Bulletin, 49:360, December, 1963.

[45]Winther, op. cit., p. 20.

CHAPTER III

UTAH'S PROPOSED PROGRAM FOR EXTENDED EDUCATION

The extended school year program which was adopted in the state of Utah in 1965 was a combination of a voluntary summer program and a summer program for professional personnel. Although summer schools had existed in Utah for many years prior to this legislative action, they had been almost entirely devoted to make-up and remedial work. The significant difference between these conventional summer schools and the type proposed by the legislature consisted of a radically expanded range of services.[1]

As was mentioned earlier, the legislation allowed that this expanded service to students could come in either, or both, of two ways: first, through direct teaching-learning situation for students during the summer months; and second, through teachers' summer activities which were designed for the improvement of services to students during the regular school year.

Under the first division, direct teaching-learning

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[1]The information used in this chapter was obtained principally from a description of the legislation published by the State Department of Public Instruction, Administration Standards and Procedures for Implementing State Board of Education Policies for Extended Year and Summer School Programs in School Districts in Utah (Salt Lake City: Department of Public Instruction, 1965).

situations, the motivating goal was to extend learning opportunities and to meet the needs of youngsters not met during the regular school year program. There are many ways in which this goal could be attained. Among those which were suggested by the State Board of Education were such activities as: regular courses; enrichment courses, make-up work, remedial and special education classes, advanced or accelerated classes, field trips, workshops, and summer camps. In short, the proposed program was seeking to provide opportunities for exploration and experimentation in special interest areas, depth and breadth in course work, and assistance for special needs.

I. EDUCATION FOR TEACHERS

Under the second category, teachers' summer activities other than those directly involving students, the proposed program suggested that such activities as the following be included: preparing materials for instruction; writing curriculum materials; study guides and units for teaching; surveying new instructional materials and equipment; reviewing evaluative procedures; selecting textbooks and other materials; doing research; correlating curriculum throughout the various grades; producing TV and radio programs; preparing tapes and other audio-visual aids and devices; gaining new insights into how children learn; and participating in district sponsored in-service development programs in fields

related to teaching assignments.

II. REQUIRED DISTRICT PROPOSALS

In order to obtain funds and program approval, each school district was required to submit a plan to the State School Office. This plan was to consist of a standard form and a written description of each district's individual program. In the instructions given to each district, the State Board of Education endeavored to make it clear that the required forms were meant to serve as guide lines around which the separate districts could formulate programs which would meet local needs and conditions. The State Board of Education hoped to encourage creativity and imagination in the development of the individual programs.

The framework which the State Board of Education provided for the districts was set up in the form of eight standards and twenty-two recommendations. In order to have its program approved each district was required to meet all the standards and as many of the recommendations as was practicable. The remainder of this chapter will consist primarily of a listing of these standards and recommendations.

III. STANDARDS TO BE MAINTAINED

A. Standard No. 1--Teacher Certification and Selection

1. No teacher may teach during the summer months who does not hold a valid teaching certificate for the position to which that teacher is assigned.

Recommendations:

1. Districts should utilize counseling services to determine the best program to meet the needs of the students being served.
2. Classes established should attempt to meet the needs of students which have not been met during the regular year.

C. Standard No. 3--Pupil-Teacher Ratio

1. Established pupil-teacher ratios for remedial classes and special education classes will be observed.

Recommendations:

1. Districts should try to keep the pupil-teacher ratio low in those classes which are held for the purpose of enrichment, advanced training, or acceleration.
2. The pupil-teacher ratio for any class should not exceed that which is the standard for the district for the program during the regular school year.

D. Standard No. 4--Direct Teaching of Students

1. Where the number of teachers employed for in-service training and curriculum development exceeds the number employed for direct teaching of students, districts are required to justify the rationale of their program and explain in detail the benefits to students to be derived therefrom.

Recommendations:

1. The length of day for students should not be longer than three hours and those hours should be prior to twelve noon.
2. Where school districts are able to limit the student day to three hours, teachers should be offered the opportunity of other professional service work for the balance of the day.
3. Students should not be permitted to enroll in more than two accelerated or advanced classes.

E. Standard No. 5--School Calendar

1. Summer programs as defined herein must be offered during the period from June 1 through September 1.

Recommendations:

1. School districts should ordinarily provide for

summer sessions for students for at least four weeks. Additional time is highly recommended.

2. School administrators should base admittance to the program on need and on the commitment of the individual student. Students who register are expected to be in attendance.

F. Standard No. 6--Costs to Students

1. There shall be no tuition charge made to students under this program. School districts may charge the usual incidental fees prescribed by policy.

Recommendations:

1. School districts are encouraged to keep costs to students at a minimum.

G. Standard No. 7--Supervision

1. All summer school classes shall be organized and administered by the duly constituted local school authorities.

2. Salaries for superintendents and regularly employed full time administrative personnel cannot be paid in whole or in part from funds from this authorization.

3. Supervisory personnel for classroom work and for coordination of special teacher activities

may be employed but payment for such supervision cannot exceed a ratio of $9.00 for each approved distribution unit.

Recommendations:

1. School districts should provide for supervision of all activities by qualified individuals.
2. It is expected that regular personnel already under full employment will assume the major supervisory roles thus leaving money free to finance student instruction and employment of greater numbers of personnel.

H. Standard No. 8--Record Keeping and Accounting

1. School districts shall maintain strict accounting records on all phases of the program in order to assure accurate data for reports.

Recommendations:

1. Regular budget categories should be utilized for spreading expenditures wherever possible.

I. Other General Recommendations:

1. Every effort should be made to establish programs for as many students as can profit thereby and which can be financed by allocations under this act.

2. Roll books and permanent record folders should be utilized to provide essential data. Care should be taken to place pertinent data in each student's permanent record folder
3. Each district should determine its policy regarding credit to be offered. Care should be taken to inform students and parents of the policy prior to the beginning of the program. Where credit is given it should be consistent with requirements for credit in the regular program.
4. State funds provided under this program may be used for transportation of students if the district so desires; however, districts should take care not to spend excessive amounts on transportation to and from school thus depriving students and teachers of needed programs. Other claims against the state for transportation during the regular summer session will not be honored.
5. Payment of teachers' salaries should follow the salary schedule of the respective district.

IV. FUNDS AVAILABLE

The provisions of this legislation stated that if the foregoing requirement were met, funds would be allocated

to the local school districts on the basis of $80.00 per distribution unit. The number of distribution units to which a district was entitled was determined from its estimated data for the previous school year according to the number of units contained in: (1) special school approvals, and (2) regular elementary and secondary school programs, including full-time kindergarten. Final payment was to be based upon actual performance and costs of the approved program. The initial allocation was adjusted to actual final data.[2]

It was decided that if the aggregate number of distribution units for the state multiplied by $80.00 exceeded $800,000, then the amount per distribution unit would be a lesser amount prorated among the school districts. Where funds in excess of the $80.00 per distribution unit were available the amount per distribution unit would be increased accordingly.

In the event that districts did not utilize the funds to which they were entitled, having failed to receive program approval or to complete the proposed program, funds would be reallocated to the remaining districts upon approval of an alternate, extended, or additional plan for utilization of funds beyond their regular entitlement.

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[2]See Table VII, page 74.

V. SUMMARY

In summary, this plan was designed to allow the school districts of Utah to formulate summer programs which would provide increased service to students. The Legislature allowed the various districts to decide what kind of programs would best meet the needs of the individual areas. The districts were free to plan for a voluntary summer program, a summer program for professional personnel, or a combination of the two. The only stipulations made were that the districts had to submit a report of their proposed programs to the State Board of Education and that they had to adhere to standards set up by that board. These standards, and the accompanying recommendations, were meant only to serve as guide lines, and it was hoped that the districts would work creatively to design plans which would best meet local needs. Chapter IV consists of a description of the various plans.

CHAPTER IV

EXTENDED OFFERINGS IN UTAH IN THE SUMMER OF 1965

The purpose of Chapter IV is to give a detailed account of how the proposed program was actually put into operation in the various school districts of Utah. In order to gather the information necessary for this chapter, each district superintendent was asked to submit a report containing pertinent information such as the number of students and teachers; the specific activities in which teachers were involved; the classes offered; the staff leadership given the project; and the relevant financial statistics. No attempt was made to describe the specific details of the individual programs with regard to adherence to the standards and recommendations proposed by the state. Instead, information was presented which would give an over-all picture of what the programs characteristically contained, the number of students and teachers participating, the cost, and the amount of variation from the plans which the districts submitted to the State School Office.

I. FINDINGS OF THE ADMINISTRATOR'S INTERVIEW REPORT

Extent of Participation by Districts

Thirty-seven of Utah's forty school districts

participated in the proposed extended-year program. These figures represent a 37 per cent increase in the number of Utah districts which had summer school programs in 1964. Table I which demonstrates the number of districts that followed their proposed extended-year programs shows that the three districts (7.5 per cent) which did not participate were Daggett, North Sanpete, and Park City; these districts have the words "No Program" beside their names on this and all additional charts. For the thirty-seven districts which did participate, Table I shows whether or not they followed their proposed programs and if not, why not. It should be noted that the programs under consideration are the individual district's adaptation of the state's proposed program. In order to receive funds, each district was required to submit a plan to the State School Office, and Table I roughly illustrates to what extent the various districts followed the plan which they submitted. (See Appendix G for record of summer school programs dating from 1961.)

Of the thirty-seven participating districts, fifteen, or 40.5 per cent, actually did not follow their proposed programs. However, this figure is to some extent misleading. Deviations from the proposed programs did not always indicate a reduction in class offerings or similar decline in quantity or quality of summer planning. On the contrary, at least four of the districts did not follow their proposed programs

TABLE I

NUMBER OF DISTRICTS THAT FOLLOWED THEIR PROPOSED EXTENDED-YEAR PROGRAM

District	Followed Program	Reason given for not following program
Alpine	Yes & No	More in elementary and less in secondary.
Beaver	Yes & No	Dropped one course and included another.
Box Elder	Yes	
Cache	Yes	
Carbon	No	Classes in math, German, and music added. Science enrichment deleted.
Daggett		No Program
Davis	Yes	
Duchesne	Yes	
Emery	No	Math class at high school was enlarged.
Garfield	No	Drop in enrollment.
Grand	No	Postponed starting date.
Granite	Yes	
Iron	No	
Jordan	Yes	
Juab	No	Vocal music--students did not enroll; teacher not available.
Kane	Yes	
Millard	No	Enlarged remedial reading.
Morgan	No	Science secondary level not held.
Nebo	Yes	
North Sanpete		No Program
North Summit	Yes	
Park City		No Program
Piute	Yes	
Rich	Yes	
San Juan	No	Increased offering by substituting a typewriting program for isolated elementary program.
Sevier	Yes	
South Sanpete	No	Language arts deleted; music extended.
South Summit	Yes	
Tintic	Yes	
Tooele	Yes	

TABLE (continued)

District	Followed Program	Reason given for not following program
Uintah	No	Combination and substitution of classes.
Wasatch	Yes	
Washington	No	Music and shop class and math classes not held.
Wayne	Yes	
Weber	Yes	
Salt Lake City	No	Classes enrollment and space.
Ogden	Yes	
Provo	No	Not enough students in a high school class
Logan	No	Adjustment of schedule
Murray	Yes	

because they decided to enlarge or expand their extended programs. As a generalized comment it can be said that, in most cases, any deviations from proposed programs in the direction of reduced class offerings, time, or students were minor. For instance, the two districts which answered "Yes and No" were able to follow their proposed budgets, but they both found it necessary to slightly rearrange the proposed classes.

Selection of Students and Teachers

Once the programs had been formulated, the next step was to select the students and teachers who would participate in the extended-year experiment. Of course, part of the administrative problem connected with submitting the original plans was that it was difficult to accurately determine how many students would actually want to participate. For instance, Table I shows that of the fifteen districts which failed to follow their proposed programs, seven definitely stated that the changes they made involved either an unexpected increase or decrease in projected enrollment figures. A few other districts simply stated that classes were dropped, and it is quite possible that these changes were also made because of inadequate enrollment. The next four tables present the statistics which show how many students and teachers participated and the district superintendent's projections of how many would participate if funds were

made available.

Student enrollment. Table II consists of a report of the number and percentage of the students participating and the method of their selection. The total summer school enrollment for 1965 was 52,020, or 18.5 per cent of the total 1964-65 enrollment for the regular school year.[1]

Among the individual districts the percentage of the total school enrollment that attended summer school varied from a high of 59.3 to a low of 3.2; the average figure was 18.5 per cent. Of the thirty-seven districts only ten stated that all students who desired had an opportunity to participate; nineteen districts reported that all students who were interested definitely did not have an opportunity to participate, and eight answered "Yes and No" to the question. When pressed for specific information concerning their selection procedures, twenty-four, or 64.9 per cent, reported that they chose students on the basis of the recommendation of school personnel; six, 16.2 per cent, said that they operated on a first come, first served policy; four, 10.8 per cent, had open enrollment, and two, 5.4 per cent, said that they used the needs and desires of the students as the criteria

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[1]The source for the figures showing the 1964-65 enrollment for the regular school year was a booklet entitled: Statistical Bulletin 1965: Information Guide to Utah School Districts, published by the Utah State Department of Public Instruction, Salt Lake City, Utah.

TABLE II

NUMBER AND PERCENTAGE OF STUDENTS WHO PARTICIPATED IN THE EXTENDED-YEAR PROGRAM

District	All students who desired had opportunity to participate	If not, on what basis were students enrolled	Total 64-65 school enrollment*	Total summer 65 school enrollment	Per cent of total school enrollment
Alpine	No	First come, first served School personnel recommend.	15,928	2,000	12.6
Beaver	No	School personnel recommend. Open enrollment	1,207	190	15.7
Box Elder	Yes	School personnel recommend.	8,417	5,000	59.4
Cache	No	School personnel recommend.	6,141	3,100	50.5
Carbon	Yes & No	School personnel recommend.	4,934	380	7.7
Daggett		No Program			
Davis	No	School personnel recommend.	28,319	5,660	20.0
Duchesne	No	school personnel recommend.	2,326	75	3.2
Emery	No	School personnel recommend.	1,892	297	15.7
Garfield	Yes & No	School personnel recommend. Open enrollment	1,150	280	24.3
Grand	Yes & No	School personnel recommend.	2,051	70	3.4
Granite	No	First come, first served School personnel recommend.	55,742	9,987	17.9
Iron	Yes & No	Needs and desire First come, first served	3,149	1,080	31.5
Jordan	No	School personnel recommend.	16,275	3,506	21.5
Juab	Yes & No	School personnel recommend.	1,122	443	39.5
Kane	No	School personnel recommend. First come, first served	845	200	23.7
Millard	No	First come, first served	2,460	390	15.9
Morgan	Yes		925	175	18.9
Nebo	Yes		9,530	3,200	33.6
North Sanpete		No Program			
North Summit	No	School personnel recommend.	777	70	9.0
Park City		No Program			

*Source: Utah State Department of Public Instruction, Statistical Bulletin 1965: Information Guide to Utah School Districts (Salt Lake City: The Department, 1965).

