

# OF INTEREST TO TEACHERS

## Few Secondary Students Meet Standards of Excellence Commission

*"Public high schools [in the U.S.] offer more basic courses than they did in 1972, but only 1.8 percent of 1982 high-school graduates met the curriculum standards set by the National Commission on Excellence in Education, according to a new longitudinal study prepared for the National Center for Education Statistics.*

"The excellence commission recommended in 'A Nation at Risk' that all students be required to take three years of science, three years of mathematics, four years of English, three years of social studies and one-half year of computer science; college-bound students, it noted, should also take two years of a foreign language.

"But the data suggest that 'very few' high-school students take more than one year of either mathematics or science courses. 'English and social studies were the two areas where the requirements were most frequently satisfied,' the report says. . . .

"The big difference' in course offerings and enrollments between 1971-72 and 1981-82 is the emergence of computer-science courses. . . . The survey says that in 1981-82, 61 percent of students attended schools that offered computer science courses, but only about 3 percent of the total population took a computer-science course. In 1972-73, computer-science courses were not even listed on the survey."—*Education Week*, vol. IV, No. 18, January 23, 1985. Used by permission.

## Less-Specific Skills Urged for Voc Ed Students

*"Skills such as communication and analysis are just as important for vocational education students as specific job training, partici-*

*pants in a national conference on voc ed and training policy said [recently].*

"Because it is inefficient and expensive to start new training programs 'everytime change occurs,' students would be better off with skills that prepare them to deal with change, said Vernon Broussard of the U. of Southern California. Business and industry representatives echoed the call."—*Education U.S.A.*, March 26, 1984. Reprinted by permission from *Education U.S.A.* Copyright 1984, National School Public Relations Association.

## Pupils Spend 5.4 Hours Per Week on Homework

*"For the first time, the U.S. Bureau of the Census has provided information on the homework habits of American public- and private-school children.*

"According to a survey conducted in October 1983, the weekly median amount of time that elementary- and high-school students reported spending on homework was 5.4 hours.

"Girls generally studied more at home than boys, private-school students more than public-school students, and black and Hispanic elementary-school students more than white students, the census bureau noted.

"High-school students, the bureau said, studied a median of 6.9 hours per week—ranging from 6.5 hours for public-school students to 14.2 hours for private-school students. The report noted that the difference is largely attributable to the college-preparatory orientation of many private schools and the more diverse nature of public schools. . . .

"Seventy-two percent of all elementary-school students received adult help with their homework, compared with 33 percent of all

high-school students, the bureau reported."—*Education Week*, vol. IV, No. 14, December 5, 1984. Used by permission.

## Need to Improve Teacher Status, Pay, Study Asserts

*"A report by the Rand Corp. warned that education reform efforts under way in many states will fail as the 'least academically able' become teachers, unless far more is done to increase the profession's status and pay.*

"The 19-page study, 'Beyond the Commission Reports: The Coming Crisis in Teaching,' said the nation faces severe teacher shortages by 1988 unless expensive steps are taken to 'professionalize' teaching. It recommended teacher salaries of \$20,000 to \$50,000 a year.

"Teachers' salaries declined 15 percent between 1971 and 1981, the report said. 'The best teachers are leaving the system for better wages and working conditions,' one author of the study warned."—From *EDPRESS News*, December, 1984.

## Shared Goals Found Hallmark of Exemplary Private Schools

*"The principal characteristic common to the 60 private schools recognized as exemplary by the U.S. Education Department last summer was the sharing of goals among administrators, teachers and students, the Council for American Private Education reports.*

"The private schools recognized also had in common a commitment to guide the moral development of each student, to train students to think independently, and to develop their staff members, according to a report issued by the council [in November.] . . .

"The development of intellect and character are the two primary

goals of the exemplary private schools, according to the CAPE study. 'The common theme found in their statements is their determination to address the needs of the whole child: intellectual, moral, spiritual, physical, esthetic, and cultural,' the report states.

'The analysis of the schools' characteristics also revealed 'a marked consonance between each school's stated philosophy and the reality of its day-to-day functioning.'

