



of interest to **Teachers**

## New Research Journal to Be Published on Christian Education

Fall 1992 will mark the inaugural issue of *The Journal of Research on Christian Education*. The journal will serve as a forum for analyzing a growing number of issues related to Christian schools and institutions of higher learning. The publication is believed to be America's first research journal specifically devoted to such topics.

In recent years scores of studies have analyzed Adventist education. Examples include Valuegenesis, the Seltzer-Daley study, dissertations, and other research reports conducted at Adventist colleges and universities. Unfortunately, there is presently no place for a focused and detailed discussion of this type of research.

A similar void exists throughout evangelical Christian education. Therefore, *The Journal of Research on Christian Education* (JRCE) will seek to

1. provide a forum of communication for Adventist and other evangelicals in the U.S. and abroad who want to study Christian education;
2. stimulate research activity among college and university students and faculty by helping to locate and publicize seminal studies and special topics on Christian education;
3. make Christian educators aware of important implications from the wider world of scholarship; and conversely, to alert the public to research within Christian education.

This refereed periodical will be published twice per year (spring and fall) and will utilize the entire spectrum of appropriate research methodologies. Andrews University, through its School of Education and University Press, has agreed to sponsor the journal.

The concept of a research journal has received wide endorsement by scholars representing each of the NAD colleges and the world divisions of the Seventh-day Adventist Church. Leading scholars in American private education

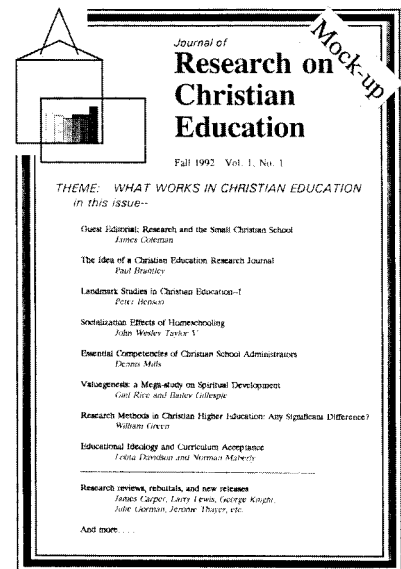
**The new Christian research journal staff:**  
**Standing, left to right, Debi Robertson, administrative assistant; Raquel Korniejczuk, graduate assistant; Patricia Saliba, Andrews University Press representative and layout coordinator. Seated, Paul Brantley, editor. Not shown: Joyce Jones, editorial secretary.**

have also expressed their support. The theme for the Fall 1992 issue is "What Works in Christian Education"; for Spring 1993, "Christian Education at Risk." Dr. Paul S. Brantley, professor of education at Andrews University, has been appointed editor-in-chief.

Information about subscriptions and submission of manuscripts will be announced in future issues of THE JOURNAL OF ADVENTIST EDUCATION. Persons interested in the development of this scholarly publication are invited to contact the Editor, *Journal of Research on Christian Education*, Information Services Bldg., Suite #211, Andrews University, Berrien Springs, MI 49104 U.S.A.

## New Address for Continuing Education Tests

All of the continuing education articles and tests printed in THE JOURNAL OF ADVENTIST EDUCATION between 1978 and



1989 are still available for recertification credit in North America. However, there is a new address for the test materials. Teachers desiring to order the tests should send a check or money order to the following address:

NAD/PAC—Prof. Activity Credit  
Lolita N. Davidson, Ed.D.  
26249 Mission Rd.  
Redlands, CA 92373  
(714) 796-4739

The fee for each test remains unchanged, at \$20, and checks should continue to be made payable to La Sierra University.

The following study materials are available from the JOURNAL office. Please send \$1.25 for each part to THE JOURNAL OF ADVENTIST EDUCATION, 12501 Old Columbia Pike, Silver Spring, MD 20904 U.S.A.

An Introduction to the Teaching Principles of Jesus—Parts I and II.

Individualizing Instruction—Parts I and II.

A Practical Approach to Career Education—Parts I and II.

Integrating Faith and Learning—Parts I and II.

Learning Theories and the Christian Teacher—Parts I and II.