TABLE II (continued)

District	All students who desired had opportunity to participate	If not, on what basis were students enrolled	Total 64-65 school enrollment	Total summer 65 school enrollment	Per cent of total school enrollment
Piute	Yes & No	School personnel recommend.	438	100	22.8
Rich	Yes	Open enrollment	453	100	22.1
San Juan	Yes	Open enrollment	1,998	500	25.0
Sevier	No	School personnel recommend.	3,113	370	11.9
South Sanpete	No	Needs and desire	1,806	525	29.1
South Summit	No	School personnel recommend.	729	120	16.5
Tintic	Yes		242	25	10.3
Tooele	Yes & No	School personnel recommend.	6,605	572	8.7
Uintah	Yes		4,275	375	8.8
Wasatch	No	First come, first served	1,769	450	25.4
Washington	No	School personnel recommend.	3,453	379	11.0
Wayne	Yes & No	School personnel recommend.	525	110	21.0
Weber	No	School personnel recommend.	15,725	1,387	8.8
Salt Lake City	Yes		39,934	5,760	14.4
Ogden	Yes		18,361	2,500	13.6
Provo	No	School personnel recommend.	7,330	1,200	16.4
Logan	Yes		4,455	1,150	25.8
Murray	No	School personnel recommend.	6,322	294	4.7
Total			280,723	52,020	18.5

of selection.

In light of this information it is interesting to compare the figures given in Table II with those shown in Table III. Table II consists of a record of each district superintendent's estimate of how many students would register for summer school if funds were made available. It should be mentioned that the figures used on the tables were the lowest figures mentioned by the superintendents. In other words, if a superintendent answered "from 50 to 75 per cent," 50 per cent was recorded on the table. The percentage of students who actually participated was listed on Table II as 18.5 per cent of 1964-65 school enrollment; Table III shows that the superintendent's estimate that if funds were available, an average of 40 per cent of Utah's children would enroll in summer programs.

As the individual superintendents considered the possibilities of the summer program, four of them projected that as many as 75 per cent of the students in their districts would enroll, and fifteen estimated that between 50 and 70 per cent would participate. Together these figures show that 51.4 per cent of the superintendents believe that over 50 per cent of their total student populations would register if funds were available to provide programs of sufficient breadth and depth. On the low end of the scale, one superintendent believed that as few as 20 per cent of the children

TABLE III

SUPERINTENDENTS' PROJECTION OF EXTENDED SCHOOL YEAR STUDENT ENROLLMENT IF FUNDS WERE AVAILABLE

District	1964-1965 total school Enrollment*	Superintendents' projected percentage of enrollment if funds were available	Estimated student enrollment based on projected percentage
Alpine	15,928	25	3,983
Beaver	1,207	27	326
Box Elder	8,417	75	6,313
Cache	6,141	75	4,606
Carbon	4,934	20	987
Daggett	No Program		
Davis	28,319	40	11,328
Duchesne	2,326	60	1,396
Emery	1,892	30	568
Garfield	1,150	50	575
Grand	2,051	25	513
Granite	55,742	40	22,297
Iron	3,149	50	1,575
Jordan	16,275	33	5,305
Juab	1,122	40	449
Kane	845	50	423
Millard	2,460	30	735
Morgan	925	50	463
Nebo	9,530	40	3,812
North Sanpete	No Program		
North Summitt	777	25	194
Park City	No Program		
Piute	438	44	193
Rich	453	75	332
San Juan	1,998	50	999
Sevier	3,113	50	1,557
South Sanpete	1,806	74	1,335
South Summit	729	30	219
Tintic	242	40	97
Tooele	6,605	30	1,982
Uintah	4,275	50	2,138
Wasatch	1,769	50	885
Washington	3,453	40	1,381
Wayne	525	50	263

*Source: State Department of Public Instruction, Statistical Bulletin 1965: Information Guide to Utah School Districts (Salt Lake City, Utah: The Department, 1965).

TABLE III (continued)

District	Enrollment	Superintendents' projected percentage of enrollment if funds were available	Estimated student enrollment based on projected percentage
Weber	15,725	50	7.863
Salt Lake City	39,934	25	9,984
Ogden	18,361	50	9,181
Provo	7,330	50	3,665
Logan	4,455	50	2,228
Murray	6,322	33	2,086
Total	280,723	40	112,236

in his district would participate, and twelve superintendents, 32.4 per cent believed that 33 per cent or less would enroll.

Teacher participation. The next table to be discussed, Table IV, has a similar format to that of Table II, but the figures pertain to the number and percentage of teachers who participated. Furthermore, there is specific information given concerning the type of activities in which the teachers were engaged. From the figures shown it can be seen that in fourteen of the districts any teacher who desired was allowed to participate. In addition, twenty districts reported that all teachers who desired were not allowed to participate, and three districts answered "Yes and No." These figures are quite close to those reported for students except that four more districts answered "Yes and No" when asked if all students were allowed to participate than when the same superintendents were asked about policies regarding the selection of teachers.

The statistics for the percentage of teachers involved show that there was a much broader range in the percentage of teachers participating than there was for the number of students. Table II shows that the district with the most extensive student participation had 59.4 per cent of its student body enrolled, while the lowest figure was 3.2 per cent. Correspondingly, the percentage figures for teachers show that the high percentage was 81 per cent,

TABLE IV

NUMBER AND PERCENTAGE OF TEACHERS WHO PARTICIPATED IN THE EXTENDED-YEAR PROGRAM

District	Total teachers by district 1964-1965*	All teachers desired had opportunity to participate	Total number of teachers participating in summer school program	Percentage of districts' teachers involved in summer school	Number of participating teachers involved in specified areas of summer school activity		
					Direct Teaching	In-service training	Instructional Improvement
Alpine	546	No	76	14	62	40	17**
Beaver	50	Yes & No	8	16	7	0	1
Box Elder	346	Yes	67	19	67	0	0
Cache	230	No	63	27	32	31	0
Carbon	173	No	33	19	17	7	9
Daggett			No Program				
Davis	1,016	No	365	36	163	102**	100
Duchesne	87	No	18	20	6	0	12
Emery	73	Yes	24	33	10	0	14
Garfield	52	Yes	13	25	11	1	1
Grand	83	No	6	7	6**	6**	6**
Granite	1,869	Yes	521	28	349	98	64
Iron	121	No	46	38	19**	7	20**
Jordan	632	Yes	112	18	82	3	27
Juab	45	Yes	22	49	8	6	8
Kane	35	No	7	20	6	0	4**
Millard	101	No	13	13	13	0	0
Morgan	33	Yes	3	9	3	0	0
Nebo	535	Yes	68	13	50	0	18
No. Sanpete			No Program				
No. Summit	27	Yes	4	15	4	0	0
Park City			No Program				
Piute	26	Yes	6	23	5	0	1
Rich	26	Yes & No	1	4	1	0	0
San Juan	87	Yes	31	36	18	0	13

*Source: Utah State Department of Public Instruction, Statistical Bulletin 1965: Information Guide to Utah School Districts (Salt Lake City: The Department, 1965.

**Duplication of areas.

TABLE IV (continued)

District	Total teachers by district 1964-1965*	All teachers desired had opportunity to participate	Total number of teachers participating in summer school program	Percentage of districts' teachers involved in summer school	Number of participating teachers involved in specified areas of summer school activity		
					Direct Teaching	In-service training	Instructional Improvement
Sevier	124	No	24	19	17	0	7
So. Sanpete	74	No	8	11	7	0	1
So. Summit	28	No	4	14	4	0	4**
Tintic	15	Yes	2	13	1	0	1
Tooele	235	No	34	14	19	7	8
Uintah	166	No	16	10	13	0	3
Wasatch	61	No	14	23	14	0	2**
Washington	127	No	26	20	14	0	12
Wayne	26	Yes	21	81	2	19	0
Weber	584	No	137	23	53	69	161**
Salt Lake City	1,531	Yes & No	254	17	134	16	104
Ogden	663	Yes	184	28	60	62	62
Provo	251	No	35	14	35	0	0
Logan	161	No	26	16	23	0	3
Murray	214	No	45	21	23	14	8
Total	10,453		2,337	22	1,358	488	691

*Ibid.

**Ibid.

and the low was 4 per cent. However, although this range is broader, the average percentage was only 6 per cent higher than that of the students: 22 per cent as compared with 18.5 per cent. This indicates that there was at least a possibility of smaller classes and/or teachers who could be spared for other instructional improvement.

In the breakdown of the information concerning the specified areas of summer school activity, the statistics show that over half the total number of teachers employed were engaged in direct teaching. Any further comments on these figures would be misleading because there was extensive duplication of areas. For example, one teacher may have been involved in direct teaching in the morning and in instructional improvement in the afternoon. Therefore when filling out their reports many superintendents listed the same teacher in both areas. As a result, the total number of teachers listed in this section was higher than the total number of teachers involved in direct summer teaching.

Just as the district superintendents were asked to make estimates concerning the number of students who would enroll if funds were available, similarly, they were asked to make projections concerning the number of teachers who would participate if funds were made available. Table V is a compilation of the answers which were given. Out of the thirty-seven participating districts, three said that 100 per

TABLE V

SUPERINTENDENTS' PROJECTION OF THE NUMBER OF TEACHERS WHO WOULD PARTICIPATE IN DIRECT CLASSROOM TEACHING, IN-SERVICE TRAINING, OR INSTRUCTIONAL IMPROVEMENT IF FUNDS WERE AVAILABLE

District	Total teachers 1964-1965*	Superintendents' projected percentage of teacher participation if funds were available	Estimated number of teachers who would participate based on projected percentage	Projected percentage of teachers assigned to summer school activities: based on superintendents' projected percentage of teacher participation if funds were available		
				Direct teaching	In-service training	Instructional development
Alpine	546	80	437	50.00	25.00	25.00
Beaver	50	30	15	50.00	25.00	25.00
Box Elder	346	35	121	60.00	20.00	20.00
Cache	230	85	196	75.00	12.50	12.50
Carbon	173	40	69	33.33	33.33	33.33
Daggett			No Program			
Davis	1,016	50	508	33.33	33.33	33.33
Duchesne	87	60	52	33.33	33.33	33.33
Emery	73	51	37	33.33	33.33	33.33
Garfield	52	100	52	33.33	17.00	50.00
Grand	83	16	13	33.33	33.33	33.33
Granite	1,869	50	935	33.33	33.33	33.33
Iron	121	50	61	33.33	33.33	33.33
Jordan	632	35	221	50.00	25.00	25.00
Juab	45	56	25	20.00	15.00	20.00
Kane	35	100	35	60.00	20.00	20.00
Millard	101	40	40	66.00	17.00	17.00
Morgan	33	52	17	50.00	25.00	25.00
Nebo	535	66	353	33.33	33.33	33.33
No. Sanpete			No Program			
No. Summit	27	30	8	70.00	30.00	30.00
Park City			No Program			

*Source: Utah State Department of Public Instruction, Statistical Bulletin 1965: Information Guide to Utah School Districts (Salt Lake City: The Department, 1965).

TABLE V (continued)

District	Total teachers 1964-1965	Superintendents' projected percentage of teacher participation if funds were available	Estimated number of teachers who would participate based on projected percentage	Projected percentage of teachers assigned to summer school activities: based on superintendents' projected percentage of teacher participation if funds were available		
				Direct teaching	In-service training	Instructional development
Piute	26	50	13	50.00	20.00	30.00
Rich	26	77	20	33.33	33.33	33.33
San Juan	87	51	44	33.33	33.33	33.33
Sevier	124	75	93	75.00	50.00	20.00
So. Sanpete	74	50	37			
So. Summit	28	100	28	50.00	100.00	50.00
Tintic	15	33	5	60.00	20.00	20.00
Tooele	235	70	165	70.00	15.00	15.00
Uintah	166	70	116	33.33	33.33	33.33
Wasatch	61	51	31	70.00	15.00	15.00
Washington	127	50	64	35.00	15.00	50.00
Wayne	26	50	13	17.00	66.00	17.00
Weber	584	75	438	50.00	25.00	25.00
Salt Lake City	1,531	60	919	50.00	10.00	40.00
Ogden	663	60	398	75.00	12.50	12.50
Provo	251	50	126	60.00	20.00	20.00
Logan	161	65	105	50.00	25.00	25.00
Murray	214	50	107	60.00	20.00	20.00
Total	10,453	56	5,917			

cent of their teachers would be interested in this form of year-round employment, and twenty-eight estimated that over 50 per cent of their teachers would want to be involved. Among those superintendents who were not quite so optimistic, one said that 16 per cent of the teachers in his district would be interested, and two superintendents estimated that as few as 30 per cent would want to teach or prepare to teach during the summer. The average projected percentage for teachers was 56 per cent, and it is interesting to compare this figure with the 41 per cent which was the projected enrollment for students.

Class Offerings in Extended School Programs

In order to provide a relatively complete account of how the plan actually operated it is necessary to know not only how many teachers and students participated, but also what type of class offerings were actually made. It should be remembered that in the program proposed by the state, activities such as regular courses, enrichment courses, make-up work, remedial and special education classes, advanced or accelerated classes, field trips, and summer camps were suggested. With a selection as broad as the foregoing it can be seen that the individual districts had a considerable amount of latitude for the development of their own programs. They were encouraged to be creative and to design a

curriculum which would be specifically adapted to meet the needs of the children in their districts.

Figures 1 and 2 are designed to show the number and type of classes which were offered by the various districts. Both figures show what percentage of the thirty-seven districts offered a particular class; Figure 1 shows those of the secondary level, and Figure 2 shows those of the elementary level. The figure lists twenty-two classes which were offered, but in order to simplify the chart, many of the classes offered were combined into one general category, so that there was actually a wider selection of subjects offered than the figure indicates. For example, algebra, trigonometry and general mathematics were grouped under the heading "MATH."

On the secondary level the largest number of classes offered by a district was eighty-two and the smallest number was one; the total number of classes offered on the secondary level was 450. The two classes offered by the largest per cent of the districts were math, 86.5 per cent, and language arts, 59.5 per cent.