'In general, the schools make a point of enrolling an academically, economically, and intellectually diverse student population, the analysis found. But while the schools provide a curriculum for that population, they do not adjust 'character-development' goals.

'All students are encouraged to develop independence of thought, critical thinking, self-respect, self-discipline, sensitivity to others, and a healthy respect for individual differences,' according to the report.

'All of the private schools honored, even those with the smallest resources, provide inservice programs throughout the year for their staff members, the study found.

'Two-thirds of the schools provide some financial assistance for outside study and workshops.

'About one-third of the schools recognize excellence by providing merit pay, grants, long-term contracts, or master-teacher status, and the schools that provided such incentives reported a low staff-turnover rate.

'The CAPE analysis of the exemplary schools also found that:

- "All of the schools offer financial aid to needy students; 20 of the schools allot more than 10 percent of their annual budgets to such aid.

- "Eighteen of the schools have

a minority enrollment of more than 20 percent.

- "About 50 percent of the schools are in urban areas; 37 percent are in suburban areas; and 13 percent are in rural areas.

- "More than one-third of the schools have an enrollment of fewer than 500 students."—*Education Week*, vol. IV, No. 14, December 5, 1984. Used by permission.

### **School/Community Partnerships—Hope for the Future**

*"[The recent] proliferation of school/community partnerships . . . can involve all segments of the community, from business to retired senior citizens. They can bring new resources into the schools—both financial and human—and they can build support in the community that will be reflected at budget time. . . ."*

Here are some ways schools and their communities can cooperate for success:

- "Form a community/school advisory committee to get support for your schools.

- "Keep lines of communication open by setting up a key communicator system. Ask business leaders to be liaisons between the schools and community. Put communicators on mail and phone lists. Let them help with rumor control.

- "Invite businesspeople into schools as volunteers, teachers, etc. Establish an Adopt-a-School or Adopt-a-Class project. . . .

- "Have a senior citizens day or community helper day. Give senior citizens a golden pass to school events. Invite them to become volunteers.

- "Form an alumni association. Invite members back to school to share their careers with students. . . .

- "Have a Tour Day for your

*schools for nonparents and senior citizens. Begin the tour . . . with a reception.*

- "Make your school buildings available for community education programs.

- "Provide a speakers bureau—school employees who can talk to civic groups about the good things happening in your schools. Include speakers from the community who are willing to speak to students on various subjects or to teachers on professional development. . . .

- "Develop a districtwide theme or slogan to promote pride and spirit.

- "Cater to the needs of special groups such as single parents or adults who want a new job. Offer specialized adult education classes just for them.

- "Sponsor a clean-up day, when students help clean up parks and other public areas, help senior citizens and pick up trash in local neighborhoods."—*It Starts in the Classroom*, September, 1984. Reprinted by permission from *It Starts in the Classroom*. Copyright 1984, National School Public Relations Association.

### **Effect of College Requirements on High School Academics Said Slight**

*"The recent tightening of admission standards by many state systems of higher education is likely to have little influence on the academic standards in the high schools, educators meeting [in Racine, Wisconsin] were told.*

"The changes at our flagship state universities all involve only jiggling with benchmarks," Clifford Adelman, an official at the National Institute of Education, told a group of about 40 leaders from higher and precollegiate education gathered . . . to discuss the school-college connection.

“There is a huge difference between requirements and standards, and it has been all but ignored in the current debate,” said Mrs. Adelman, who spoke at the conference as a private citizen.

“Several speakers declared that requirements for better grades or more courses will not do as much to contribute to higher academic standards as a clear, detailed outline of the skills and knowledge that should be expected of college applicants.

“The number of courses students have taken is far less important than the content of the courses and whether the students have mastered it,” said Michael

O’Keefe, president of the Consortium for the Advancement of Private Higher Education. ‘Unfortunately, college admissions requirements place little emphasis on the content of the high-school course. In fact, 50 percent of the colleges in the country require no more than a high-school diploma and a minimum test score.’

“The absence of clear admissions standards at many colleges and universities, conference participants noted, in part reflects the lack of a national consensus on what high-school graduates applying to college should know.

