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Our Schools in the Eighties: Utah's Challenge to Honor Its Past and Ensure Its Future

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*Our Schools in the Eighties:
Utah's Challenge To Honor Its Past
and Ensure Its Future*

DAVID PIERPONT GARDNER

It is a very great privilege to be inaugurating a series of lectures concerned with education in our state, especially as the series helps commemorate the centennial year of Rowland Hall-St. Mark's School.

The development of educational standards in Utah has been and continues to be a powerful and purposeful objective of Rowland Hall. As a mission school in late-nineteenth-century Utah, Rowland Hall set new standards for our state in the quality of its teaching, in the character of its curriculum, and in the educational opportunities it provided for both boys and girls. The establishment of authentic standards of excellence by Rowland Hall not only assured its position of honor and trust in Utah education, but also gave to the public schools a new and higher standard of performance against which their own aspirations and accomplishments could be measured.¹

The symbiotic relationship between the private schools and the public ones, therefore, has proven over the years to be of very great benefit to the young people of Utah, to the quality of life and educational attainment for which our state is known, and to the sense of confident hope about the future which has animated the personal lives of our citizens and the public policies of our state; and this has been so even though private school enrollments approximate only 1.5 percent of all school enrollments in Utah, compared with roughly 11 percent nationally.

¹ Mary R. Clark, "Rowland Hall-St. Mark's School: Alternative Education for More Than a Century," *Utah Historical Quarterly* 48, no. 3 (Summer 1980): 271-92.

This centennial commemoration, therefore, seems to me to be particularly well suited to the purposes of this lecture series, concerned as it is with the nature and character of education in Utah, for we shall be as much challenged in the remaining two decades of this century to honor our past and to ensure our future in this respect as we have been during any comparable period of time in the state's history.

The scope and scale of this challenge require understanding, for they are of such magnitude as to pit the effort to sustain and enhance educational standards against the unrelenting demand of numbers. On the outcome of these dynamics hinge the educational opportunities of our children and the quality and character of Utah life as we know it.

First, in Table I, some population data on Utah, by decade, from 1960 to the year 2000. The population increases by decade

TABLE I
UTAH'S POPULATION GROWTH
1960-2000

Years	Population	Decennial Population Increase	Decennial Percentage Increase
1960	891,000	—	—
1970	1,120,000	229,000	26
1980	1,425,000	305,000	27
1990	1,956,000	531,000	37
(1990)	(2,093,000)	(668,000)	(47)
2000	2,274,000	318,000	16
(2000)	(2,441,000)	(485,000)	(25)

1960 to 2000 = 155% Population Increase (174% for high development)

1980 to 2000 = 60% Population Increase (71% for high development)

SOURCE: Office of the State Planning Coordinator, *Utah: 2000; A High Development Scenario*, March 1980; includes (data in parentheses) anticipated projects for which reasonable employment data are available, e.g., MX, Central Utah Project, Intermountain Power Project, expansion of Hill Air Force Base, Martin-Marietta Cement, P. G. & E. natural gas pipeline, Suffco Mine Expansion and Coal-Loading Facility, etc.

have, thus far, been a function principally of the in-state birth rate, which is currently 28.7 per 1,000, compared with a national rate of 14.7 per 1,000. This ranks Utah first among the fifty states, with a birth rate roughly twice that of the nation's average.

The second principal factor is the net rate of migration into and out of the state, which in the 1960's was 11,000 persons negative and in the 1970's was 80,000 persons positive. The net in-migration of the 1970's was a function of several factors: (1) the shifting of population generally from the industrialized and energy-costly northeast and midwest to the sunbelt states of the south and west; (2) the attractive business and tax climate of Utah; (3) the development of the region's energy-related and mineral resources; (4) the juxtaposition of urban and cultural amenities with a rich and varied array of outdoor and recreational opportunities; (5) the established reputation of the state's schools and the distinction and accessibility of its colleges and universities; (6) the general level and quality of life in Utah; and (7) the strength and diversity of the state's economy, which has caused a growing percentage of native Utahns to find employment in the state and a large number of former Utahns to return here without prejudicing their financial or professional futures.

The birth rate and migration patterns are expected to persist and the state should plan accordingly. Indeed, one suspects that even if the birth rate should moderate some, it would be more than offset by the rising rate of in-migration.

Second, in Tables II and III and Figure 1, some enrollment data for Utah's schools arising from the population increases noted above.