On the elementary level there was a total of 812 classes offered. The district which had the largest selection offered 160 classes while that smallest number offered was, once again, one. The class offered most frequently on the elementary level was remedial reading, 86.5 per cent, and

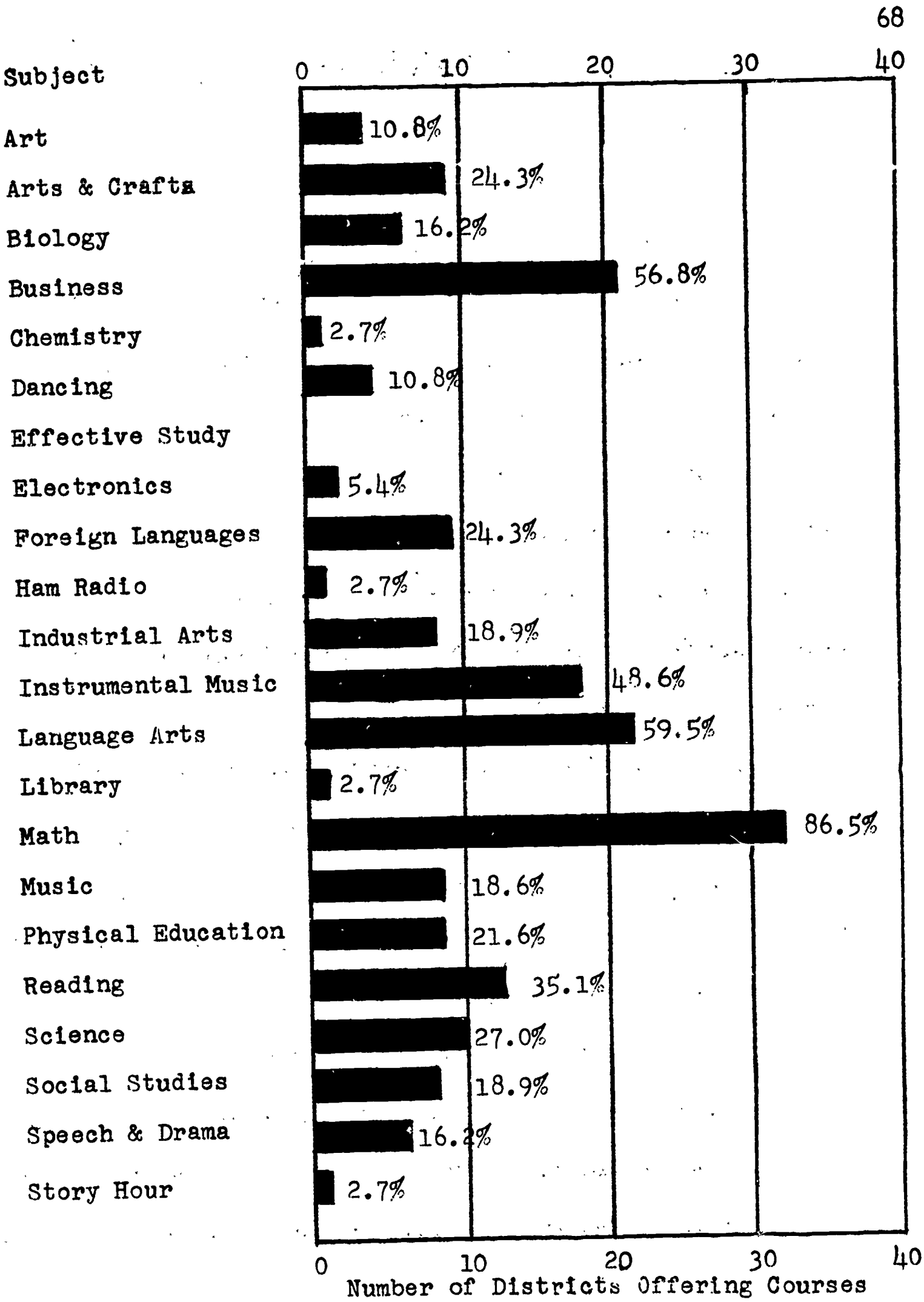

Figure 1. Subject matter courses offered by Utah School districts participating in extended school year programs in the secondary schools.

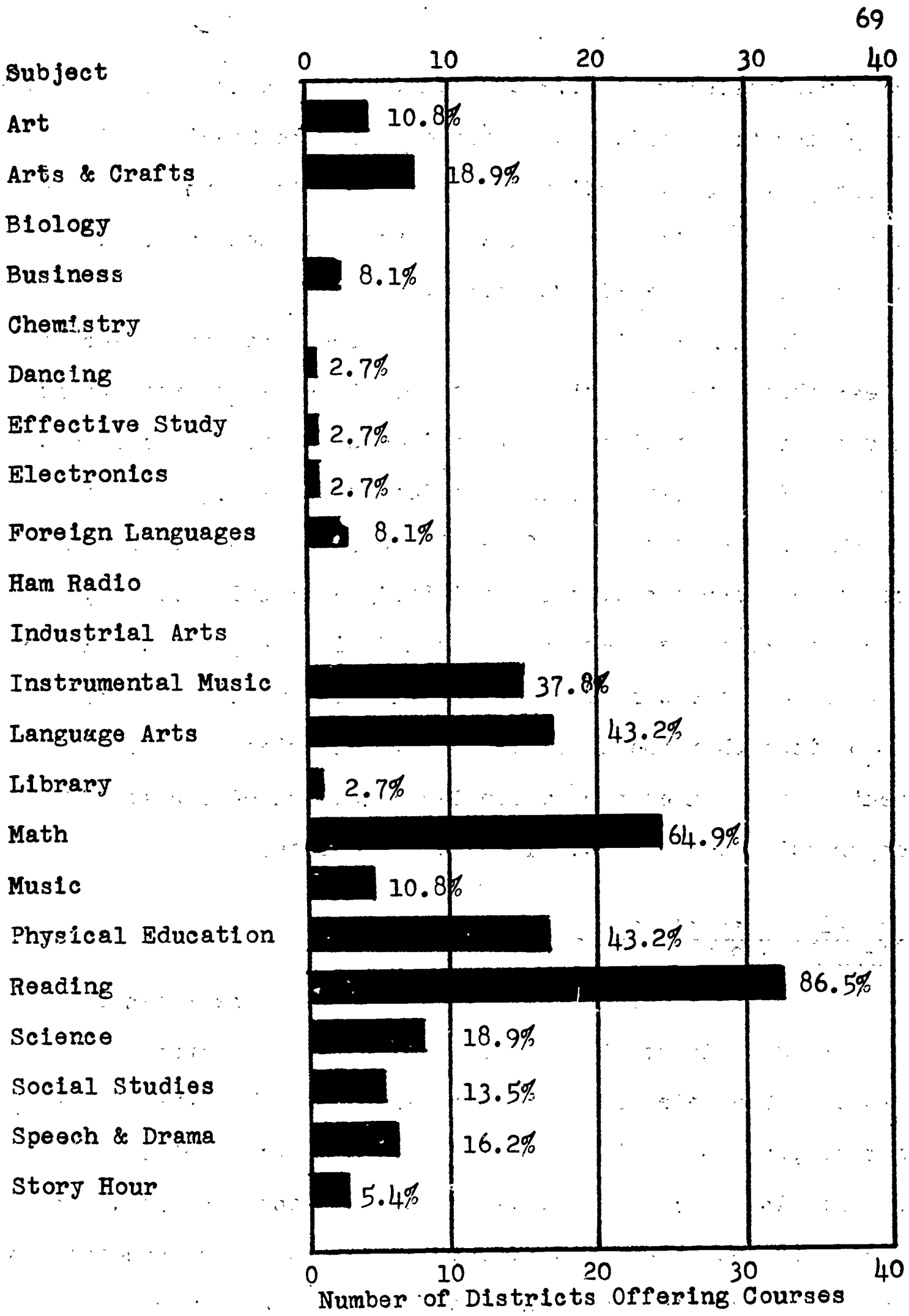

Figure 2. Subject matter courses offered by Utah school districts participating in extended school year programs in the elementary schools.

math was second with 64.9 per cent. Such activities as summer camps and field trips were listed under the headings of biology or social studies in order to indicate what material was studied during the program. The total number of classes offered on both levels was 1,262.

The information given by the superintendents makes it clear that a few districts were able to offer a broad range and selection of classes, but this was not the general rule. Twenty of the districts offered less than ten classes, and of these, twelve offered five or less. Of course, in some of these districts size is definitely a limiting factor, but the difference between one class and eighty-two is so extreme that size alone cannot have been the determining factor. It is obvious that the children in some districts were presented with a much more extensive selection of educational opportunities than those in other districts.

Superintendents' Reactions to State Controls

Another question asked the district superintendents concerned their opinions of the controls instituted by the state. They were asked: "With respect to the 1965 summer school program was the state guidance (a) too limiting or restricting, (b) too general or insufficient, or (c) satisfactory?" Space was also provided for the superintendents to make any additional comments which they thought were

pertinent. From Table VI it can be seen that eight of the superintendents believed that the guidance given by the state was too limiting; one thought the information and guidance given was too general, and twenty-eight answered that the guidance was satisfactory. However, many of the superintendents who believed that the standards and recommendations prescribed by the state were generally satisfactory qualified their answers to some degree, and these qualifying comments are indicated by an X beside the "Yes" answer. The most common remarks made concerned the need for improved timing, more local autonomy, and general fees.

How Programs Were Financed

The final piece of information which was given by the superintendents concerns the financing of the programs. As the plan was designed, the money allotted by the state was to be used as a supplement to the money which most districts had already designated for summer school use. Therefore, the financing of the plan became a joint project of the state and individual districts. The funds were allocated to the local school districts on the basis of $80.00 per distribution unit. The number of distribution units to which a district was entitled was determined from its estimated data for the ensuing school year according to the number of units contained in: (1) special school approvals, and (2) regular elementary and secondary school programs, including

TABLE VI

SUPERINTENDENTS' OPINIONS OF STATE CONTROL OF ADMINISTRATIVE STANDARDS AND PROCEDURES FOR THE EXTENDED SCHOOL YEAR

District	Guidance too limiting	Guidance too general	Guidance satisfactory	*
Alpine			Yes	X
Beaver			Yes	
Box Elder	Yes			X
Cache			Yes	X
Carbon			Yes	X
Daggett				
Davis			Yes	X
Duchesne			Yes	
Emery			Yes	X
Garfield			Yes	X
Grand			Yes	X
Granite			Yes	X
Iron	Yes			
Jordan			Yes	X
Juab			Yes	X
Kane			Yes	
Millard	Yes			X
Morgan			Yes	
Nebo			Yes	X
No. Sanpete				
North Summit			Yes	
Park City				
Piute	Yes	Yes		X
Rich			Yes	
San Juan			Yes	X
Sevier			Yes	X
South Sanpete	Yes			X
So. Summit			Yes	
Tintic			Yes	
Tooele			Yes	X
Uintah	Yes			X
Wasatch			Yes	X
Washington			Yes	
Wayne	Yes			
Weber	Yes			X
Salt Lake City	Yes			X
Ogden			Yes	X
Provo			Yes	X
Logan			Yes	X
Murray			Yes	
Total	9	1	28	25

*Comments indicated by "X."

full-time kindergarten. The final payment was based upon actual performance and costs of the approved program.

Table VII gives a summary of how much money was contributed by both the state and the local districts. The chart shows that the state contributed as much as 100 per cent and as little as 24.7 per cent of the total programs. The average percentage which the state contributed was 74.8. The largest program was valued at $204,225 and the smallest at $2,043. There were seven districts which had programs valued at $10,000 or less. The total amount contributed by the state was $789,707.52; the total amount contributed by the local districts was $265,938.73. The combined total equaled $1,005,646.25.

II. RESULTS OF PERSONAL VISITS

All the information and statistics concerning the extended-year program which have been used thus far in this chapter were obtained from the district superintendents during an oral interview.[2] A second phase of research took place when the investigator visited thirty-one secondary and twenty-five elementary schools in order to obtain first-hand information concerning the various programs in action. Table VIII shows lists of the schools and the classes visited, the date of the visit, and the name of the administrator in charge of the program. A total of 134 separate

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[2]See Appendix B for a sample interview form.

TABLE VII

STATE CONTRIBUTION FOR EXTENDED-YEAR AND SUMMER SCHOOL PROGRAMS

District	Using total distribution units	State allotment	Local allotment	Total program	Per cent state supported
Alpine	537.217	$42,977.36	$46,860.00	$89,837.36	47.8
Beaver	47.371	3,789.68	0	3,789.68	100.0
Box Elder	316.500	25,320.00	4,150.00	29,470.00	85.9
Cache	214.596	17,167.68	9,592.32	26,760.00	64.2
Carbon	181.923	14,553.80	468.30	15,022.10	96.9
Daggett	No Program				
Davis	1,043.000	83,440.00	10,400.00	93,840.00	88.9
Duchesne	92.760	7,420.80	1,029.20	8,450.00	87.8
Emery	74.500	5,960.00	540.00	6,500.00	91.7
Garfield	50.624	4,049.92	49.92	4,099.84	98.8
Grand	74.000	5,920.00	150.00	6,070.00	97.5
Granite	1,892.000	151,360.00	52,865.00	204,225.00	74.1
Iron	112.300	8,984.00	14,939.00	23.923.00	37.6
Jordan	593.349	47,648.00	10,000.00	57,648.00	82.9
Juab	40.303	3,224.24	4,914.76	8,139.00	39.6
Kane	39.000	3,120.00	1,199.00	4,319.00	72.2
Millard	95.700	7,656.00	413.44	8,069.44	94.9
Morgan	36.160	2,892.80	1,452.20	4,345.00	66.6
Nebo	332.740	26,619.00	8,625.00	35,244.00	75.5
North Sanpete	No Program				
North Summit	27.234	2,178.72	6,657.28	8,836.00	24.7
Park City	No Program				
Piute	30.132	2,410.56	1,000.00	3,410.56	70.7
Rich	27.833	2,226.64	0	2,226.64	100.0
San Juan	81.377	6,510.16	4,850.00	11,360.16	57.3
Sevier	117.800	9,424.00	370.00	9,794.00	96.2
South Sanpete	69.600	5,568.00	0	5,568.00	100.0
South Summit	27.500	2,200.00	0	2,200.00	100.0

TABLE VII (continued)

District	Using total distribution units	State allotment	Local allotment	Total program	Per cent state supported
Tintic	18.120	$ 1,449.60	$ 593.40	$ 2,043.00	71.0
Tooele	270.266	21,621.28	1,400.00	23,021.28	94.9
Uintah	160.000	12,800.00	7,573.71	20,373.71	62.8
Wasatch	63.255	5,060.40	2,500.00	7,560.40	66.9
Washington	126.000	10,080.00	0	10,080.00	100.0
Wayne	25.000	2,000.00	500.00	2,500.00	80.0
Weber	570.000	45,600.00	24,256.00	69,856.00	65.3
Salt Lake City	1,265.896	101,271.68	24,500.00	125,771.68	80.5
Ogden	606.000	48,480.00	7,000.00	55,480.00	87.4
Provo	252.180	20,174.40	3,436.00	23,610.40	85.4
Logan	150.860	12,068.80	12,354.20	24,423.00	49.4
Murray	206.000	16,480.00	1,300.00	17,780.00	92.7
Total	98,690.960	$789,707.52	$265,938.73	$1,055,646.25	74.8

