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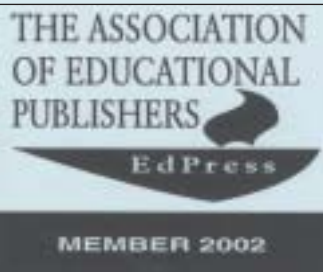
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Editorial

BEVERLY ROBINSON-RUMBLE



Getting Out the Good Word!

An auspicious event occurred on February 6, 2002. The presidents of North American Division colleges and universities gathered at Pacific Union College in Angwin, California, for a Higher Education Colloquium. Each of the presidents* talked about an area in which he is perceived to have special expertise, or in which his school is particularly representative.

The speeches covered an amazing variety of areas and ideas, ranging from the international character of Adventist higher education (Niels-Erik Andreasen, Andrews University) to the importance of academics (Larry Geraty, La Sierra University), the spiritual mission of an Adventist college (Gordon Bietz, Southern Adventist University), church leaders' expectations of Adventist colleges (Fred Thomas, Southwestern Adventist University), whether all Adventist colleges should be alike (Sylvan Lashley, Atlantic Union College), various aspects of the mission of an Adventist health-care training institution (Dick Hart, Loma Linda University; Chuck Scriven, Kettering College of Medical Arts; and David Greenleaf, Florida Hospital College of Health Sciences), and much more!

The colloquium took some months to plan, as it accompanied the inauguration of Richard Osborn as president of Pacific Union College. While still North American Division vice-president for education, Dick had discussed with me his dream of convening such a meeting in connection with his inauguration, and for the presentations to be printed in a special issue of the *Journal*. Dick participated in every aspect of the planning and preparation of the issue, and the *Journal's* editorial staff

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North American Division college/university presidents gather at the Higher Education Symposium and inauguration of Richard Osborn as president of Pacific Union College, Angwin, California, February 6-7, 2002. Front row, left to right: David Smith, Union College; Joseph Gurubatham, Griggs University/Home Study International; Richard Osborn, Pacific Union College; B. Lyn Behrens, president and CEO, Loma Linda University Adventist Health Services Center; Lawrence Geraty, La Sierra University; and Niels-Erik Andreasen, Andrews University. Back row: Gordon Bietz, Southern Adventist University, Charles Scriven, Kettering College of Medical Arts; Randal Wisbey, Columbia Union College; David Greenlaw, Florida Hospital College of Health Sciences; Sylvan Lashley, Atlantic Union College; N. C. Sorensen, Walla Walla College; and Fred Thomas, Southwestern Adventist University. Not pictured: Reo Ganson, Canadian University College.

Of Interest to Teachers

Claims for Missing Issues

Have you received all of the recent issues of the JOURNAL OF ADVENTIST EDUCATION you or your employer paid for? If not, please send a letter or E-mail to the Editor, indicating which copies did not arrive, and missing issues will be sent to you. Copies that have been lost or misplaced can also be replaced for a small fee. Contact the Editor, JOURNAL OF ADVENTIST EDUCATION, 12501 Old Columbia Pike, Silver Spring, MD 20904 U.S.A. E-mail: cookec@gc.adventist.org.

News About the JAE Web Site

The JOURNAL OF ADVENTIST EDUCATION Web site (<http://education.gc.org/jae/>) has been up and running about 10 months now. By early November, the departmental site had more than 3,500 hits. (It had had fewer than 100 hits before the JOURNAL site came online, so it seems likely that the JOURNAL has gotten many of the new hits.)

CIRCLE and the Southern Asia-Pacific Division are working together to scan back issues and get them indexed so visitors to the JOURNAL'S Web site can use the search engine to find things they're interested in and download them in PDF format. Most photos and sketches have been removed, so they download quickly. Articles from 1991-2001 have been archived, including some of the continuing education study materials.

Other items at the site include info on continuing-education credit for denominational recertification, links to Adventist educational institutions and administrators worldwide as well as other education-related sites such as CIRCLE and the Ad-

ventist Education Forum, guidelines for writers, how to subscribe, topics we'd like to receive, and information about copying and reprinting from the Journal.

Visit the JOURNAL Web site often!

Use of SAT Test Attacked, Defended

Debate continues about the SAT test, the college entrance exam used by many schools to determine eligibility for admissions.

The SAT gets criticism from many quarters, and defense from some:

- Teachers complain that the SAT is irrelevant to the curriculum but still devote class time to drills on analogies, a portion of the test detested by students.

- A number of organizations make millions of dollars a year tutoring students on how to improve their SAT scores.

- College admissions people often downplay the significance of the test in the admissions process, but then tout their schools' rising average scores in recruitment brochures.

- Critics, ranging from consumer watchdogs to civil-rights groups, describe the SAT as biased and ineffective.

- Students complain of high stress levels when preparing for the test, and some admit to feelings of poor self-esteem if they do not do as well as they had hoped.

- The College Board, which sponsors the test, promotes it as a national yardstick that helps U.S. colleges identify bright students regardless of the quality of their high school education.

Regardless of the criticisms, the SAT contin-

ues to wield more influence than its rival, the ACT, even though about the same number of U.S. students take each of the tests, and quite a number take both. (Of the 2.8 million students who graduated from American high schools in 2002, more than 1.1 million took the ACT; about 1.3 million took the SAT.)

Although the test was designed only to predict success in the freshman year of college, the SAT's influence goes far beyond higher education. Announcements about two or three point drops in national average scores generate hand-wringing about the quality of American secondary education, while political candidates use rising scores in their attempts to convince voters that education has improved during their tenure. House-hunters try to find neighborhoods whose schools have high average SAT scores. And fertility clinics describe egg donors with high SAT scores as "exceptional."

Some of the criticism stems from early claims by the College Board that the test measured innate intelligence. They long ago backed off from such statements, most visibly by changing the name of the exam from Scholastic Aptitude Test to Scholastic Assessment Test to simply SAT, as it is known today. However, the cultural connotations continue in the minds of the public.

Critics say that the test favors wealthy students, particularly white males. Among the most hurt are Latino and black students, who tend to score lower as a group and are poorly represented in colleges. Poorer students, too, tend to earn lower scores, which critics call doubly discriminatory because the scores play a role in many scholarship programs.

Partly because of the criticisms of the SAT, the College Board is preparing for the biggest overhaul in its 75-year history. The revised SAT, which will not be administered until 2005, is expected to align more closely to the high school curriculum and skills required by colleges today. A 20-minute essay will be included, and the test will seek to measure higher-level skills.

Revising the test was triggered in part, educators allege, because a number of colleges threatened to abandon the use of the SAT in admissions decisions.

Critics also allege that grade-point average is a better predictor of success in college, a charge countered by College Board officials, who maintain that the SAT, considered with high school grades, is a "substantial and significant" predictor. Admissions officers at large public universities claim that the test is the only realistic alternative for sorting students, since it cuts the cost of evaluating reams of material submitted by applicants.—Reported in *USA Today*, August 27, 2002. ✍

Editorial

Continued from page 3

expresses our thanks for his leadership and enthusiastic support.

The speeches were followed by reactions by several persons, which, because of space limitations, are not reproduced here. As one of the reactors, I'd like to reiterate what I said there: "You're doing all these good things! But does anybody know? Get out the good word! Make sure that your constituents, church administrators, parents of potential students, teachers in feeder academies, and the public know what Adventist education has to offer!"

And so, this issue has been compiled with that hope in mind—to "get out the good word"—and inspire each one of you to apply the good ideas in this issue to make your school even better!

* Except Reo Ganson, president of Canadian University College, who could not attend but sent his presentation.