It should be noted that these projections tend more to the conservative than to the liberal side of the line for, by and large, they omit the enrollment implications associated with major construction projects in Utah, e.g., the MX system, the Intermountain Power Project, other power plants, major energy-related developments, and so forth. Attention should also be paid to the differential impact of these projections on various regions of the state, ranging in percentage increases as they do over the next decade from 29 percent in the Bear River area to 283 percent in the Uintah Basin.

TABLE II
UTAH'S PUBLIC SCHOOL ENROLLMENT
(K-12)
1970-1990
SELECTED YEARS

School Year	K-12 Enrollment	Annual Increase
1970-71	304,002	2,977*
1980-81	341,363	8,788
1981-82	354,630	13,267
1982-83	371,380	16,750
1983-84	389,932	18,552
1984-85	410,108	20,176
1985-86	430,936	20,828
1986-87	453,001	22,065
1987-88	475,374	22,373
1988-89	497,147	21,773
1989-90	519,497	22,350
		18,692†

* Average 1970-1980.

† Average 1980-1990.

SOURCE: Utah State Office of Education.

In any event, the magnitude of the increase in public school enrollment is made clear by comparing the average annual increase during the last decade of 2,977 students with the average annual increase of 18,692 that can be expected for the present decade.

Translating these enrollment increases into the human and physical resources needed to accommodate them means that Utah will require, just by 1989-90, an additional 7,480 new teachers and classrooms, together with associated supporting services, if the increases are to be met in conventional ways. That is the equivalent of 374 elementary schools of 20 rooms and teachers each. Operating costs, under established practices, would rise to \$2 billion annually by 1990 from the current \$438 million. Capital costs for the

TABLE III
PUBLIC SCHOOL ENROLLMENTS (K-12)
SELECTED SCHOOL DISTRICTS
1980-1985

District	1980-81 Enrollment	1984-85 Enrollment	Increase	Percentage Increase
<i>High Percentage Growth:</i>				
Carbon	4,688	6,256	1,568	33
Emery	3,296	5,869	2,573	78
North Sanpete	1,703	2,362	659	39
Park City	956	1,410	454	48
Washington	6,479	9,027	2,548	39
<i>Stable Enrollment:</i>				
Duchesne	3,494	3,498	4	0.1
Ogden	11,510	11,480	(30)	(0.3)
Salt Lake	22,793	22,831	38	0.2
All Districts	341,363	410,108	68,745	20.1
<i>High Numerical Growth:</i>				
Alpine	26,570	36,570	10,000	38
Davis	39,364	47,488	8,119	21
Granite	59,767	66,254	6,487	11
Jordan	49,653	66,441	16,788	34
Nebo	13,091	17,119	4,028	31

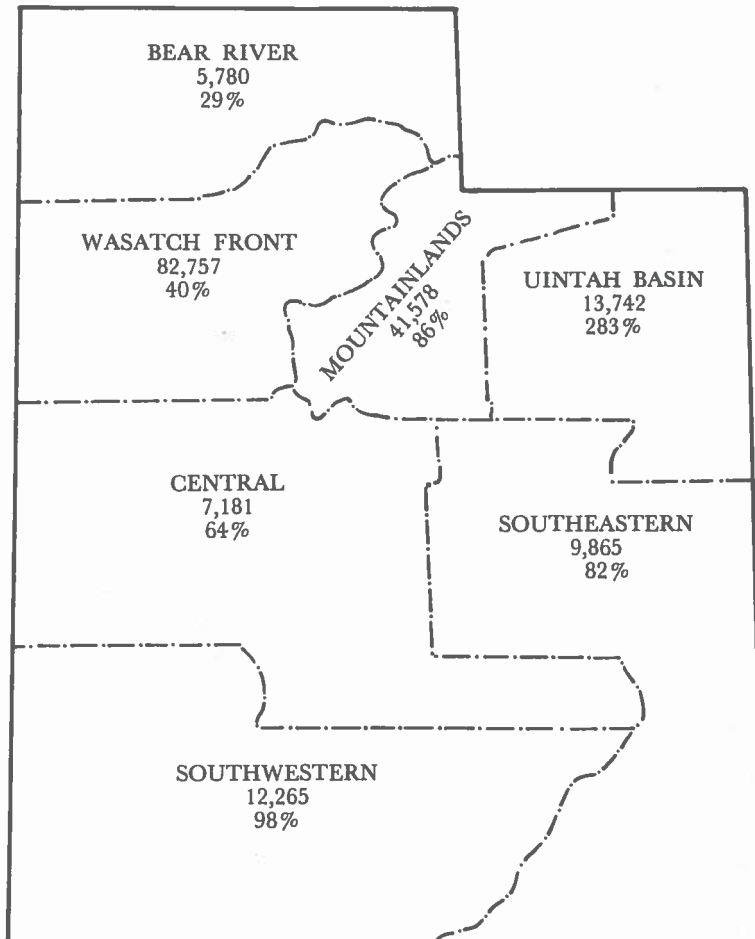
SOURCE: Utah State Office of Education. Parentheses indicate negative numbers.