TABLE VIII

CLASSES AND SCHOOLS VISITED

District	Date	Superintendent	No. classes	Secondary	Elementary
Alpine	7/1/65	Dan W. Peterson	5	Orem Jr.	Sharron
Beaver	6/23/65	Paul H. Lefevor	0		
Box Elder	7/5/65	J. C. Haws	0		
Cache	7/13/65	C. Bryce Draper	0	Skyview H.S.	
Carbon	6/18/65	J. Grant Kilfoyle	3	Carbon H.S., Helper Jr.	Harding
Daggett			No Program		
Davis	7/8/65	G. Harold Holt	5	South Davis Jr.	
Duchesne	7/2/65	Thomas J. Abplanalp	4	Duchesne H.S.	Duchesne & Roosevelt
Emery	6/18/65	Orson W. Peterson	5	Emery H.S.	Huntington
Garfield	6/25/65	Russell G. Merrell	4	Panguitch H.S. & Bryce Valley H.S.	Panguitch, Bryce Valley, & Escalante
Grand	6/17/65	Robert Sundwall	3	Evergreen Jr.	Libbie Edwards
Granite	7/7/65	William Hutchinson	9	Cedar H.S. & Cedar City Jr.	Cedar City South
Iron	6/23/65	Joe Riedhead	6	Midvale Jr.	
Jordan	7/7/65	Reed H. Beckstead	5	Juab H.S.	Nephi
Juab	6/22/65	Ralph W. Menlove	2	Knab H. S.	
Kane	6/23/65	Doyle K. Swallow	14	Delta H.S. & Millard H.S.	Delta & Fillmore
Millard	6/22/65	VerMon B. Barney			Grant
Morgan	7/13/65	Louis W. Christensen	10		
Nebo	7/1/65	Russell Stansfield	No Program		
No. Sanpete			0		
No. Summit	7/6/65	R. S. Chipman	No Program		
Park City			0		
Piute	6/15/65	Donald C. Whittaker	0		
Rich	7/19/65	Richard L. Harmon	7	San Juan H.S. & Monticello H.S.	Park Terrace
San Juan	6/17/65	Zenos L. Black	9	Richfield H.S.	Pahvant, Monroe
Sevier	6/14/65	LaMont L. Bennett			

TABLE VIII (continued)

District	Date	Superintendent	No. classes	Secondary	Elementary
South Sanpete	6/14/65	Jack F. Burr	2	Manti H.S.	Manti
South Summit	7/6/65	Keith R. Bailey	0		
Tintic	6/30/65	Paul C. Fawson	0		
Tooele	7/19/65	Curtis Van Alfen	0		
Uintah	7/2/65	Glen Oldroyd	5	Uintah H.S.	Ashley
Wasatch	7/1/65	Ferrin Van Wagoner	3	Wasatch H.S.	Central
Washington	6/24/65	T. Lavoy Esplin	9	Dixie H.S. & St. George Jr.	St. George (combined)
Wayne	6/15/65	Arthur H. Lee	4	Wayne H.	
Weber	7/8/65	William R. Boren	3	Wahlquist Jr.	
Salt Lake City	6/30/65	M. Lynn Bennion	4	Roosevelt Jr.	Wasatch
Ogden	7/8/65	T. O. Smith	5	Ben Lomond H.S.	Oakhills & Bonneville
Provo	7/1/65	Ross Denham	7	Dixon Jr.	Grandview
Logan	7/13/65	Sherman G. Eyre	0		
Murray	7/7/65	J. Easton Parratt	1	Hillcrest Jr.	
Total			134	31 Secondary Schools	25 Elementary Schools

classes were visited.

During these visits to individual classes notes were made of such things as the physical plant, the number and percentage of children in attendance, the types of classes being taught, and the methods of instruction used.[3] While visiting these classes the investigator also interviewed many of the students and teachers informally. Such questions as: "How do you like summer school?" and "Are you planning to register again?" were asked. The answers were always followed by the additional question, "Why?" so that the student could give a detailed explanation of how he felt about the program. The report of the comments on these visits to the various elementary and secondary school will necessarily be general in nature because of the wide range in the individual programs of the schools visited and in the comments made by students in the informal oral discussions.

As a generalized comment it can be said that the programs were usually fairly impressive. Most programs showed that care had been exercised in planning to meet the needs of the particular students in that district. There were variations in the number and type of classes held, the times when classes were taught, the length of the summer session, the provision made for cooling the building, and the

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[3]See Figures 1 and 2 for a list of the classes offered.

arrangements made for transportation.

Individuality best characterized the various programs in operation. For instance, as was pointed out earlier one of the districts offered as many as 160 classes, while several districts offered only one. Some schools concentrated on music and physical education while others eliminated these subjects entirely. A cursory check of summer school programs demonstrated that. The length of the summer session was usually from four to six weeks, but there was little consistency among the various districts. The daily starting time ranged from 6 A.M. to 10:30 A. M., and at least one school offered evening classes on the high school level. The classes were taught in buildings which were old, new and middle-aged, and there was great diversity in the amount and type of equipment available. Only a few of the buildings were air-conditioned, but the usual early starting times made it possible for the students to be out of school before the heat of the day.

The most encouraging aspect of these observations was that most schools seemed to have capable teachers who were concentrating on helping relatively small groups of students. However, in some cases, part of the reason for the small groups might have been a high rate of absenteeism. Some districts seemed to be more bothered by this than others. In programs where it was possible to earn credit there were

naturally fewer student absences for reasons other than illness. In programs where no provision was made to earn credit, attendance was primarily dependent upon the motivation of students to attend for intrinsic reasons. In some districts it was also noted that church and community recreational opportunities interfered with summer school attendance.

When the students were interviewed informally, one of the most frequently asked questions was, "Why did you attend summer school?" The most common answers, aside from those which indicated that the student had to attend in order to make up work, were: "My mother made me," and "Because it gives me something to do." Apparently boredom has been a real problem for these youngsters. On the negative side of the question the answers tended to be more specific. The students disliked such things as: (1) getting up early, (2) working during the summer months, (3) their teachers, and (4) long walks or rides to school. Two girls even mentioned that they found the supply of boys inadequate. The students made six times more positive comments than negative.

Among the teachers interviewed there seemed to be a general feeling of enthusiasm about both the present program and plans for future programs. Almost all the teachers said that it was enjoyable to teach students who wanted to be in school and that the program should be expanded.

III. RESULTS OF THE PARENT-STUDENT-TEACHER QUESTIONNAIRE

The third phase of compiling the information used in this study consisted of sending questionnaires to parents, students, and teachers. The purpose of these questionnaires was to determine: (1) why the students enrolled; (2) what the parents, students, and teachers thought about the program; and (3) how all three groups felt about future summer programs. As was mentioned earlier, these questionnaires were distributed to a random sample of parents, students, and teachers.[4] Table IX shows the statistical breakdown of the precise number and percentage of questionnaires sent and returned. There was a total of 1,412 questionnaires sent to students and of these, 1,295, or 91.7 per cent, were returned; for parents the percentage returned was 81.0, and for teachers it was 96.2 per cent. This section of Chapter IV gives an account of the information obtained from these questionnaires.

Teachers' Questionnaire

The questionnaire sent to a random sample of teachers consisted of five questions.[5] In a preliminary statement the teachers were informed that all responses to these questions would be held in strictest confidence, and because of this,

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[4]See Appendix F for the distribution instructions.

[5]See Appendix D for a copy of the teacher questionnaire.

TABLE IX

STUDENT-TEACHER-PARENT QUESTIONNAIRE

District	Student question assigned	Student question returned	Student per cent returned	Teacher question assigned	Teacher question returned	Teacher per cent returned	Parent question assigned	Parent question returned	Parent per cent returned
Alpine	100	97	97	6	6	100	100	76	76
Beaver	10	10	100	5	5	100	10	10	100
Box Elder	26	26	100	7	7	100	25	24	96
Cache	140	124	89	5	4	80	140	89	64
Carbon	12	12	100	5	5	100	12	11	92
Daggett				No Program					
Davis	141	131	93	18	15	83	141	99	70
Duchesne	4	4	100	5	4	80	4	4	100
Emery	12	12	100	5	5	100	12	12	100
Garfield	16	16	100	5	5	100	17	17	100
Grand	4	4	100	4	4	100	5	5	100
Granite	160	158	99	31	31	100	160	156	98
Iron	27	20	74	5	5	100	27	18	67
Jordan	80	80	100	12	12	100	80	70	88
Juab	17	7	41	5	5	100	17	9	53
Kane	11	11	100	5	5	100	11	11	100
Millard	16	4	25	5	5	100	16	3	19
Morgan	9	9	100	4	3	75	10	10	100
Nebo	80	78	98	8	8	100	80	64	80
No. Sanpete				No Program					
No. Summit	5	5	100	4	4	100	5	5	100
Park City				No Program					
Piute	5	5	100	4	4	100	5	4	80
Rich	6	6	100	1	1	100	6	6	100
San Juan	20	20	100	6	6	100	16	13	81
Sevier	15	15	100	6	6	100	15	15	100
So. Sanpete	21	21	100	5	4	80	21	16	76
So. Summit	6	6	100	4	4	100	6	6	100
Tintic	3	3	100	1	1	100	2	2	100
Tooele	22	22	100	6	6	100	22	22	100
Uintah	15	15	100	6	6	100	15	15	100
Wasatch	8	8	100	6	6	100	9	9	100

TABLE IX (continued)

District	Student question assigned	Student question returned	Student per cent returned	Teacher question assigned	Teacher question returned	Teacher per cent returned	Parent question assigned	Parent question returned	Parent per cent returned
Washington	16	15	94	6	6	100	16	16	100
Wayne	5	4	80	2	2	100	5	5	100
Weber	77	77	100	7	7	100	75	72	96
Salt Lake City	144	109	76	12	11	92	144	94	65
Ogden	62	51	82	6	5	83	62	42	68
Provo	59	59	100	5	5	100	58	55	95
Logan	40	33	83	8	8	100	40	39	98
Murray	18	18	100	6	6	100	18	17	94
Total	1,412	1,295	91.7	241	232	96.3	1,407	1,141	81.1

it was hoped that the teachers would feel free to express their actual opinions.

In the first question the teachers were asked to check a box which represented the degree to which they felt their summer school course(s) met the educational needs of students. They were given the following choices: met all needs; met most needs; met some needs; met few needs; did not meet needs. The responses to this question by students, parents, and teachers are presented in Figure 3. A glance shows that the majority of teachers chose the answer: "Met most needs." The adults seemed to have reservations concerning the word "fully," but the students were less conservative, and the largest group of children, 43.7 per cent, chose the answer: "Fully met needs." When the percentages of the students and parents who chose the first two answers: "Fully met needs" and "Met most needs" are combined, the data show that over 80 per cent of both the students and parents felt that summer school made significant contributions toward meeting students' needs, while only 63.2 per cent of the teachers chose one of these two most positive answers.

The second question asked the teachers: "To what degree do you feel the parents of your summer school students are supportive of the summer school program?" The responses to this question are shown on Figure 4. The chart is

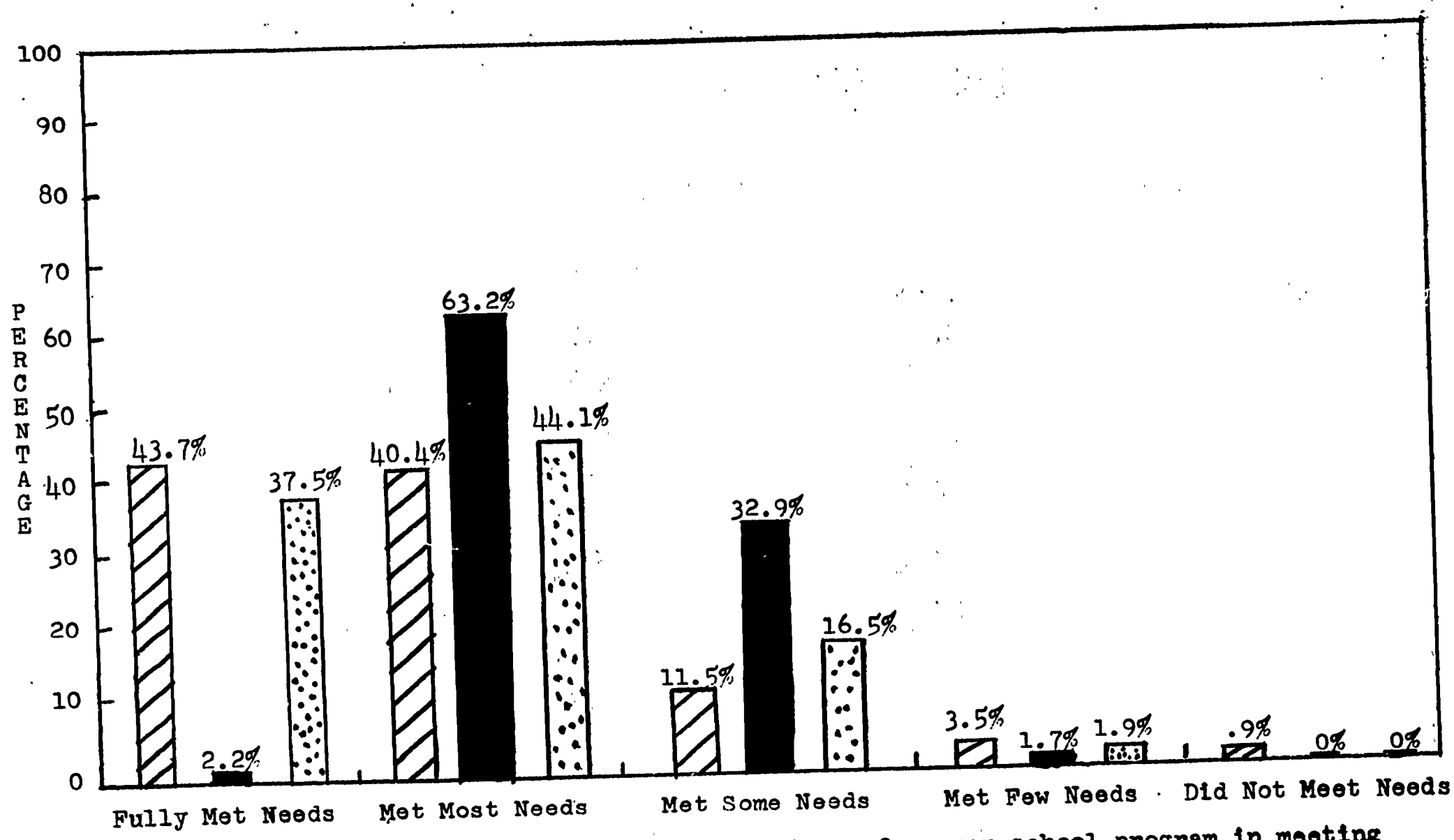

Figure 3. Student, teacher, and parent perceptions of summer school program in meeting the needs of the student.