[Mr. O’Keefe stressed that colleges, as well as state and profes-

sional organizations, must decide what skills to expect of college entrants.]

“One way to communicate such a common core of knowledge to students and the schools, [the conference participants agreed,] is for colleges and universities to require achievement tests that measure students’ attainment in the skills and subjects identified as important. . . .

“Mr. O’Keefe, who participated in the study of American high schools by the Carnegie Foundation for the Advancement of Teaching, proposed that colleges that now require aptitude tests [such as the S.A.T. and the

## Continuing Education Study Materials Still Available

All of the continuing education materials offered in THE JOURNAL OF ADVENTIST EDUCATION between 1979 and 1989 are still available to NAD K-12 teachers for denominational recertification credit. Listed below are the subjects and how many sections are involved in each. Five contact hours or 0.5 Continuing Education Units Credit may be earned by successfully completing a test covering each of the articles. It is not necessary to study both parts of an article to receive credit. The test does not provide college credit or credit toward state or regional teacher certification.

*A Practical Approach to Career Education* by E. J. Anderson (Parts I and II)

*An Introduction to the Teaching Principles of Jesus* by Reuben L. Hilde (Parts I and II)

*Hermeneutics: Interpreting a 19th-Century Prophet in the Space Age* by Roger W. Coon (Single Part)

*Individualizing Instruction, K-12* by Benjamin E. Bandiola (Parts I and II)

*Inspiration/Revelation: What It Is and How It Works* by Roger W. Coon (Parts I, II, and III)

*Integrating Learning, Faith and Practice in Christian Education* by George H. Akers and Robert D. Moon (Parts I and II)

*Learning Theories and the Christian Teacher* by M. D. Hodgen (Part I) and Elisabeth Wear (Part II)

*Light for Living-A Study of the Seventh-day Adventist Health Message* (Part I) and *Light for Living-Choosing a Healthy Life-Style* (Part II) by Joyce W. Hopp

*Light in the Shadows: An Overview of the Doctrine of the Sanctuary* (Part I) and *Walking in the Light: An Overview of the Doctrine of Salvation in Christ* (Part II) by Frank B. Holbrook

*Teaching the Exceptional Child* by Marilyn G. Parker (Part I-The Gifted Child); and Desmond Rice (Part II-Learning Disabilities)

*Tell it to the World* (Denominational History) by C. Mervyn Maxwell; Test and Objectives by Joe Engelkemier (Parts I and II)

*The Christian Understanding of God and Human Existence* (Part I) and *The Mission of the Church, Eschatology, and the Sabbath* (Part II) (Bible Doctrines) by Richard Rice

Teachers who desire to take any of the courses that have been offered may obtain the study materials or request additional information from the following address:

### Journal of Adventist Education

12501 Old Columbia Pike, Silver Spring, MD 20904 USA

Telephone: 301-680-5075

TO ORDER THE TEST: After you have studied the content presented here, send for the test, take it under the supervision of a proctor, and return it to the address listed below. You will be notified of the results as soon as possible. You will receive a record of the Continuing Education Units you've earned, and a record will be sent to the Certification Officer at your union conference office of education (in the North American Division only).

Note: If you are required to complete a course on denominational history or another subject for re-certification, you will need to satisfactorily complete BOTH tests to obtain credit.

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A.C.T.] 'drop their use as a measure of college readiness' and substitute achievement tests. . . .

"Colleges that do not now require an aptitude-test score for admissions should also initiate a requirement for achievement tests, Mr. O'Keefe said, even if the college has an open admission policy. . . .

"Some of those attending the . . . conference warned, however, that declining numbers of college-age students will make it difficult for many colleges to pay closer attention to the qualifications of their applicants."—*Education Week*, vol. III, No. 27 (March 28, 1984). Reprinted by permission.

### Effective Classroom Management

"The first step toward effective classroom management is to 'clearly define classroom procedures and routines,' according to a recently published research brief called '5 Ways to Manage a Classroom.'