new facilities and renovation of the existing physical plant would approximate \$2 billion during the 1980's alone.²

Third, in Table IV, some data on the public financing of Utah schools. The bottom line here is a fiscal anomaly: a superior tax effort by Utah citizens to support public education as a percentage of personal income, but a poor record of expenditures per pupil,

² Lowell W. Crandall et al., *School Building Needs in the 1980s: A Report to the Capital Outlay Subcommittee of the [Utah] House and Senate Education Interim Study Committee*, December 1978.

FIGURE 1

K-12 ENROLLMENT CHANGES BY REGION
1978-1990

SOURCE: Professor Michael Murphy, Department of Educational Administration, University of Utah. Projections for 1990 are *very* conservative (lower than those of the Utah State Office of Education). Of the approximate statewide increase of 170,000 by 1990, 49% will occur in the Wasatch Front area; another 25% of the total increase comes in the Mountainlands region. Therefore, 75% of the projected growth will occur in these two multicounty areas.

TABLE IV

FINANCIAL SUPPORT FOR PUBLIC EDUCATION IN UTAH

Indicator	U.S. Average	Utah	Utah's Rank
<i>Educational Task:</i>			
Birth rate per 1000 population	14.7	28.7	1
School children per 100 adults	33.8	43.9	2
Public school enrollment as percent of total school enrollment	89.3%	98.7%	1
<i>State's Effort:</i>			
Total state and local school expenditures as percent of total personal income	6.5%	9.5%	3
School expenditures as percent of total state and local government expenditures	37.5%	48.0%	1
Expenditures per pupil	\$2,142	\$1,609	45
<i>School's Effort:</i>			
Pupils in average daily membership per teacher	18.8	23.3	1
Per pupil expenditures for administration	\$ 63.88	\$ 21.36	50

SOURCE: National Education Association, *Rankings of the States, 1980* (research memo).

this seeming inconsistency being occasioned by the extraordinary size of the average Utah family and, while not reflected in Table IV, the relatively high completion rate of the state's school children.

Education is a labor- rather than a capital-intensive enterprise (approximately 85 percent of budgets being devoted to salaries and wages), and the margin for expenditure reductions in the operating budgets is only nominal — *given* established instructional modes and arrangements and the fact that Utah's student-faculty ratio of 23.3:1 is the worst in the nation and its funding for administrative support per student is the very lowest in the United States.

Fourth, some data on the quality and performance of Utah's public schools. Utah's qualitative performance tends to be uneven. Our fifth and eleventh graders do very well indeed compared with national norms: for fifth graders, compared with a national norm of 5.7 on comprehensive tests of basic skills including mathematics, 6.0 for 1975 and 6.1 for 1978; reading, 6.7 for 1978; and science, 6.6 for 1975. For eleventh graders, compared with a national norm of 11.7, mathematics, 12.0 for 1975 and 11.8 for 1978; reading, 12.6 for 1978; and science, 13.6 for 1975, the only real concern being an evident decline in mathematics at grade eleven in recent years. This record is one in which not inconsiderable pride can be taken, especially in light of the prevailing student-faculty ratios and the expenditure levels per student in Utah's schools.

On the other hand, college-bound Utah students perform, in general, neither significantly better nor worse than their counterparts nationally on the American College Testing Program (ACT). In drawing such comparisons, of course, it is well to keep in mind that the average is by definition as near to the bottom as it is to the top.