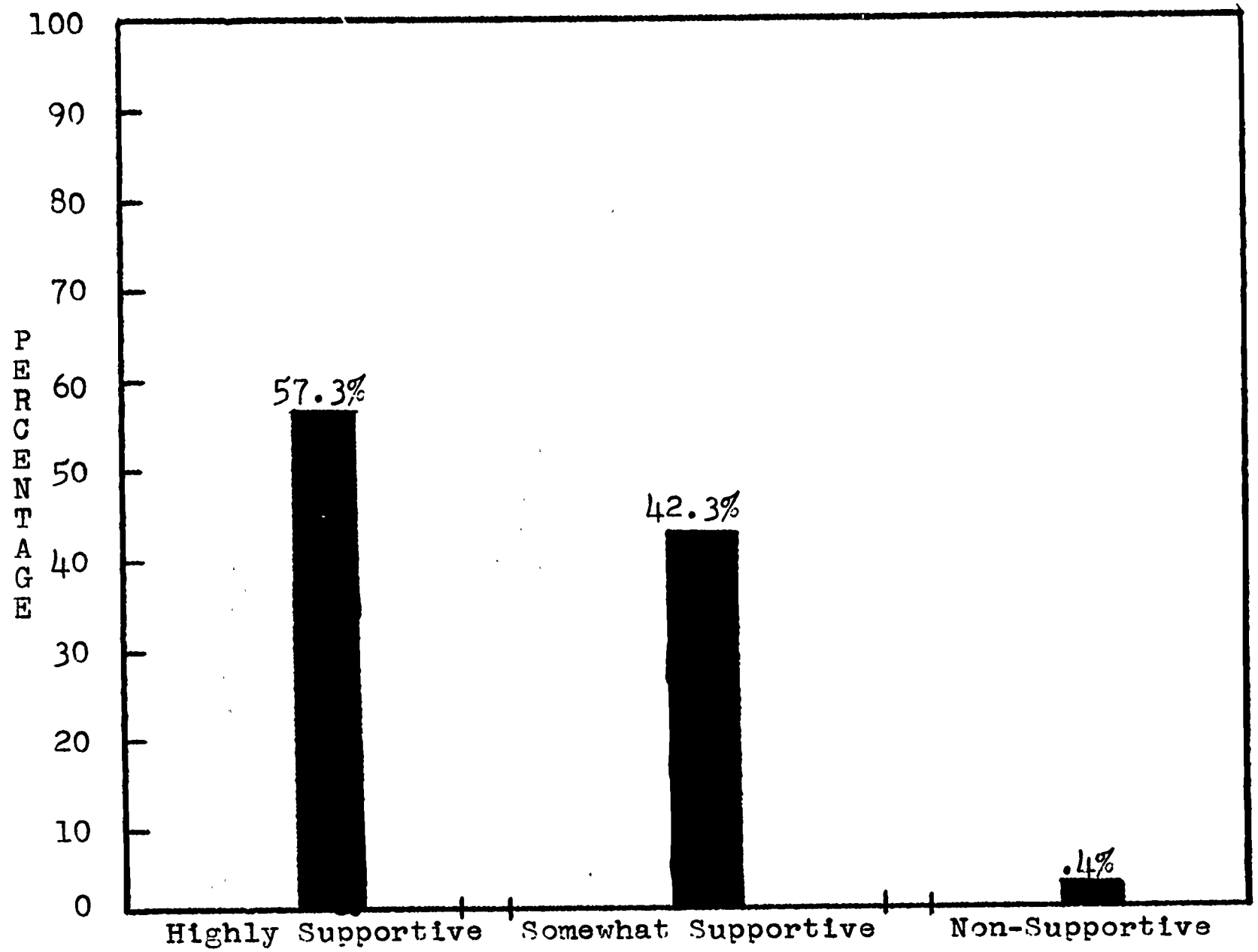

Figure 4. Teachers' perceptions of the degree of support they feel parents gave to the summer program.

KEY: Teacher

largely self-explanatory; the majority of the teachers, 58.6 per cent, said that they felt the parents were highly supportive; almost all the rest, 41.0 per cent, said that the parents were somewhat supportive.

The third question asked the teachers was: "In your opinion what were the basic reasons students registered in your course(s)." The teachers were given a choice of eight answers from which to choose and were asked to select in rank order their first, second, and third choices. Table X shows both the alternatives and the teachers' answers. The choice selected most often, 42 per cent, was "Student expected to gain personally." The answer given the second most votes for first place, 19.5 per cent, was "Satisfy parents' wishes," and this answer was also the favorite alternative for second and third choice. Totaling the number of times each answer was chosen for all three choices shows that "Student expected to gain personally" was chosen 184 times, while "Satisfy parents' wishes" was chosen 180 times. The only answer uniformly avoided as a first choice was: "Student liked teacher"; as second and third choices the answer with the least votes was: "Expected easy credit."

The fourth question asked the teachers concerns the teachers' perception of the type of student who would benefit most from the summer school program. The choices given were: the academically talented or gifted student; the average

TABLE X

BASIC REASONS, IN RANK ORDER, GIVEN BY TEACHERS AS TO WHY THEY FEEL STUDENTS REGISTERED IN THEIR SUMMER SCHOOL COURSE(S)

Reason for registration in course(s)	Ranking Order					
	First choice		Second choice		Third choice	
	No.	%	No.	%	No.	%
Expected easy credit	1	.4	1	.4	2	.9
Friends registered in class	4	1.7	27	11.9	42	19.8
Counselor recommended course	25	10.8	21	9.3	18	8.5
Make-up class	27	11.8	11	4.8	10	4.7
Qualify for advanced courses	16	6.9	20	8.8	18	8.5
Student expected to gain personally	97	42.0	51	22.5	36	17.0
Student liked teacher	0	0.0	5	2.2	22	10.4
Satisfy parents' wishes	45	19.5	83	36.6	52	24.5
Other	16	6.9	8	3.5	12	5.7
Total	231	100.0	227	100.0	212	100.0

student, the remedial or slow student; any or all of the above students. Figure 5 shows the response of parents, teachers, and students to this question. It is easy to see that all three groups felt that all students would benefit from summer school, but beyond this, unanimity ceased. The second largest group of parents chose the remedial or slow student; the second largest group of students chose the average student; and the second largest group of teachers chose the academically talented or gifted student. The disagreement was complete.

Finally, the teachers were asked for a simple "Yes" or "No" answer to the question: "Do you recommend a continuation of summer programs?" Figure 6 shows that an overwhelming 99.5 per cent of the teachers were in favor of continuing the program. Little more needs to be said about this response except that many teachers also commented that they thought the program should be expanded, that enrollment should be open, and that class size should be kept small.

Analysis of Parents' Answers to Questionnaires

Having discussed the results of the questionnaires sent to teachers, the next step is to consider the responses of parents to similar questions. The first question asked the parents was identical to the first question asked the teachers; they were asked to evaluate the extent to which

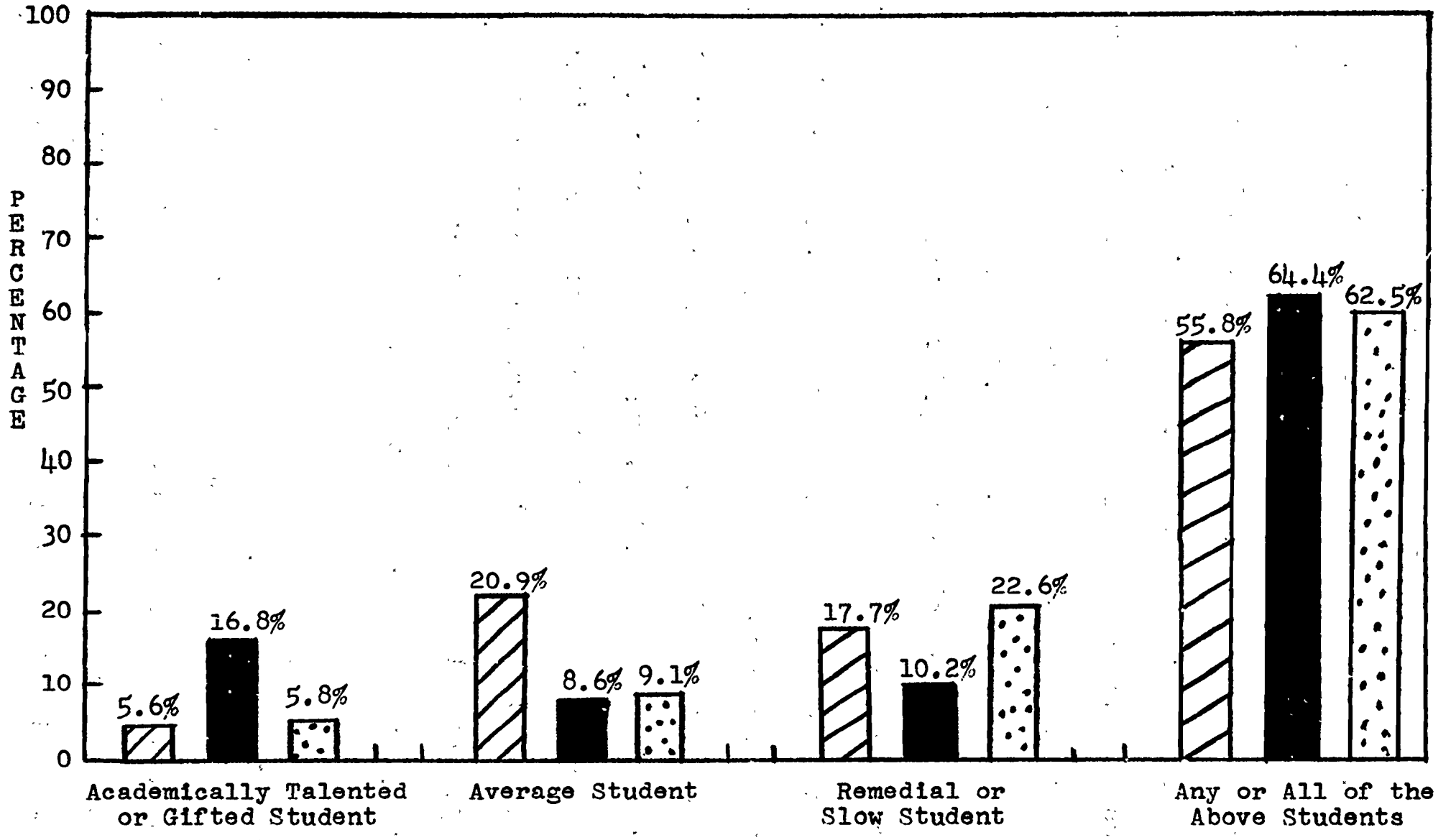

Figure 5. Student, teacher, and parent perception of the type of student who would benefit most from the summer school program.

KEY: Student Teacher Parent

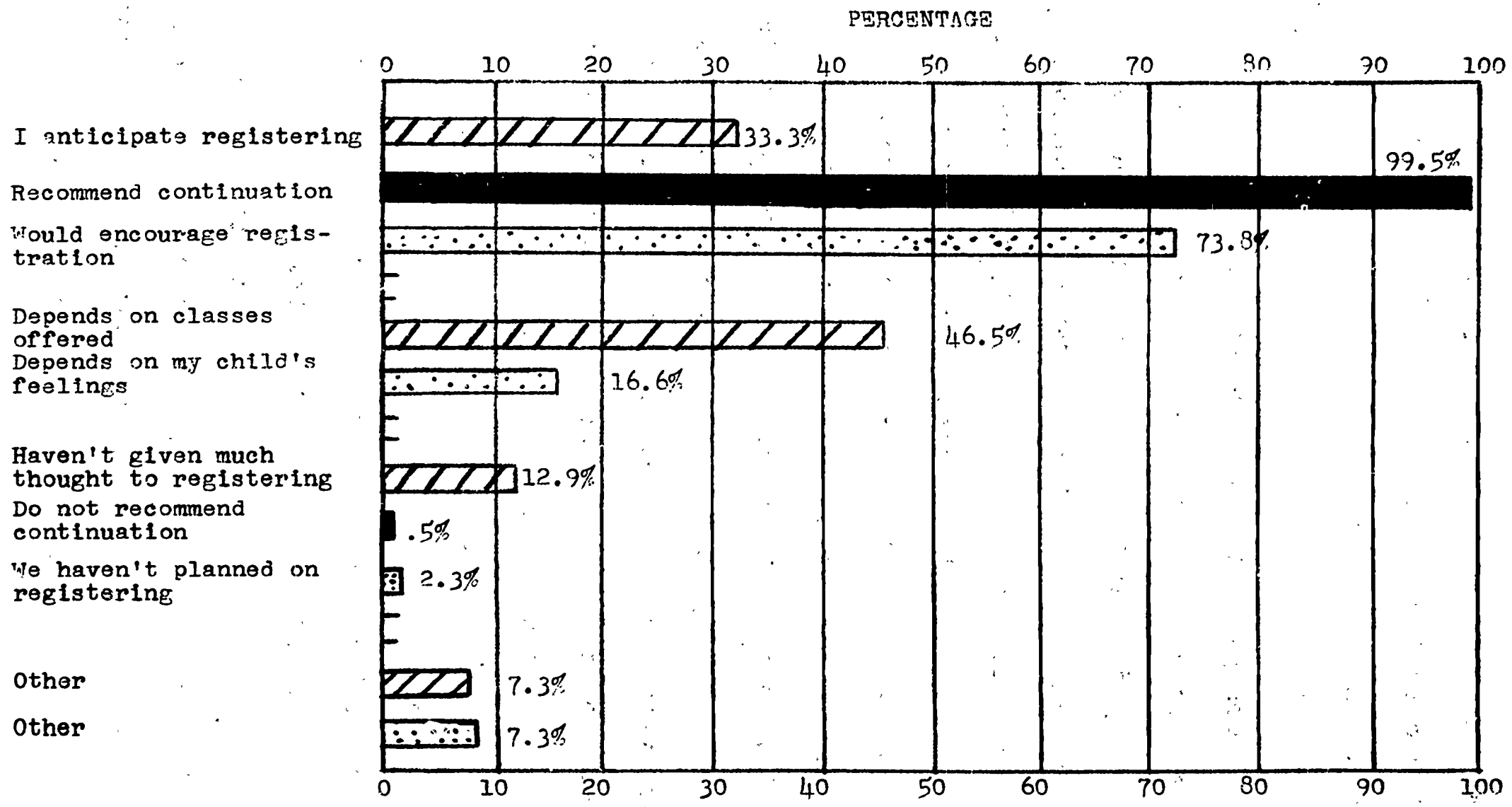

Figure 6. Student, teacher, and parent views as to the continuation of or registration in next year's summer school.

they felt the summer program met student needs. For a discussion of this question see pages 81 to 83 and Figure 3. The second question asked the parents was: "How did you feel about your child taking a summer school class?" Figure 7 shows the answers given to these questions by parents and students. The largest group of parents, 39.2 per cent, said that they encouraged registration; while the second largest group, 29.6 per cent, said that registration was discussed, but the choice was left to the student. Only 7.2 per cent of the parents said that they insisted on registration. The most interesting facet of this chart is that the parents and students completely reverse each other in their answers. Of the parents, 39.2 per cent said that they encouraged registration; and practically an identical number of students, 39.4 per cent, said that registration was discussed, but the choice was left to them. The figures for the second largest group are also reversed in an almost identical ratio. It appears that both the parents and the students wanted to feel that the choice was their own decision.