Inspiration/Revelation: What It Is



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and How It Works—Parts I, II, and III.

Teaching the Exceptional Child—Part I (The Gifted) and Part II (Learning Disabilities).

Light in the Shadows: An Overview of the Doctrine of the Sanctuary.

Walking in the Light: An Overview of the Doctrine of Salvation in Christ.

Light for Living: Part I—A Study of the SDA Health Message; Part II—Choosing a Healthy Life-style.

Hermeneutics: Interpreting a 19th Century Prophet in the Space Age.

Bible Doctrines: Part I—The Christian Understanding of God and Human Existence; Part II—The Mission of the Church, Eschatology, and the Sabbath.

The book is divided into three parts: Section I—The Gospel to Black America; Section II—Institutions and Publications; and Section III—Bearers of the Light. It features biographies of past and contemporary black men and women in varied careers, important dates in black SDA history, teaching strategies with an schedule for use in alternating years, and K-12 student activities.

To order the resource guide, send a check or money order for \$14.95 to the Elementary Education Associate Director, Southern Union Conference Office of Education, P.O. Box 849, Decatur, GA 30031.

teachers have been acute in key areas like mathematics, physics and chemistry, computer science, foreign languages, special education, and bilingual education. Less-severe shortages also exist in other areas such as teachers of the gifted, biology and general science, industrial arts, as well as librarians, counselors, and school psychologists.

The extent of these shortages is suggested by a recent National Science Foundation survey. Fully three-quarters of U.S. principals reported difficulties in filling mathematics and science vacancies with qualified applicants.

### Teacher Shortages Projected

The most recent estimates from the National Center for Education Statistics project that the baby boomlet, immigration, and education reforms will require the U.S. teaching force to grow substantially during the 1990s—from about 2.2 million classroom teachers to 2.6 million—while pending retirements will help increase the number of vacancies to nearly 250,000 annually.

Meanwhile, the number of college students earning degrees in education declined by over half between 1972 and 1987, from more than 194,000 to only 87,000. In recent years only about three-fourths of those who have prepared to teach have actually entered the profession, and the proportion is even lower for minority candidates. Many expect that by the year 2000 only 5 percent of the teaching force will represent the more than 30 percent of students who are African-American, Hispanic American, Asian American, or Native American.

Of teachers who do enter the teaching profession, nearly half leave during their first five years. Again, the proportion of those who stay appears to be lower for minority entrants, especially those who teach in central-city schools. Teachers in other fields with shortages, such as the physical sciences, also tend to leave more quickly and at higher rates.

For a number of years shortages of

### Many U.S. Teachers Not Certified

In inner-city schools, only about half of the secondary school mathematics and science teachers are certified for the subjects they teach and even fewer have bachelor's degrees in their subject areas.

Nationwide, the National Science Teachers Association estimates that roughly one-third of the total mathematics and science teaching force is not fully qualified for the courses they teach.

In New York City alone, 4,600 uncertified teachers were hired in 1990. Of these, more than three-quarters had little or no training, and only about 20 percent received any mentoring or similar assistance on the job.—From a lecture by Linda Darling-Hammond, Center for School Reform, Columbia University, at Educational Press Association Conference, June 1991.

### Salaries and Tuition Up at Independent Schools

The median annual salary for heads of independent schools rose 7.7 percent in 1990-1991 to \$70,000, according to a study conducted by the National Association for Independent Schools.

The association's annual statistical report on tuition and salaries, based on a survey of 870 member schools, found

### *A Star Gives Light*



*Seventh-day Adventist African-American Heritage*  
Teacher's Resource Guide

### New Resource Book on Black History

A new curriculum guide on the accomplishments of black American Adventists has recently been produced by the Southern Union.

*A Star Gives Light* highlights the development and growth of Adventism among American blacks. The 400-page K-12 resource guide is recommended for basic, supplementary, or enrichment purposes by the North American Division Curriculum Committee.



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that the top 10 percent of salaries ranged from \$102,000 to \$162,000 a year. The middle 50 percent of salaries ranged from \$56,000 to \$84,500.