The most useful basis for performance comparisons of college-bound high school students is the ACT subject and composite scores. The subject examinations include:

1. **ENGLISH.** This test measures the student's understanding of standard written English and use of the basic elements of expository writing: punctuation, grammar, sentence structure, diction, style, logic, and organization.
2. **MATHEMATICS.** This test measures mathematical reasoning ability rather than memorization of formulas, knowledge, or techniques and emphasizes the solution of practical quantitative problems commonly found in high school curricula.
3. **SOCIAL STUDIES.** This test measures the comprehensive, analytical, and evaluative reasoning and problem-solving skills associated with the study of social and behavioral problems. It focuses not only upon the student's ability to read and understand, but also upon the ability to draw inferences and conclusions, to discern relationships, and to recognize bias and faulty reasoning.

4. **NATURAL SCIENCE.** This test measures the interpretation, analysis, evaluation, critical reasoning, and problem-solving skills required of students in the natural sciences. The students are required to distinguish among the purposes of experiments, to examine the relationships between experimental hypotheses and the generalizations which can be drawn from them, to predict the effects of ideas on new situations, to propose alternate ways of conducting experiments, and to judge the practical values of ideas and theories in this description.

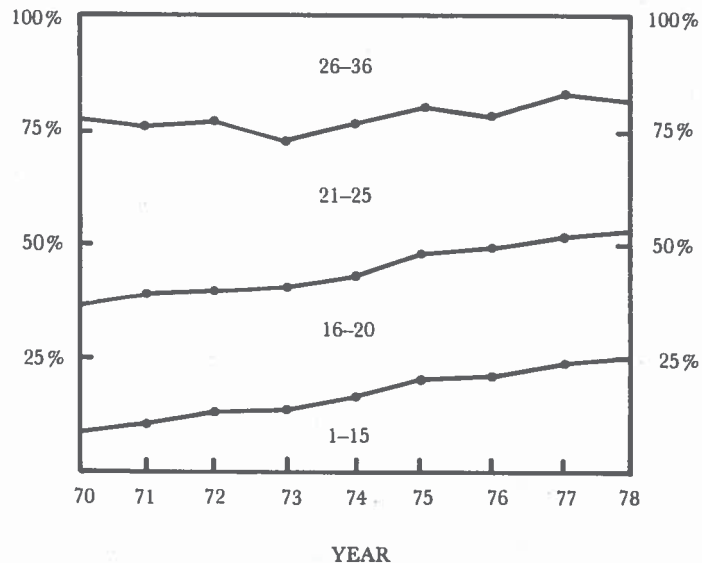
For each of the four tests in the ACT assessment, the raw scores are converted to standard scores on a scale ranging from a low of 1 to a high of 36. The maximum standard scores differ by subject: 33 for English; 36 for mathematics; 34 for social studies; and 35 for natural sciences. The national mean composite score for college-bound high school students is 18. Nationally, ACT composite scores have stabilized over the past three to four years, as have those attained by Utah's college-bound high school students, whose scores vary slightly from the national averages: 18.7 compared with a national average of 18.6 in 1975 to 18.5 in 1979 compared with a norm of 18.6.

Turning now to the subject tests, one will note some unevenness in the performance of Utah's students compared with the national norms. The natural science scores for Utahns are generally above the nation's average, from 21.7 in 1975 to 21.3 in 1979 compared with a national average of 21.1 in those years. But the reverse is even truer for mathematics, where Utah was .2 below the national norm of 17.6 in 1975 and .5 below the 17.5 norm in 1979. English and social studies scores in Utah are, on balance, not appreciably at variance with national scores over time: for the last two years the state scores for English have been identical with the national norm of 17.9, and Utah's social studies average was identical in 1979 with its 1975 score of 17.2, now also the national average.

Figure 2 indicates that the percentage of freshmen enrolling at the University of Utah from Utah high schools who have scored at the lower levels on the ACT has been increasing dramatically in recent years; those scoring between 1 and 15 on the ACT now com-

FIGURE 2

PERCENT OF ENROLLED FRESHMEN AT THE UNIVERSITY OF UTAH BY SELECTED ACT COMPOSITE SCORE INTERVALS



PERCENTAGE DISTRIBUTION OF ACT COMPOSITE SCORES FOR ENTERING FRESHMEN

ACT Composite	1970	1971	1972	1973	1974	1975	1976	1977	1978
26-36	23	25	24	27	23	20	21	18	19
21-25	41	36	36	34	33	32	30	30	28
16-20	28	27	26	26	27	27	28	28	28
1-15	9	12	14	14	17	21	21	24	25
Average	21.9	21.6	21.4	21.7	21.0	20.5	20.4	20.0	20.0

prise 25 percent of the entering freshman class, whereas a decade ago they constituted only 9 percent.