Question number three for the parents asked if they would recommend the program for other children in the district. The possible answers to this question were simply: "Yes" and "No" with a space left for any other choice which the parent wished to formulate independently. Figure 8 shows that 88.8 per cent of the parents stated that they would

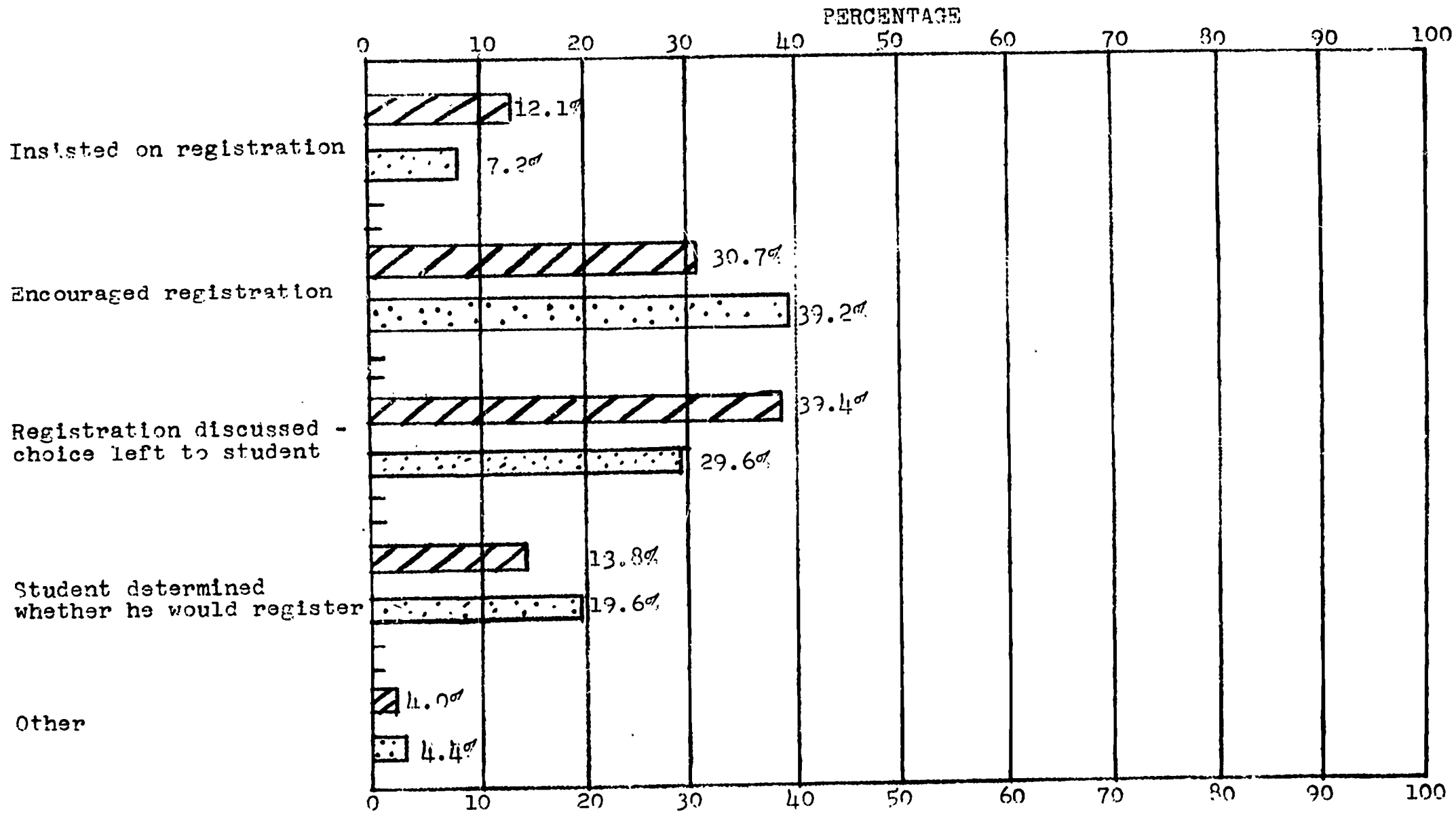

Figure 7. Student and parent feelings regarding registering for summer school.

KEY: Student; Teacher; Parent

encourage the children in their district to attend summer school. Only 2.7 per cent said they felt that regular school was sufficient, but 8.5 per cent had other answers. The most common "other answer" was the qualification: "I would recommend summer school if the child needed it."

The fourth question asked the parents was, once again, the same as the fourth question asked the teachers. In review the question asked the parent to give his opinion of what type of student would benefit most from the summer school program. For the discussion of this question see page 87 and Figure 5.

The last question which the parents were asked dealt with the possibility of future summer school programs. It reads: "As based upon your experience with the summer school program, would you be in favor of having your child registered again next year?" The parents were given a choice of the following answers: (1) Yes, we would encourage registration; (2) It depends on my child's feelings; (3) No, we haven't planned on registration; and (4) Other. This question was also designed to correspond to questions which were asked students and teachers. Figure 6, page 91, shows the results for all three groups. It was mentioned earlier that the teachers were overwhelmingly in favor of continuing summer school; 99.5 per cent of them said they would recommend continuing the program. Asked the same

question the parents were not quite so enthusiastic, but the vast majority, 73.8 per cent, said they would encourage registration. Another 16.6 per cent of the parents said the decision would depend on their child's feelings, and 7.3 per cent gave other answers. Some sample comments were:

1. I would like to see these classes offered each year.
2. Depends on what subjects are offered.
3. We wish that these classes had been available for our junior high student.
4. Yes, if more would participate so that transportation would be less of a problem.
5. We feel it should have been a longer program.
6. If my child were in need of help in a certain subject then I would have him register. But if he was [sic] doing well I don't feel it would be necessary.

Students' Reactions

The third group to be given a questionnaire was, of course, the students themselves. Since, to a large extent, they were asked the same questions which were asked their parents and teachers, part of their answers have already been commented upon. For instance, the first question concerning how fully their needs were met was discussed earlier on page 84 and Figure 3, page 85. The second question asked reads: "How did your parents feel about your registering for summer school?" The responses to this question have also been mentioned previously. See page 92 and Figure 7

for information.

The third question concerned the specific reasons why students registered for summer school. Table X showed what the teachers' perception of this question was, and Table XI shows the answers which the students gave. The greatest number of teachers felt that the students enrolled because they wished to develop personally, but more students chose the answer: "Parents wished me to enroll" for both their first and second choices than any other answer. Apparently the teachers underestimated the influence of the parents. The second largest group of students chose "Enables me to develop personally" as their answer, but these answers were not as close in the total number of times chosen on the student chart as they were on the teachers'. Another interesting sidelight in this table is that the third choice of the greatest number of students was "Liked the teacher" while it was the answer least frequently given for any choice by the teachers. This might indicate that the teacher's personality can be a significant drawing card.

The students' reactions to the fourth question have already been discussed. See page 90, Figure 5, for additional information. Question five, Figure 6, page 91 was the student's version of "Do you plan on registering next year?" The students had the smallest percentage in the positive column with 33.3 per cent. Nearly half of the

TABLE XI

BASIC REASONS, IN RANK ORDER, GIVEN BY STUDENTS AS TO WHY THEY REGISTED FOR SUMMER SCHOOL

Reason for registering for summer school	Ranking Order					
	First choice		Second choice		Third choice	
	No.	%	No.	%	No.	%
Expected easy credit	9	.7	42	3.2	48	4.2
Friends registered for course	63	4.9	134	10.4	147	12.8
Counselor recommended course	53	4.3	41	3.2	30	2.6
Make-up class	109	8.5	109	8.4	69	6.0
Qualify for advanced courses	170	13.3	167	12.9	101	8.7
Enabled me to develop personally	207	16.2	185	14.2	174	15.2
Liked teacher	53	4.2	111	8.6	240	20.9
Parent wished me to enroll	372	29.1	242	18.7	164	14.2
Teacher encouraged registration	104	8.2	208	16.1	72	6.3
Other	135	10.6	55	4.3	104	9.1
Total	1,275	100.0	1,294	100.0	1,149	100.0

students, 46.5 per cent, said that it would depend on what classes were offered.

Questions six, seven, and eight on the student questionnaire are: "What did you like most about your summer school program?" "What did you like least?" and "What would you like to see included in the summer school program?" The answers to these questions were not tabulated because there was not enough consistency in the answers to allow for a table of reasonable size. However, there were some answers which appeared more frequently than others. Among the reasons given for what the students liked most, the usual answers were: "It gives me something to do"; "I like my teacher"; or "It's fun here." The things the students liked least were early hours, long distances to school, and the limited selection of classes. In answer to "What would you like to see included?" they usually said: "More classes." The classes most in demand were English, social studies, and physical education.

IV. SUMMARY

In summary it can be said that these results of the interviews, both oral and written, indicate that the people involved had generally positive reactions to the program. The administrators projected strong participation from both students and teachers if funds were made available; the

teachers recommended continuation and expansion of the program; and the parents and students both felt that the program provided an important service in fulfilling student needs. It was on the basis of these reactions that the recommendations which constitute Chapter V were formulated.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of Chapter V was to briefly summarize the extended-year program as it was carried out in Utah in 1965. Furthermore, on the basis of all the information which was gathered through the various methods of research, recommendations are made for the future development of the program.

The research which was carried out in order to obtain the specific information used in this study was gathered in three stages; first, each district superintendent was interviewed orally; second, various schools were visited; third, questionnaires were given to parents, students, and teachers in the districts which participated. It was on the basis of this research and the information gathered through the review of literature that the recommendations, which will constitute the bulk of this chapter, were formulated.

Utah's extended-year plan was essentially an expansion of the traditional summer school curriculum, but in addition to offering a greater number and variety of classes, the program also gave the teachers an opportunity to work through the summer in instructional improvement projects and in-service training as well as direct teaching. The standard image of summer school is a series of classes designed for make-up or remedial work, but Utah's proposed program sought

to serve not only those who were doing poorly in their classes, but also those who were doing superior or average work. The guiding principle was that the various districts wanted to meet some of the needs of students which had not been met during the regular school year. In order to accomplish this goal, classes were offered for enrichment, acceleration, development of special talents, remedial and special education, and even such activities as field trips and summer camps.

In all, thirty-seven of Utah's forty school districts were involved in the proposed program. Correspondingly, the 1964 statistics show that only twenty-seven districts had summer programs. Within the thirty-seven districts which had summer programs in 1965, 18.5 per cent of the students enrolled during the regular school year registered for summer school. The representation for teachers was 22 per cent.

The remainder of this chapter is devoted to the recommendations which were formulated as a result of the research which was described in Chapter IV. In all, five recommendations are made, and these recommendations are listed and explained in order to give a concise report of some of the most important information which was gathered as a result of this study.

RECOMMENDATION I

The first and most significant recommendation is that the summer program should be continued and expanded. The reasons which motivate this recommendation are:

1. The desires of the students, teachers, and parents of Utah.
2. The possibility of increased service to students.
3. The possibility of year-round employment for teachers and consequently a rise both in teacher status and quality of instruction.
4. The opportunity to make better use of existing school facilities.

Perhaps the most important information which was discovered by this research effort was that the parents, students, and teachers of Utah were strongly in favor of continuing the summer program. In the random sample 99.5 per cent of the teachers recommended that the program be continued; 73.8 per cent of the parents said that they would encourage registration, and 79.8 per cent of the students said that they either definitely anticipated registering or would register if the right classes were offered. The superintendents estimated that 50 per cent or more of the student population in their districts would enroll if funds were made available, and 75.6 per cent of the superintendents projected that 50 per cent or more of the teachers would wish to participate.

From the foregoing figures it is obvious that because

of a lack of funds many children were not able to take advantage of summer school opportunities. Of the thirty-seven districts only four were able to have open enrollment. Almost all the districts had to select students on the basis of the recommendations of school personnel, and many leaders and administrators commented that the children had to be turned away. Since this program was supported by money which the people of Utah paid in taxes, it hardly seems fair that the children of some of these taxpayers should be denied the opportunity of an expanded education if they desire it. The program should be further developed and enlarged so that it can accommodate all the children who wish to attend summer school.

As a final comment on this recommendation, it should be pointed out that summer school has the advantage of being able to offer tremendous educational opportunities which cannot possibly be offered otherwise. There are so many individual needs which cannot possibly be met during the regular school year because of a lack of time. However, summer school can be designed so that it allows for development of special talents and interest areas and also provides opportunities for remedial, make-up, acceleration, and enrichment classes as well. The results of the questionnaires demonstrate conclusively that the parents, students, and teachers felt the summer program had made a significant contribution in meeting the needs of students, and in

addition, all three groups felt that the program could be further improved by offering a wider variety of classes. See page 84 and Figure 3 for more information.

RECOMMENDATION II

The second recommendation concerns the need for increased co-operation and communication between the community and the schools in the formulation of summer programs. If the resources of both the school and the community can be mobilized in such a way that they compliment each other rather than conflict, then both groups will be able to make more significant contributions. Such groups as Y.M.C.A., the Boy Scouts, church organizations, and city recreation committees frequently set up summer camps and other programs which take place during the weeks scheduled for summer school, and as a result, the children have to choose between two or more desirable activities. This situation could be improved if these organizations and the summer schools could devise a calendar which would allow the students to take advantage of all the summer opportunities which are available. One way of doing this would be to partially integrate the summer school with some of the activities offered by other groups. For instance, summer camps make ideal places for studying wildlife, botany, conservation, health and safety, and physical education. Moreover, there are many communities

which offer summer classes in arts and crafts which could be co-ordinated to coincide with similar instruction in the schools. Through close co-operation duplication of effort and conflicting schedules can be avoided.