The survey also showed that the typical headmaster is a white male. Seventy-eight percent of heads were male, and only 1 percent were "people of color."

The median teacher salary in N.A.I.S. schools rose in 1990-1991 by 5.8 percent to \$25,825, up from \$25,207 the previous year.

By comparison, the average salary of U.S. public school teachers in 1989-1990 was \$31,300, the report states.

Median tuition increased by 7.4 percent in 1990-1991 to \$6,429 for day students and \$14,601 for boarding students.

### **Preventing Child Abuse**

Reports of child abuse in the U.S. were up 31 percent in 1990, compared to 1985. In 1990, state child-protection agencies received more than 2.5 million reports of physical and sexual abuse, neglect, and emotional maltreatment—589,000 more than they had five years earlier, according to an annual survey by the National Committee for the Prevention of Child Abuse.

In response, a federal advisory panel has called for a complete overhaul of the U.S. child-protection system.

The U.S. Advisory Board on Child Abuse and Neglect, which delivered the report to the Secretary of Health and Human Services, said the nation faces "a child-protection emergency."

Among the panel's 31 recommendations for reconstructing child-protective services is a call for strengthening the role of schools in the prevention, identification, and treatment of abuse and neglect.

### **Good Ideas**

- A thrift shop operated by the Loma Linda University School of Nursing alumni association earned more than \$123,000 in 1990.

Targeted at buyers with limited in-

come, customers searching for unique items, or those who simply want a good deal, the House of Thrift offers a variety of goods, from low-cost clothing to computers to antiques.

Proceeds from the House of Thrift provide scholarships for students in the School of Nursing, help fund projects, go toward equipment or teaching aids, and are given to various mission projects.

People who donate goods receive a receipt. As items arrive, they are sorted, electrical goods tested, and everything priced before being placed on display.

Due to a carefully planned filter system, nothing donated to the House is thrown away. Items not suitable for sale are donated to the Dorcas Society in Banning, California. There they are repaired or rejuvenated and given to the needy in the U.S. and Mexico. Additionally, items are given to the homeless and battered women's homes in San Bernardino.

The House of Thrift also accepts vouchers from Adventist Community Team Services. Community members desperately in need of clothing or other items receive free vouchers that they can redeem at the House of Thrift.

Another service is provided to School of Nursing alumni, who are allowed to choose up to \$100 worth of free merchandise to take back to the mission field with them.

Twelve volunteers donate thousands of hours of service each year, and the House of Thrift provides tuition for worthy students who help there during the summer.

A special boutique, called the H.O.T. (House of Thrift) Boutique was recently created for antiques and collectibles, better-quality articles, and older, interesting items. The H.O.T. Boutique has featured a wedding dress from the 1800s, books dating back to the American Civil War, and antique silhouettes that sold for more than \$300 apiece.—Reported by *Loma Linda University Scope*, October-November 1991, p. 97.

### **Colleges Filling Vacancies With Part-time Professors**

The tight economy and uncertainty about enrollment levels are leading many colleges and universities to fill faculty vacancies with temporary or part-time instructors rather than tenure-track professors.

That trend, most obvious in two-year institutions, has angered many faculty groups, which argue that part-timers are being exploited to help colleges balance their budgets. Part-time instructors are paid less than their full-time counterparts, receive few benefits, and have little or no voice in policy making or faculty governance. Critics also contend that the excessive use of part-timers threatens educational quality and tenure.

Across the U.S., part-timers represent about 35 to 40 percent of all college teachers, according to American Association of University Professors officials. However, at many community colleges, more than half of all faculty members work part-time.—Reported by *The Chronicle of Higher Education*, August 7, 1991, A9.

### **College President—PR Agent?**

Ninety-eight percent of a recent sampling of U.S. college presidents said that public relations was a major part of their jobs.

In fact, nearly 40 percent of 165 presidents surveyed by the Council for Advancement and Support of Education said they spent between 21 and 40 percent of their own time selling their institutions. That included explaining the college's mission, marketing its strengths, and conducting official ceremonies.