The ACT scores are subject to interpretation as to their meaning, of course, and reflect only some of the factors that should be considered in assessing the preparedness of high school students for university or college work (GPA is another major indicator). But

this is still a fundamentally important fact, for the performance on the ACT is a reasonably good predictor of the success or failure students are likely to experience in their university studies, especially during the first year. Table V makes this clear.

It also appears that the number of academic solids taken by the high school student, grades 9-12, bears directly upon the average ACT scores earned, and the average number of academic solids taken by our entering freshmen has declined during the past decade.

As Table VI demonstrates, between 1969 and 1979, there was a drop of 7.4 percent in the number of academic solids taken during high school by the entering freshmen at the University of Utah, and a drop during the same period of 12.5 percent in the average ACT score of entering freshmen.

I believe that it would be very timely indeed if, as part of a more extended review of the high school curricula, a deliberate and affirmative effort were to be made by the high schools of Utah, with the support of the parents, to reverse this trend and to increase the average number of academic solids taken per term, by the college-bound student, grades 9-12, from approximately three solids per term to four.³ No single change would do more to improve both

TABLE V
UNIVERSITY OF UTAH ENTERING FRESHMEN
ACT COMPOSITE SCORE AND UNIVERSITY PERFORMANCE
1977-1979

ACT Composite Range	Percent on Probation*	1st Quarter GPA
1-15	57	1.65
16-20	37	2.19
21-25	22	2.58
26-36	11	2.77
Total	33	2.26

* GPA less than 2.0.

³ Derived from data presented in the American College Testing Program's institutional reports to the University of Utah.

TABLE VI
UNIVERSITY OF UTAH ENTERING FRESHMEN
AVERAGE NUMBER OF SOLIDS TAKEN,
GRADES 9–12

Subject Area	1969	1979	Percentage Change
English	3.9	3.7	(5.1)
Mathematics	3.3	2.9	(12.1)
Natural Science	2.3	2.4	4.3
Social Science	2.9	2.5	(13.8)
Foreign Languages	1.2	1.1	(8.3)
Total	13.6	12.6	(7.4)
AVERAGE ACT SCORES			
English	20.5	18.5	(9.8)
Mathematics	22.2	18.8	(15.3)
Natural Science	23.7	22.2	(6.3)
Social Science	22.7	18.6	(18.1)
Total	22.4	19.6	(12.5)

Parentheses indicate negative numbers.

the preparedness of Utah students for college and university work, whether in-state or out, and their performance on the national examinations.

The taking of four rather than three academic solids on average per term would also facilitate the transition of students in their senior year from the high school to the college or university, especially the more gifted students, and especially where the school and college or university are in close physical proximity. This would not only permit an increase in the existing concurrent enrollment of high school seniors at nearby colleges or universities, but would also help to reduce enrollment pressures on the schools without effecting an inordinate corresponding burden on higher education.

The issues associated with declining ACT scores among entering freshmen at the University, the indication of diminished pre-

paredness for university work which is reflected in the declining scores, and the slow but definitive drop in the number of academic solids taken per term in high school by students now enrolling at the University have prompted the University to rethink its present admission standards, especially as the burgeoning public school enrollment will be affecting enrollments at the state's colleges and universities dramatically by the mid-to-late 1980's.

I suspect that the University's experience in this matter is not unique and that, therefore, a cooperative and mutually beneficial effort on the part of Utah's public schools and system of higher education is very much needed if these disturbing trends are to be checked and reversed.

I have discussed thus far four major aspects of concern to all those in our state interested in the future of Utah's schools: (1) population trends; (2) enrollment projections; (3) school finances; and (4) quality indicators. It should be apparent to even the most casual or disinterested of observers that the next ten to twenty years will be fundamentally significant ones for all Utahns, but especially for those desirous of assuring an educational future for their children commensurate with the state's past achievements.

As noted earlier in this paper, the scope and scale of projected growth in Utah schools during the next two decades will pit the effort to sustain and enhance standards against the unrelenting demand of numbers. The backdrop to this engagement will be the state's *capacity* and *will* to pay.