RECOMMENDATION III

Further study should be given to class size of the summer program. While no careful analysis of class size was made by the researcher, observation as the result of visiting 134 classes did cause some concern.

Special classes, if they are to permit a high degree of individual attention and be effective, should have considerably fewer students than the regular school year classes. Smaller classes, of course, require more teachers and this should be given further study using full time equivalent as a base.

Since this was the first year of observation and study of the extended-year and summer school program, further analysis is warranted.

For specific information about pupil numbers related to teachers involved in summer program since 1961 the reader is referred to the data presented in Appendix G. These data indicate a dramatic increase in both total student and teacher numbers involved, an expanded program, and a teacher-pupil ratio shift that needs further attention and study.

RECOMMENDATION IV

Arrangements for transportation should be improved. One of the most frequent complaints on the part of the parents was that they were forced to transport their children long distances to summer school. The inconvenience which this caused the parents is obvious, and there were probably many children who could not attend the summer session because their parents could not, or would not, drive them to school each day. A solution to this problem is simply improved bus service during the summer months.

RECOMMENDATION V

Use should be made of any industrial, historical, or recreational facilities which the community has to offer.

Students can be offered improved instructional programs if use is made of the community's resources. For instance, ceramics students in Springville, Utah, were allowed to use the kiln of one of the community's industries. In other communities students were allowed to hold swimming classes in public pools or were involved in field trips to local historical sites. Tours could be made of major businesses to show students how various products are made and how the people of the community are employed. With careful planning the community can be a source of many educational experiences.

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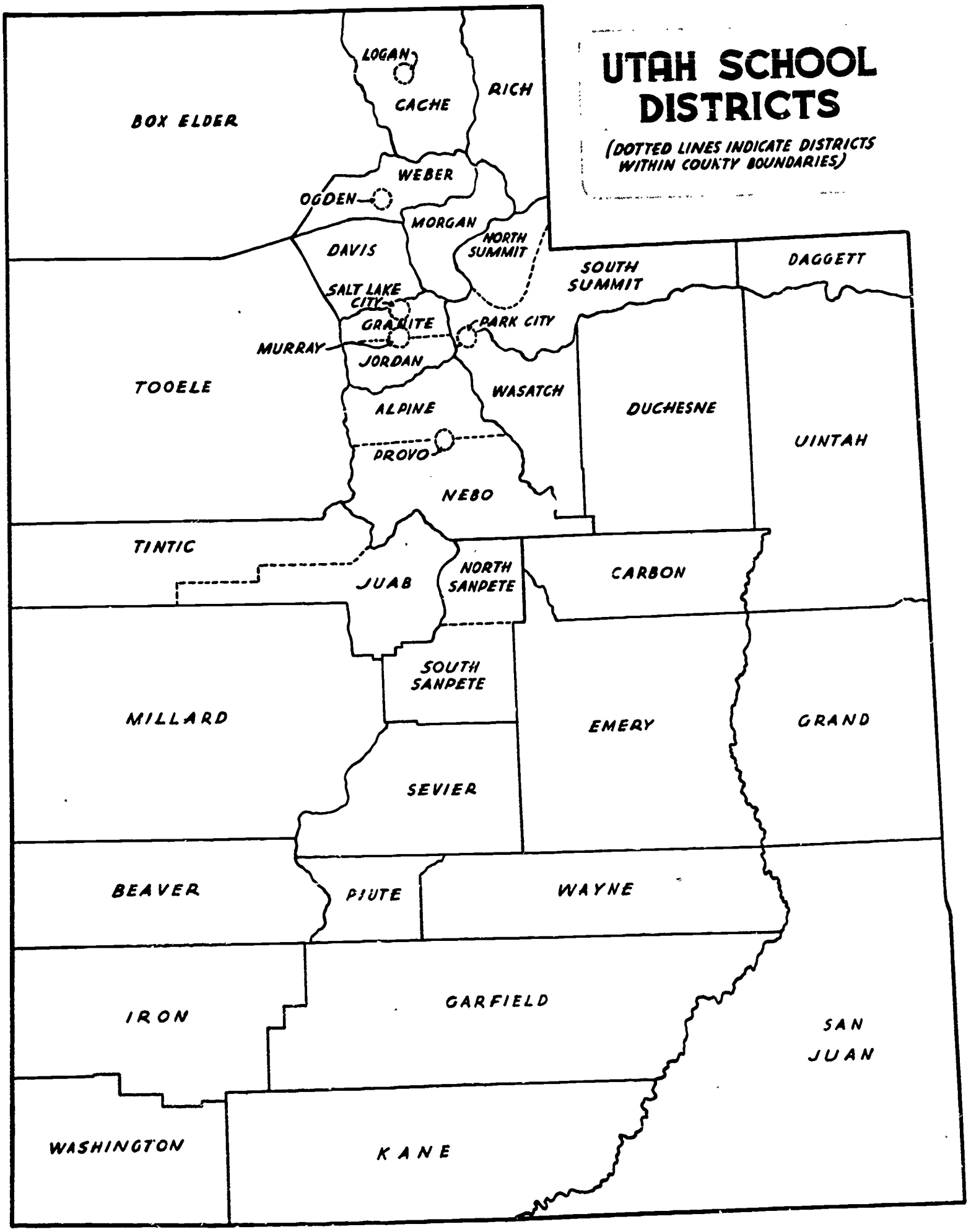
APPENDIXES

APPENDIX A


UTAH SCHOOL DISTRICTS
(DOTTED LINES INDICATE DISTRICTS WITHIN COUNTY BOUNDARIES)
LOGAN
CACHE
RICH
BOX ELDER
WEBER
OGDEN
MORGAN
NORTH SUMMIT
DAVIS
SOUTH SUMMIT
DAGGETT
SALT LAKE CITY
GRANITE
PARK CITY
MURRAY
JORDAN
TOOELE
WASATCH
DUCHESNE
ALPINE
UINTAH
PROVO
NEBO
TINTIC
NORTH SANPETE
JUAB
CARBON
SOUTH SANPETE
MILLARD
EMERY
GRAND
SEVIER
BEAVER
PIUTE
WAYNE
IRON
GARFIELD
SAN JUAN
WASHINGTON
KANE

APPENDIX B

SUMMER SCHOOL INSTRUCTIONAL PROGRAM

ADMINISTRATOR'S INTERVIEW REPORT

1965

District_____Superintendent_____Date_____

1. Is the proposed program being followed? Yes ( ) No ( )
   If No, what adjustments were necessary and why?

2. What is the budget for the extended-year program?
   Local District Funds _____
   State Funds _____
   Total _____

3. Were all students who desired given the opportunity to participate? Yes ( ) No ( )
   a. If not, on what basis were students enrolled?

   b. Per cent of students participating_____

4. Number of students who applied but did not enroll_____
   In your opinion what were the reasons for change in plans.

a. Summer employment	___	Estimated percentage		___
b. Vacation	___	"	"	___
c. Tired of school	___	"	"	___
d. Desired course not offered	___	"	"	___
e. Others (please list)	___	"	"	___
	___	"	"	___
				___

5. Did every teacher have an opportunity to participate if they desired?
   Yes ( ) No ( ) If No, explain:

   Of the participating teachers how many are involved in:
   a. Direct classroom teaching_____ Per cent____
   b. In-service training _____ " " ____
   c. Instructional improvement_____ " " ____

6. With respect to the 1965 summer school program
   a. Was state guidance too limiting or restricting?
      Yes ( ) No ( )
   b. Was state guidance too general or insufficient?
      Yes ( ) No ( )
   c. Was state guidance satisfactory?
      Yes ( ) No ( )
   d. Comments, if any:

7. If funds were available, into what areas or activities would you expand the program?
   a. Student enrollment ___ Estimated % increase ____
   b. Faculty participation
      Teaching ___ Estimated % increase ____
      In-service ___ Estimated % increase ____
      Instructional development ___ Estimated & increase ____
   c. Supplies & equipment ___ Estimated increase ____
   d. Curriculum areas (itemize) _____
      _____
      _____
   e. Other _____
      _____
      _____

APPENDIX C

PARENT QUESTIONNAIRE

STATE OF UTAH
Department of Public Instruction
223 State Capitol Building
Salt Lake City, Utah 84114

Dear Parent:

The 1965 summer school program, sponsored by your district, is nearing its completion. Its purpose has been to provide your son or daughter with a further opportunity for educational development.

The State Department of Public Instruction is conducting a study of the 1965 summer school program in Utah to determine whether it is fulfilling its objectives.

As a parent of a summer school student, you can be of help in determining the effectiveness of the program in your district. Your response to the attached questionnaire is invited. Would you please take five (5) minutes to complete the form and return it with your child to school tomorrow.

All responses will be held in strictest confidence. No individual or school will be identified in the report of the study.

Thank you for your assistance.

PARENT SUMMER SCHOOL QUESTIONNAIRE

INSTRUCTIONS: Read each question carefully before answering. When answering, check the number which best represents your feelings. Where written comments are requested, ample space is provided for recording your answer.

District_____ Child's Subjects_____

School_____ _____

I. Check the appropriate box to indicate whether the summer school program met the needs of your child.

Met needs fully	Met most needs	Met some needs	Met few needs

Did not meet needs

II. How did you feel about your child taking a summer school class?

____1. We insisted upon his enrollment.

____2. We encouraged his enrollment.

____3. We discussed the matter with him, but the choice was his.

____4. He requested enrolling himself.

____5. Other _____
(Please specify)

III. Would you encourage other children in the district to attend summer school?

____Yes, I feel summer attendance is of value.

____No, I feel that regular school is sufficient.

____Other _____
(Please specify)

IV. If summer school were available to everyone, what type of student do you believe would benefit most from the summer school program?

____1. The academically talented or gifted student.

____2. The average student.

____3. The remedial or slow student.

____4. Any or all of the above students.

V. As based upon your experience with the summer school program, would you be in favor of having your child registered again next year?

____1. Yes, we would encourage registration.

____2. It depends on my child's feelings.

____3. No, we haven't planned on registration.

____4. Other _____
(Please specify)

APPENDIX D

TEACHER QUESTIONNAIRE

STATE OF UTAH
Department of Public Instruction
223 State Capitol Building
Salt Lake City, Utah 84114

Dear Teacher:

The State Department of Public Instruction is conducting a study of the 1965 summer school program in Utah to determine whether it is fulfilling its objectives.

As a teacher of the summer school program, you can be of help in determining the effectiveness of the program in your district. Your response will assist the State Department of Public Instruction in planning for future summer school programs. Your cooperation in accurately answering the following questions would be appreciated.

All responses will be held in strictest confidence. No individual or school will be identified in the report of the study.

Thank you for your assistance.

TEACHER SUMMER SCHOOL QUESTIONNAIRE

INSTRUCTIONS: Read each question carefully before answering. When answering, check the number which best represents your feelings. Where written comments are requested, ample space is provided for recording your answer.

District_____ Subjects Taught_____

School_____ _____

I. Check the appropriate box which represents to what degree you feel your summer school course(s) met the educational needs of your students.

Met all needs	Met most needs	Met some needs	Met few needs

Did not meet needs

II. To what degree do you feel the parents of your summer school students are supportive of the summer school program?

_____1. Highly supportive

_____2. Somewhat supportive

_____3. Non-supportive

Comments (if any) _____

_____

III. In your opinion what were the basic reasons students registered in your course(s) in summer school? Select in rank order--first (1), second (2), and third (3) choice.

____Expected easy credit

____Friends were registered in class

____School counselor recommended course

____Make-up class

____To qualify for advanced courses

____Student expected to gain personally

____Student liked you as a teacher

____To satisfy parents' wishes

____Other

IV. If summer school were available to everyone, what type of student do you believe would benefit most from the summer school program?

___1. The academically talented or gifted student

___2. The average student

___3. The remedial or slow student

___4. Any or all of the above students

V. Do you recommend the continuation of summer programs?

___1. Yes

___2. No

If yes, what modifications for future programs would you suggest?

_____

_____

_____

APPENDIX E

STUDENT QUESTIONNAIRE

STATE OF UTAH
Department of Public Instruction
223 State Capitol Building
Salt Lake City, Utah, 84114

Dear Student:

Your summer school program is nearing its completion. To assist the State Department of Public Instruction to evaluate the summer school program in Utah, we are asking you to complete the attached questionnaire. Your cooperation in honestly answering these questions will be appreciated.

You need not sign the questionnaire, for no individual or school will be identified in the report of this study.

Thank you for your assistance.

STUDENT SUMMER SCHOOL QUESTIONNAIRE

INSTRUCTIONS: Read each question carefully before answering. When answering check the number which best represents your feelings. Where written answers are requested, write your answer or comments in the space provided.

District _____ Classes Taken _____

School _____ _____

I. Check the appropriate box to indicate whether your summer school course(s) provided you with the values you expected to receive when you registered for the course.

Met needs fully	Met most needs	Met some needs	Met few needs

Did not meet needs

II. How did your parents feel about your registering for summer school?

____1. They insisted upon my registration.

____2. They encouraged my registration.

____3. We discussed it, but the choice was mine.

____4. The choice was left entirely to me.

____5. They had no strong feelings either way.

____6. Other _____
(Please specify)

III. From the following list select three items which had an effect upon your registering for summer school. Rank them according to first (1), second (2), and third (3) choice.

____My parents wished me to enroll.

____The school counselor recommended that I take this course.

____My teacher encouraged me to register.

____My friends were registering for this course.

____I needed to make up this class.

____This course enables me to qualify for advanced courses.

____This course enables me to develop personally.

____This course offered easy credit.

____I liked the summer school teacher.

____Other _____
(Please specify)

IV. As based upon your experience, what type of student do you feel can benefit the most from summer school attendance?

____1. The academically talented or gifted student?

____2. The average student?

____3. The remedial or slow student?

____4. Any or all of the above students?

V. On the basis of your participation in this year's summer school, would you plan to register again next summer?

____1. Yes, I anticipate registering again.

____2. It depends on whether the classes I would need or like would be offered.

____3. No, I haven't given much thought to registering.

____4. Other_____
(Please specify)

VI. What did you like most about your summer school program?

_____

_____

_____

_____

VII. What did you like least?_____

_____

_____

VIII. What would you like to see included in the summer school program?

_____

_____

_____

APPENDIX F

DISTRIBUTION INSTRUCTIONS

THE STATE OF UTAH
Department of Public Instruction
223 State Capitol Building
Salt Lake City, Utah 84114

22 June 1965

TO: District Superintendents

FROM: Norman F. Hyatt, Specialist, Curriculum Research
Carl E. Pettersson, Project Director

SUBJECT: Summer School Program Evaluation

Enclosed you will find copies of the questionnaire that we have referred to in our contact with you pertaining to the evaluation of the summer school program.