"The brief is based upon research supported by the National Institute of Education and conducted primarily by the Research and Development Center for Teacher Education at the University of Texas.

"The brief also recommends that teachers:

- "Plan ahead. 'A teacher needs to have a clear idea of what is to be taught and how it is to be taught,' the paper states.

- "Instruct students in classroom procedures and routines.

- "Monitor student behavior.

- "Handle inappropriate behavior promptly and consistently.

"For a copy of the brief, write . . . Laurie Maxwell or Kay McKinney at the N.I.E., 1200 19th St., N.W., Washington, D.C. 20208."—*Education Week*, vol. IV, No. 14, December 5, 1984. Used by permission.

### Dismissing Teachers Legally

"Getting rid of incompetent teachers doesn't come easily, but dismissals will stand up in court if administrators follow several guidelines, Delbert Clear, associate professor of the University of Wisconsin-Milwaukee, said.

"Clear said courts have upheld teacher dismissals based on poor performance when they have been based on reasonable assessments by an administrator.

"He advised:

- "Performance standards must be known ahead of time by the teachers.

- "Deficiencies should be determined by first-hand observations.

- "The teacher must be told of the deficiency and given suggestions and 'a reasonable time' for improvement.

- "Followups should be made to determine if the teacher has improved.

"When those steps are followed, the courts have shown 'a willingness to accept administrators' judgment,' he said. Clear advised administrators to use research to back up their charges. Dismissals upheld by the courts often have hinged on factors found by researchers to be characteristic of effective teaching, he said."—*Education U.S.A.*, December 17, 1984. Reprinted by permission from *Education U.S.A.* Copyright 1984, National School Public Relations Association.

### Learning About Dyslexia

A free 10-page booklet *Caring About Kids—Dyslexia* has been published by the National Institute of Mental Health, explaining the affliction and debunking misconceptions. To obtain a copy, write Public Inquiries, NIMH, 5600 Fishers Lane, Rockville, MD 20857. □

## TEACHER REACTION

### A Column of Reader Opinion

#### "Best Issue"

It may be that the December, 1984-January, 1985, issue was one of your best.

I thought, too, that Charles Hirsch was perhaps at his best when he wrote an analysis of higher education's future.

Loren Dickinson  
Chairman  
Communications Department  
Walla Walla College  
College Place, Washington

#### SDA Colleges Unionized?

The guest editorial by Norman J. Woods (December, 1984-January, 1985, issue) was timely and expressed an attitude long overdue. Despite our abhorrence of unions in the business world, our church structure has

"unionized" our colleges and universities! It is time we took Dr. Woods' view of "Strength Through Unity" to its logical conclusion: Put down the artificial union barriers, press together in mutual trust, respect, and cooperation, and begin thinking about Adventist education on a truly national scale.

Edwin A. Karlow  
Chairman, Department of Physics  
Loma Linda University  
Riverside, California

#### Concerned About Learning-disabled Students

I am deeply concerned that young people today with learning disabilities are mistreated. The reason for this is that the general public is not educated about learning disabilities.

We tend to think of these people as dumb, retarded, or just plain weird.

None of these assumptions is correct. Many bright children have had learning disabilities and have accomplished more than the "normal" person would. For example, Leonardo da Vinci, a truly great man, had a learning disability. Also, Albert Einstein was expelled from school by a teacher who was completely convinced he was a dunce. Examples of how society mistreats the learning disabled are everywhere.

Some may argue that if we give the child too much sympathy and attention, he or she will learn to make excuses and never make any progress. My answer to this is: Yes, that is true, so there needs to be a careful moderation when dealing with such children. They need the support of knowing that they are accepted as they are, but they also need to feel that challenge of learning. If they do not feel they are accepted where they are, their desire for the frustrations of learning will not be there either.

My solution to the problem of this mistreatment, and yet finding the fine line is for the public to become better informed about learning disabilities. We need to realize that the learning disabled truly have a disease, that they don't do poorly in school because they are lazy thinkers.

Thank you for considering my point of view. I am anxious to see what others think on the subject.

Lori Wade  
Student  
Walla Walla College  
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