About half of the presidents surveyed said public-relations tasks consumed more of their time than they had imagined when they took their jobs. Nearly one-fourth said they met with their public-relations directors almost every day, and 30 percent said they met more frequently with those officers than with others.

Nearly 60 percent of the presidents thought their public-relations departments did a good job. But presidents



believed that those departments were best in tactical areas, such as managing crises and writing press releases. The presidents said public-relations departments needed to do a better job in other areas, such as strategic planning and marketing their institution.

## Schools Must Meet Children's Psychological Needs

Warning that education reform is doomed if it does not take into account the psychological needs of the learner, the American Psychological Association has formed a task force on psychology in education.

"Children, their cognitive, motivational, and educational life, and their individual differences, must be front stage center," said Frank Farley, the association's president-elect, who will serve as co-chairman of the effort.

## Math Booklet Available

In an effort to provide parents with a synthesis of the research on mathematics teaching and learning, the Council for Educational Development and Research and the 10 federal regional educational laboratories have prepared a booklet outlining effective classroom and home strategies.

The 69-page report, "What We Know About Mathematics Teaching and Learning," includes chapters on student attitudes, skills, gender equity, minority and disabled students, teachers, textbooks, assessment, workbooks, calculators, and computers.

In the "Math in the Home" section, the report also provides information on parent attitudes, homework, home reinforcement, and television.

Copies of the report are available from the regional labs. For more information, contact the Council for Educational Development and Research at 1201 16th St. NW, Washington, DC 20036.

## Censorship Attempts Increase

The 1990-1991 school year saw 229 incidents in which groups tried to remove or restrict learning materials in U.S. public schools, according to a report released by People for the American Way, a national advocacy group. The group said that this was the highest total since they began keeping records, and represented a 20 percent increase over the previous year.

Incidents were reported in 45 states. Most often targeted was the whole-language reading series "Impressions," but other materials attracting the censors' attention included *Little Red Riding Hood*, *The Adventures of Huckleberry Finn*, *The Grapes of Wrath*, and even *Webster's Ninth Collegiate Dictionary* for defining allegedly profane words.

According to the report, one-third of the requests for removing the materials were successful to some degree.

## U.S. Private Schools Defying Recession

In spite of the recession, U.S. parents are abandoning public education for expensive private schools, according to a report in the *Washington Times*.

Educators say that public school cutbacks in art, music, athletics, and advanced academic programs, not to mention classroom crowding, violence, and drugs, are driving parents to spend as much as \$17,500 a year on private education.

Although tuition continues to rise in private schools, parents are setting priorities, with education at the top of their list, says Thomas G. Clarke, headmaster of the Campbell Hall School in Los Angeles.

Most parents say crowded classrooms are a key incentive for selecting private schools. The average student-teacher ratio in public schools is 17-to-1.

In private schools, it is 9-to-1, according to the National Center for Education Statistics, a division of the U.S. Department of Education.

Private school applications are up as much as 33 percent this year over last year in some areas of the U.S., even as the number of school-age children in most grades fell. Catholic parochial schools are not included in that number; their enrollment has declined, primarily in inner cities.

The number of students in non-Catholic private schools in the U.S. has increased 38 percent in the past decade, from about 2.4 million in 1981 to about 3.3 million this year, the National Center for Education Statistics said.

The picture varies by region. Private school enrollment has increased the most in the economically depressed Northeast, where public schools are struggling with budget cuts; Florida, where population growth is crowding classrooms; and the Southwest, where parents are apprehensive about violence and other problems in public schools.

The average private school tuition is \$6,400 a year. Many parents must sacrifice to send their children to private schools: 36 percent earn less than \$50,000, the National Association of Independent Schools said.

A survey done in February 1991 by NAIS showed that one-third of 801 adults polled would send their children to private school if cost weren't a factor.

Most U.S. private schools limit their enrollments. The nation's independent schools receive an average of 2.5 applicants for every spot, nine in regions where the demand is highest.

The reasons why parents select private schools are varied. A number of parents say they are looking for safe places to educate their children. Others are searching for schools that teach traditional values, according to the director of the Florida Council of Independent Schools.—Reported by the *Washington Times*, December 27, 1991. ✍