Based upon figures submitted in your proposal, _____ students are enrolled in your district's summer school program. _____ student questionnaires and _____ parent questionnaires are enclosed to be distributed to "selected" students and parents. Would you kindly distribute the appropriate questionnaires on the following basis:

1. Randomly select _____ students from the _____ summer school students enrolled.* One-half of these _____ students will answer only the student questionnaire. The other half (_____ students) are asked to take a parent questionnaire home to be completed by parents. An example is given to clarify this procedure.

Example: If your district were to have 200 students enrolled in the summer school program and you were to receive a total of 10 student and 10 parent questionnaires,

---

*Even though you are randomly selecting students whenever possible please attempt to have representatives from both elementary and secondary levels, from various courses offered, and from the different schools participating.

these questionnaires would be distributed as follows: First, identify every tenth student enrolled to be a participant. Twenty students would thus be identified. Second, every other student of the twenty identified would fill out a student questionnaire. Third, the remaining alternate students would take home a parent questionnaire for parent completion.

2. Your quota of teacher questionnaires is _____. Please distribute these randomly according to the total staff involved in the summer school program in a fashion similar to that described under #1.

We are asking to have these questionnaires completed before the end of the next to the last week of your summer school operation. Please forward all questionnaires from your district to Dr. Hyatt's office as soon as they are collected from the respondents in order to permit early tabulation of these results.

Your assistance is greatly appreciated.

APPENDIX G

PREVIOUS PROGRAM

District	1961		1962		1963		1964		1965	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
	1	2	1	2	1	2	1	2	1	2
Alpine	105		105		105		105		2,000	76
Beaver	100	3	105	3	110	4	115	3	190	8
Box Elder	2,393	17	2,171	17	2,795	20	3,039	48	5,000	67
Cache	1,849	21	1,779	26	1,583	27	1,578	27	3,100	63
Carbon	100	3	120	3	178	6	300	8	380	33
Daggett	0	0	0	0	0	0	0	0	0	0
Davis	3,416	86	3,784	97	4,263	107	3,223	98	5,660	365
Duchesne	0	0	0	0	0	0	0	0	75	18
Emery	0	0	0	0	0	0	0	0	297	24
Garfield	0	0	0	0	0	0	0	0	280	13
Grand	0	0	0	0	0	0	0	0	70	6
Granite	0	0	0	0	0	0	4,186	164	9,987	521
Iron			44	3					1,080	46
Jordan	2,117	49	2,312	51	2,464	58	2,828	58	3,506	112
Juab	0	0	0	0	0	0	0	0	443	22
Kane	0	0	0	0	0	0	0	0	200	7
Millard							386	13	390	13
Morgan	87	4	256	4	258	4	264	4	175	3
Nebo	980	17	1,039	16	993	16	977	13	3,200	68
North Sanpete	0	0	0	0	0	0	0	0	0	0
North Summit	0	0	0	0	0	0	0	0	70	4
Park City	0	0	0	0	0	0	0	0	0	0

PREVIOUS PROGRAM (Continued)

District	1961		1962		1963		1964		1965	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
	1	2	1	2	1	2	1	2	1	2
Piute	0	0	0	0	0	0	0	0	100	6
Rich	0	0	0	0	0	0	0	0	100	1
San Juan	115	3	121	3	118	3	286	9	500	311
Sevier	250	4	400	6	425	6	312	6	370	24
South Sanpete	100	2	125	2	125	2	140	3	525	8
South Summit	50	1	50	1	50	1	50	1	120	4
Tintic							18	1	25	2
Tooele	140	1	140	1	140	1	155	1	572	34
Uintah	634	20	508	12	689	16	449	7	375	16
Wasatch	322	4	297	4	310	4	325	4	450	14
Washington	0	0	0	0	0	0	45	2	379	26
Wayne	70	1	70	1	85	1	98	1	110	21
Weber	260	6	330	8	350	10	340	10	1,387	137
Salt Lake City	3,137	76	3,537	98	3,636	105	3,815	109	5,760	254
Ogden	725	27	1,100	39	1,185	68	1,185	68	2,500	184
Provo			614	29	723	24	651	24	1,200	35
Logan	512	4	512	4	585	4	644	4	1,150	26
Murray			87	3	157	3	159	3	294	45
Total Districts		21		24		23		27		37
Total	17,462	351	19,606	431	21,327	490	25,673	689	52,020	2,337

APPENDIX H

STATE OF UTAH
Department of Public Instruction
T. H. Bell, State Superintendent
223 State Capitol
Salt Lake City, Utah

ADMINISTRATIVE STANDARDS & PROCEDURES FOR IMPLEMENTING STATE BOARD OF EDUCATION POLICIES FOR EXTENDED YEAR AND SUMMER SCHOOL PROGRAMS IN SCHOOL DISTRICTS IN UTAH

MARCH 1965

I, Introduction and Purposes

The 1965 Legislature appropriated $800,000 to be allocated to school districts in Utah on the basis of a formula to be promulgated by the State Board of Education. Testimony before the Legislature by leaders in education and preliminary discussion documents prepared for the purpose of introducing the matter to the Legislature established the purposes of the legislation as: (1) extending instructional offerings and summer school opportunities to students, and (2) making it possible for local school districts to employ selected teachers for teaching and for instructional improvement activities.

While it is generally conceded that service to students must be the over-riding purpose for summer school, it is recognized that service to students can come about through: (1) direct teaching-learning situations for students during the summer months, and (2) teachers' summer activities which are designed for the improvement of services to students during the regular school years.

Direct teaching-learning situations for students may be accomplished by providing activities for students which will extend learning opportunities and meet the needs of youngsters not met during the regular school year program. Such activities could include: regular courses, enrichment courses, make-up work, remedial and special education classes, advanced or accelerated classes, field trips, summer

camps, and a variety of activities calculated to provide exploration and experimentation opportunities as well as depth and breadth in course work and special interest projects.

Summer activities for teachers, other than those in programs involving students, could include: preparing special materials for instruction; writing curriculum materials, study guides, and units for teaching; surveying new instructional materials and equipment; reviewing evaluative procedures; selecting textbooks and other materials; doing research; producing TV and radio programs; preparing tapes and other audio-visual aids and devices; gaining new insights into how children learn; and participating in district sponsored in-service development programs in fields related to teaching assignments.

II. Application for Program Approval

A district shall make application for funds and program approval by submitting a plan to the State School Office. The plan shall be based upon a sound educational program for students and the wise utilization of professional services of teachers and shall be in accordance with standards set forth by the State Board of Education.

Application shall be made on forms provided for that purpose and shall be supplemented by a written description of the plan as required in the instructions contained on the

forms.

The forms are meant only to provide a framework within which local districts can plan their summer programs. Enough flexibility can be expected to allow districts to meet local needs and conditions. Further, creativeness and imagination in programming is encouraged.

Approval by the State School Office must be obtained prior to the beginning of the summer school session.

Plans for succeeding summer sessions must be submitted not later than March 1 of the school year preceding the summer in which the session is held.

Approval of plans submitted will be given by the State School Office as soon as is practicable following the date of receipt of the application.

III. Allocation of Funds

Funds will be allocated to local school districts on the basis of $80.00 per distribution unit. The number of distribution units to which a district is entitled will be determined from its estimated data for the ensuing school year according to the number of units contained in (1) special school approvals, and (2) regular elementary and secondary school programs, including full time kindergarten. Final payment will be based upon actual performance and costs of the approved program. The initial allocation will be adjusted to actual final data.

If the aggregate number of distribution units for the state multiplied by $80.00 exceeds $800,000, then the amount per distribution unit will be a lesser amount pro-rated among the school districts. Where funds in excess of the $80.00 per distribution unit are available the amount per distribution unit shall be increased accordingly.

In the event districts do not utilize the funds to which they are entitled, by failing to receive program approval or by failing to complete the proposed program, funds will be reallocated to the remaining districts upon approval of an alternate, extended, or additional plan for utilization of funds beyond their regular entitlement.

IV. Standards for Program Approval

The State School Office will require that the following standards be met before approval of a program is given. Districts should also try to meet as many of the recommendations as is practicable.

A. Standard No. 1 - Teacher Certification and Selection

1. No teacher may teach during the summer months who does not hold a valid teaching certificate for the position to which that teacher is assigned.

Recommendations:

1. Secondary teachers should not teach outside their major field of preparation.
2. Only those teachers who have had three or more years

of successful teaching experience should be selected.

3. Elementary teachers should teach the grade level to which they are accustomed.

4. Care should be given to the selection of the very best qualified person available in terms of emotional stability, past performance and instructional methods for the particular course or class offered.

B. Standard No. 2 - Course of Study

1. All instructional material used must be in harmony with regular courses of study and study guides.

2. Textbooks selected must be from the state adopted list.

Recommendations:

1. Districts should utilize counseling services to determine the best program to meet the needs of the students being served.

2. Classes established should attempt to meet the needs of students which have not been met during the regular year.

C. Standard No. 3 - Pupil-Teacher Ratio

1. Established pupil-teacher ratios for remedial classes and special education classes will be observed.

Recommendations:

1. Districts should try to keep the pupil-teacher ratio low in those classes which are held for the purpose

of enrichment, advanced training, or acceleration.

2. The pupil-teacher ratio for any class should not exceed that which is the standard for the district for the program during the regular school year.

D. Standard No. 4 - Direct Teaching of Students

1. Where the number of teachers employed for in-service training and curriculum development projects exceeds the number employed for direct teaching of students districts are required to justify the rationale of their program and explain in detail the benefits to students to be derived therefrom.

Recommendations:

1. The length of day for students should not be longer than three hours and those hours should be prior to noon time.

2. Where school districts are able to limit the student day to three hours, teachers should be offered the opportunity of other professional service work for the balance of the day.

3. Students should not be permitted to enroll in more than two accelerated or advanced classes.

E. Standard No. 5 - School Calendar

1. Summer programs as defined herein must be offered during the period from June 1 through September 1.

Recommendations:

1. School districts should ordinarily provide for summer sessions for students for at least four weeks. Additional time is highly recommended.
2. School administrators should base admittance to the program on need and on the commitment of the individual student. Students who register are expected to be in attendance.

F. Standard No. 6 - Costs to Students

1. There shall be no tuition charge made to students under this program. School districts may charge the usual incidental fees prescribed by policy for regular school students.

Recommendations:

1. School districts are encouraged to keep costs to students at a minimum.

G. Standard No. 7 - Supervision

1. All summer school classes shall be organized and administered by the duly constituted local school authorities.
2. Salaries for superintendents and regularly employed full time administrative personnel cannot be paid in whole or in part from funds under this authorization.
3. Supervisory personnel for classroom work and for coordination of special teacher activities may be

employed but payment for such supervision cannot exceed a ratio of $9.00 for each approved distribution unit.

Recommendations:

1. School districts should provide for supervision of all activities by qualified individuals.
2. It is expected that regular personnel already under full employment will assume the major supervisory roles thus leaving money free to finance student instruction and employment of greater numbers of personnel.

H. Standard No. 8 - Record Keeping and Accounting

1. School districts shall maintain strict accounting records on all phases of the program in order to assure accurate data for reports.

Recommendations:

1. Regular budget categories should be utilized for spreading expenditures wherever possible.

I. Other General Recommendations:

1. Every effort should be made to establish programs for as many students as can profit thereby and which can be financed by allocations under this act.
2. Roll books and permanent record folders should be utilized to provide essential data. Care should be taken to place pertinent data in each student's

permanent record folder.

3. Each district should determine its policy regarding credit to be offered. Care should be taken to inform students and parents of the policy prior to the beginning of the program. Where credit is given it should be consistent with requirements for credit in the regular program.

4. State funds provided under this program may be used for transportation of students if the district so desires; however, districts should take care not to spend excessive amounts on transportation to and from school thus depriving students and teachers of needed programs. Other claims against the state for transportation during the regular summer session will not be honored.

5. Payment of teachers' salaries should follow the salary schedule of the respective district.

VITA

Name	Carl Emmanuel Pettersson
Birthplace	Salt Lake City, Utah
Birthdate	2 September 1920
High School	Cyprus High School Magna, Utah
Technical Training	Salt Lake Trade and Technical Institute, Salt Lake City, Utah, 1956
	U.S. Naval Engineering School Newport, Rhode Island, 1945
College	Latter-day Saint Business College Salt Lake City, Utah, 1940
University	University of Utah Salt Lake City, Utah 1947-1951
Degrees	M.S., University of Utah Salt Lake City, Utah, 1965
	B.S., University of Utah Salt Lake City, Utah, 1951
Certificates	Engineering Certificate Navy Department, Bureau of Naval Personnel, Newport, Rhode Island, 1945.
	General Elementary Education Certificate and Diploma University of Utah Salt Lake City, 1951
	General Secondary Education Certificate, University of Utah Salt Lake City, 1956
	Utah School Administrator Certificate, State of Utah, 1959

Military	U.S. Naval Service Machinest Mate 1st Class Honorable Discharge, 1945
Professional Positions	Engineering Division Petty Officer U.S. Navy Operational and Supervisory 1945-1956
	Plant Co-ordinator Concentrator and Refinery System Kennecott Copper Corporation 1957
	Conference Leader Kennecott Copper Corporation 1951-1953, 1955-1957
	Director, Management Center Westminster College Salt Lake City, Utah, 1961-present
	Teacher, Granger High School Granite School District Granger, Utah, 1958-present
Professional Organizations	Phi Delta Kappa Alpha Upsilon Chapter University of Utah Salt Lake City, Utah
	National Education Association
	Utah Association of Social Studies
	Granite Education Association
Publications	Supervisory Development News Letter Kennecott Copper Corporation Utah Copper Division
	Leader's Guides Trade and Technical Education Kennecott Copper Corporation Utah Copper Division

Civic Activities

State Senator, State of Utah Legislature present
- A. Chairman, Rules Committee
- B. Business & Commerce Committee
- C. Revenue & Taxation Committee
- D. Judiciary Committee

State Representative, Utah State Legislature, 35th and 36th sessions
- A. Chairman, Business-Commerce Committee
- B. Sifting Committee
- C. Education Committee
- D. Elections Committee
- E. Industrial Expansion Committee
- F. Appropriation Committee

Church Activities

President Oquirrh Stake - present
Oquirrh Stake Presidency
Latter-Day Saint Church
1958-1965

Work Director
Pioneer Regional Welfare Staff
Latter-day Saint Church
1958-1963

Superintendent Stake Y.M.M.I.A.
Oquirrh Stake
Latter-day Saint Church
1956-1958

President Bern District
Bern, Switzerland
Swiss-Austrian Mission
1954-1955

President-Thun Branch
Thun, Switzerland
Swiss-Austrian
1954

Latter-day Saint Mission
Swiss-Austrian
1953-1955

Personal

Wife: Ann Louise Madill
Children:
Carl M., age 24
Linda Ann, age 17
Charlene Judith, age 15