

# COMING EVENTS

## FEBRUARY-JUNE, 1982

NAD Elementary Science-Health Steering Committee	<b>February 1-4</b>
NAD Secondary Bible Textbook Steering Committee	<b>February 8-10</b>
NAD Elementary Bible Textbook Steering Committee (Loma Linda University, Loma Linda, California)	<b>February 10-12</b>
American Association of Colleges for Teacher Education (Houston, Texas)	<b>February 17-20</b>
Christian Home Week	<b>February 20-27</b>
American Association of School Administrators (New Orleans, Louisiana)	<b>February 26-March 1</b>
Association of SDA Higher Education Administrators	<b>March 3</b>
American Association for Higher Education (Washington Hilton, Washington, D.C.)	<b>March 3-5</b>
Adventist Youth Week	<b>March 13-20</b>
National Association of Secondary School Principals (San Francisco, California)	<b>March 19-23</b>
Association for Supervision and Curriculum Development (Anaheim, California)	<b>March 20-23</b>
National Association of Elementary School Principals (Atlanta, Georgia)	<b>March 27-31</b>
GC Spring Meeting (Washington, D.C.)	<b>April 7-8</b>
NAD Admissions Officers and Registrars (Union College, Lincoln, Nebraska)	<b>April 16-18</b>
American Association of Collegiate Registrars and Admissions Officers (Kansas City, Missouri)	<b>April 19-23</b>
Education Day-Elementary School Offering	<b>April 24</b>
International Reading Association Convention (Chicago, Illinois)	<b>April 26-30</b>
NAD Evaluation Instrument Revision Committee	<b>May 11-14</b>
NAD Reading Textbook Steering Committee	<b>May 11-14</b>
NAD Curriculum Committee (Washington, D.C.)	<b>May 17-20</b>
NAD Commission on Accreditation	<b>May 25-26</b>
GC Board of Regents (Washington, D.C.)	<b>May 27</b>
NAD Education Task Force	<b>June 8-13</b>
NAD Union Directors of Education	<b>June 14</b>
NAD Board of Education, K-12	<b>June 15</b>
NAD Board of Higher Education (Collegedale, Tennessee)	<b>June 16</b>

## Middle-ear Illness Impedes Learning

*"Repeated middle-ear infections during the first three years of life—the critical period in speech and language development—may be to blame for some youngsters' later learning disabilities, two Univ. of Tennessee researchers suspect.*

"Intermittent bouts of middle-ear illness, accompanied by temporary hearing loss, can interfere with the young child's ability to make order and sense out of spoken information, Drs. Peter W. Zinkus and Marvin I. Gottlieb, of the Univ.'s Health Science Center, propose.

"Their study of 60 seven-to-eleven-year-olds with learning problems revealed a difference in the kind and extent of disabilities experienced by 20 children with a history of chronic middle ear infection (otitis media) and those shown by the 40 youngsters who had few or no such episodes. Children whose medical record revealed approximately five middle-ear infections per year during their first three years had been much slower to develop language skills. Their scores on IQ tests were lower than the other children's and they lagged further behind in reading, spelling, and arithmetic."—*Today's Child*, November, 1980. Reprinted by permission from *Today's Child* newsmagazine, Roosevelt, New Jersey 08555.

## Free Breast Cancer Manual Available

*The Breast Cancer Advisory Center has announced the publication of "If You've Thought About Breast Cancer . . .," a how-to manual for women who have symptoms of possible breast cancer. This consumer-oriented manual con-*

tains information from detection and diagnosis to surgical procedures, prevention, and where to call for help. The information in the brochure has been approved by experts at the National Cancer Center Institute.

To obtain a free copy of "If You've Thought About Breast Cancer . . ." write to: The Office of Cancer Communications, National Cancer Institute, Bethesda, Maryland 20205, or call toll free (800) 638-6694.

## Schools Stigmatize Children From Single-Parent Families

*"The number of single-parent families in the U.S. has increased dramatically during the last decade. But a new survey conducted by the National Committee for Citizens in Education (NCCE) indicates that schools continue to stigmatize the children and their family situations as abnormal—not only in school policies and practices, but also in the attitudes of school personnel. . . .*

"According to Census Bureau figures, one family in five—a total of nearly 6 million—consists of a single parent with children under the age of 18.

"NCCE's survey of 1,237 single parents in 47 states showed that:

"Nearly half of the parents said they had had the experience of hearing school personnel use terms like 'broken homes,' or other pejorative language, when they were referring to single-parent families.

"More than 40 percent of the parents said that their children's schools planned social events for only the mother or father to attend with their children, and 64 percent said their children

had been asked to make gifts in school for the absent mother or father.

"More than 45 percent of the parents believed that the personnel of their children's schools assumed that any problems their children might have were related to their single-parent status.

"More than a third of the parents said that their children's textbooks did not show as 'normal' any family style other than that with two parents present in the home.

"Only about one in 20 schools informed the noncustody parent about school activities or sent them report cards."—*Education Summary*, March 15, 1981. Reprinted by permission of the publisher, Croft-NEI Publications. Copyright © Bureau of Business Practice, Inc.