Traditionally, Utah's public schools have been funded by a combination of state and local monies according to a formula intended to provide a base level of support per student, irrespective of school district. The state's share of funding has come from the Uniform School Fund. Monies flowing to this fund are derived from personal income tax revenues, federal revenue-sharing, the corporate franchise tax, and some miscellaneous funds. The state of Utah generally provides 70–75 percent of the total funds expended on the schools, with the remainder coming from property taxes levied by the local school districts.

If one projects revenues from these tax sources, state as well as local, during the decade of the 1980's, regardless of which set of

assumptions one may prefer, the gap between projected revenues and expenditures is enormous, ranging, conservatively, on average from \$120 to \$148 million *per year*.⁴ Transfers from the state General Fund, which fund is sustained from other tax sources, to the Uniform School Fund, would, of course, merely short the funding for other state services — including higher education — which are also subject to the impact of population pressures.

In addition to the operating cost projections noted above, there are the expenditures to be made *if* the school program is to be housed in conventional ways, which cost estimates, for the current decade alone, range from \$170 to \$200 million *per year*.⁵

These estimates of costs, both operating and capital, far exceed anticipated revenues under the most optimistic of economic conditions *and* the absence of taxpayer- or legislature-imposed limitations on spending which would only further widen the gap. That is the problem. What, therefore, might be the solution: certainly not business-as-usual, either for the taxpayers or for the schools. The former, including businesses, can be expected to pay more and the schools, in turn, can be expected to do more with what they get.

The governor and the state legislature will, of course, shoulder the principal burden of fixing public policy in this crucial area. Theirs will not be an enviable or an easy task. Their efforts will be aided, as well as encumbered, by persons and organizations throughout the state whose perceptions and perspectives tend to be more limited and self-serving than those which our public officials must have if they are to arrive at prudent as well as politically acceptable solutions.

New or enhanced sources of revenue are manifestly needed, and the sooner the state deals forthrightly with this fact, even though to do so may be politically disquieting and personally burdensome, the greater will be the service to Utah. Utah's tax structure, compared with that of other states, is reasonably well balanced. It would not be illogical, in order to assure the fairness of the present tax burden, to look to those developments in Utah that will be con-

⁴ Utah State Tax Commission, "1980s Forecast of Utah's Public School Maintenance and Operation Fund," July 22, 1980.

⁵ Crandall et al., *School Building Needs in the 1980s*.

tributing to our economic growth as well as to the need for public services for a significant portion of the new revenues which will be needed. The uncovering of new revenue sources in an environment wracked with inflation and resentful of taxation will call for uncommon political leadership and an informed citizenry working together for a good and common purpose: the education of our children in a world where the edge will go to the more knowledgeable, the better informed, the more prepared, and the better educated.

Utah's schools, of course, have no less a burden and no easier a duty to discover new and innovative ways of educating. I am aware that this matter has been and is now under active and careful consideration by school officials who are keenly aware of the burdens they carry and determined to do their share and more.

A number of schemes intended to assist local school districts with their planning are under active consideration (and it should be emphasized that the needs and problems vary enormously by district). These plans implicate both operating and capital budgets and include fundamental changes in class scheduling, inter-district cooperation, double sessions, relocatable classrooms, inter- or intra-district busing, extended day and year-round schools, among others. Obviously, there are advantages and disadvantages to each of these plans and their impact would not fall evenly or fairly on all families, especially with the trend of mothers moving into the work force in larger and larger numbers.

The year-round school, to take but one example (the one, however, that I believe holds out the greatest promise for savings as well as for the qualitative aspects of the educational process), could be arranged any number of different ways, and, in fact, has been in other parts of the country: the 45 days of school and 15 days of vacation plan, with the student body divided into four groups and a rotation of these arranged to fit the 45-15-day schedule year round; the Concept 6 plan, in which the year is divided into six terms of 43 days each and the students into three groups, each attending 86 days and then taking 43 days of vacation, rotating the three groups throughout the year; the quarter plan, which divides the academic year into four equal terms of 12 weeks each,

with students attending three of the four terms, but with the enrollment spread out over the entire year; the quinmester plan, which divides the year into five nine-week terms, with students attending any four of the five terms, but with enrollments evenly distributed throughout the year; the trimester plan, which divides the year into three terms, with students enrolled for two of the three, but with enrollments spread throughout the year; and variations on these and similar models.⁶

The cost-saving implications of these plans vary, one compared with another, but the savings in construction costs are very significant indeed. For example, the 45–15-day plan could increase the capacity of a school by 33 percent, the quinmester plan by 25 percent, and the trimester and Concept 6 plans by 50 percent.⁷ While these percentages may be considered unattainable in practice, what is attainable in practice is quite enough to warrant serious consideration of these scheduling options.