## The Student Voice

*(Continued from page 35)*

Surely we could learn a great deal more than we do from students in many important areas. If only we could make ourselves more vulnerable, if we could overcome our sensitivity and defensiveness, and accept gracefully—no, *gratefully*, even comments that hurt.

## Student Criticism and Protest

First, we must recognize the legitimacy of, and necessity for, some forms of student criticism and protest. Sometimes this seems the only way to effect change, even change that is long overdue. If someone had not screamed in outrage, we might still be reading in some school handbook: hair "must not touch the ears, be at least one inch above the collar, and two finger-widths above the eyebrow!"

We must not brand the protestor a troublesome rabble-rouser, except in the rarest cases. It must never be threatening, or foolhardy, or even be labeled inappropriate, to question a school rule or policy.

### A World of Make-believe

As one group of educators put it:

It seems to us that there is much that is positive in what students say and there is reason to consider their concerns. To deny student rights to present demands is to seek comfort in a world of make-believe. Asserting the preeminence of administrative authority or professional expertise as reasons for not responding to student concerns will only encourage students to be more vigorous in their protests. . . .

Many student demands to change schools are evidence that efforts to teach young people to think critically and care about their future have been successful. . . .

While we regard student activism as an essentially positive force, we do not want to be misinterpreted as condoning student violence or calling for general acquiescence to student demands. Nor do we believe students should be free to disregard school rules in dramatizing their protests. We do urge that student demands be treated as the concerns of sincere clients unless their manner of presentation indicates otherwise.<sup>4</sup>

### Why, Not Who

Nevertheless, is it wise to take lightly even improper, cowardly forms of protest? Is it in good judgment to ignore a note or letter simply because it is anonymous? Whether a protest or criticism is found in an "underground paper," or on the rest room wall, or written with eggs on the front door, we should never be so preoccupied with *who* that we fail to also ask *why*.

If a teacher seems the object of frequent abuse, with his name appearing in uncomplimentary verse or other "art" forms, there may be a reason. Interviewing a student, or two, or three, will often reveal an answer—perhaps a more accurate one than the teacher himself would give.

### Are We Listening?

Can we give attention to this kind of protest without encouraging malicious or destructive protest? Is it possible that more acceptable forms of complaint will be utilized if we clearly provide them, showing the students that we are not only willing, but eager, to listen? There will no doubt always be some unprovoked vandalism, but students must never think that it takes a fire to get our attention.

Student concerns about the curriculum, the quality of teaching, assemblies, or chapels must be heard with genuine interest and appreciation, and must not be dismissed with the attitude, even if unexpressed, "What do they know about teaching?" or "Who's running this place, anyway?" Perhaps there could be a suggestion box, with students being encouraged to use it frequently. We should make it clear that we really do wish to hear from our youth.

### Team Spirit Can Develop

Anonymous notes should be welcome; after all, the writers' desire to remain unidentified may be more our fault than theirs. This timidity may disappear as the atmosphere of openness and team spirit develops. And let us never fail to take careful note of the complaints of the "bad kids" as well as those of the good students.

Monterey Bay Academy has periodically conducted a "town hall" type of assembly when the students can dialog with the principal. There must be "continued refinement of mechanisms which allow students to be heard and exert influence in the policy-making process to the limits of their responsibility without disrupting that process."<sup>5</sup>

Innovative developments have included establishing a student ombudsman, involving students in curriculum studies, placing students on advisory committees, involving students in the

selection of . . . principals, and allowing students to elect a representative to the board.<sup>6</sup>

### More Than Acquiescence

To achieve productive student participation in levels higher than the student association or class activities will in most schools demand more than acquiescence on the part of administrators and faculty. It will often require effective techniques and plans to tap the capable and creative mind of our youth.

And once the student voice has been heard, we must be willing to make changes when they are warranted. Further, we must develop methods for accomplishing these changes. Either to hear without acting, or to act without hearing, will perpetuate alienation, frustration, and disillusionment. Education administration will thus continue to be robbed of one of its most fertile and helpful sources of advice and assistance—the student voice.

The words of Dr. Joseph Manch, in 1969 the superintendent of schools in Buffalo, New York, neatly sum it up:

... we have witnessed a responsible—though increasingly vocal—demand for a more active role in school affairs. The easy and dangerous solution to these demands is to promise everything and deliver nothing, a pattern sometimes followed with disastrous results. Once you recognize that students will be inventive, responsible members of the school community, you begin to deal with problems effectively, drawing youngsters into the mainstream of education.<sup>7</sup>

### FOOTNOTES

<sup>1</sup> E. Dale Davis, *Focus on Secondary Education* (Glenview, Illinois: Scott, Foresman and Company, 1966), p. 207.

<sup>2</sup> "The Life Poll: Crisis in the High Schools," *Life*, (May 16, 1969), pp. 22-42.

<sup>3</sup> Allan Glathorn, et al., "Students and Principals Discuss Today's Issues," *The Bulletin of the National Association of Secondary School Principals* (February, 1968), 52:22.

<sup>4</sup> Roald F. Campbell, et al., *The Organization and Control of American Schools* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1975), p. 296.

<sup>5</sup> *Ibid.*, p. 297.

<sup>6</sup> *Ibid.*, p. 294.

<sup>7</sup> Quoted in *Nation's Schools* (March, 1969), 83:65.