If school districts, when such plans make sense, were to adopt year-round programs instead of constructing buildings when additional or peak space is required, the capital costs for Utah public education in the 1980's cited here would be reduced dramatically. For example, if a 33 percent increase in capacity were thought to be attainable through the adoption of a year-round plan, construction costs alone could be reduced by nearly \$900 million during the 1980's, or roughly one-half of the estimated need.⁸ Further savings would be realized by the districts' not having to buy sites and not having to maintain buildings not constructed. Additional operating costs above current levels would be incurred, however, owing to the intensity of use of the physical plant, heavier teaching loads, increased support services, and so forth, but these would be far outweighed by the savings realized in the capital budgets.

The year-round school, the innovative use of temporary space, the effecting of cooperative agreements between adjacent districts, and similar arrangements would not only effect very substantial

⁶ Russell G. Merrell, *A Report on Alternatives to School Building Construction*, Utah State Office of Education, October 10, 1980.

⁷ *Ibid.*, pp. 18–22.

⁸ *Ibid.*

capital savings, and some operational savings, but would also permit the members of the teaching profession to take a fresh look at their curriculum, at methods of teaching, and at variations in their mode and means of working that could prove to be profoundly beneficial to their students as well as to themselves.

This is, however, neither the time nor the occasion for a full exposition of the options available or the innovative ways the schools can respond to the enrollment demands of this and the next decade; nor is it appropriate that I should suggest ways and means of securing needed revenues at the state and local levels. It is appropriate, however, to help to define the character and scale of the problem, the critical nature of the challenge we face, the issues at stake, the courage it will take on the part of our elected public officials to face up to the challenge, the skill and creativity that the citizens of Utah should expect from their educators, and the cost-implications for the taxpayers of our state.

I have attempted this evening to fulfill this limited purpose within the time assigned to me and in the knowledge that Professor McMurrin and Headmaster Purdy will have more substantive contributions to make in pursuit of our common desire to help and assist in the democratic process of informing the citizenry and exchanging freely our views on a matter of both critical and urgent significance.

May I close this lecture by summarizing my personal views on this subject:

1. Utah can expect a high birth rate and significant in-migration for the foreseeable future. We are not concerned with a temporary phenomenon in this respect, but are dealing with long-term trends, probably underestimated.

2. Additional revenues will be needed to support enrollments in Utah's public schools beyond those embodied in the state's present tax structure. To secure these with the people's support and consent will require courageous and uncommon leadership on the part of our elected public officials at both the state and local levels. To delay this task is to put increasingly at risk the education of our children and the fiscal and qualitative integrity of Utah's schools.

3. Utah's educators will need to be as creative and as amenable to change in the managing of the schools as they expect the people of Utah to be when the cost-implications of funding our schools in the 1980's and 1990's become clearer to them.

4. Students are taught by teachers and the quality of that relationship and its significance should neither be lost sight of nor traded off for new buildings when the present ones could be used with more effect and increased efficiency.

5. Comfortable ways and familiar conventions will give way to new schedules and teaching arrangements, which phenomenon, rather than being resisted by parents, students, and educators, should be seen as an opportunity not only to preserve but to enhance the attainment and performance levels of students and an opportunity also to invigorate and refresh the teaching process itself.

6. Purposeful efforts should be made to increase the number of academic solids which college-bound high school students take in grades 9-12 from roughly the current three per term to four per term to better prepare them for their college- or university-level studies while checking and, we hope, reversing the trend in ACT scores.

7. Utahns have the capacity to confront and to cope with these problems as though they were opportunities *if* the taxpayers, elected public officials, and educators alike keep always in focus that the purpose of the schools is to educate our children, to serve as the chief civilizing force within the society, and to bridge the always-tenuous gap between darkness and enlightenment by assuring the intelligent and sensitive transmission of the culture from one generation to the next.

What more worthy purpose deserves the attention of this lecture series and what more suitable theme could have been chosen to conclude the centennial year celebration of the Rowland Hall-St. Mark's School, whose standards and resolve have contributed so greatly to the lives of so many, both within their company and, by their reflected attainments, throughout the public schools of our state!

Thank you very much indeed for the privilege of sharing in this occasion.