

Sharing Writing Said Best Method

“Allowing students to write and share [their compositions] with their peers before writing independently has the best results, according to a five-year study of writing methods presented at a National Council of Teachers of English meeting.

“George Hillocks Jr. of the U. of Chicago reviewed 500 studies to determine what approaches made a difference in quality. The ‘environmental mode’ in which students interact with each other before taking off on their own was five times more effective than more-traditional methods and resulted in a 28-point SAT gain, he said.

“‘Writing is learned by doing and sharing it with audiences,’ he said. An ineffective method was emphasizing grammar. That process resulted in a lower quality of writing, he said.”—*Education U.S.A.*, November 28, 1983. Reprinted by permission from *Education U.S.A.* Copyright 1983, National School Public Relations Association.

Legal News

● Michigan High Court Approves Regulation of Church Schools

“The Michigan Supreme Court has ruled that state laws requiring the regulation of church schools do not violate the constitutional rights of church officials and parents who choose to send their children to such schools.

“Church officials at the Sheridan Road Baptist Church and the First Baptist Church of Bridgeport had brought suit against the Michigan Department of Education, arguing that state laws requiring all schools to employ state-certified instructors and to provide the department with information on enrollment, courses of study, and teacher qualifications violated

their First Amendment right to practice religion freely.”—*Education Week*, vol. IV, No. 2, September 12, 1984. Reprinted by permission.

● New York City Private-School Aid Violates Separation of Church and State

“New York City’s federally supported compensatory-education program, in which some public-school teachers conduct remedial classes in private religious schools, violates the constitutional separation of church and state, the U.S. Court of Appeals for the Second Circuit has unanimously ruled.

“The First Amendment’s prohibition against the government establishment of religion ‘constitutes an insurmountable barrier to the use of federal funds to send public schoolteachers or other professionals into religious schools,’ the court held, overturning a lower court’s ruling in *Felton v. U.S. Department of Education*. . . . The defendants in the *Felton* case—the New York City Board of Education, the U.S. Education Department and four parents of nonpublic school students who receive Chapter 1 aid—have . . . appealed to the Supreme Court to review their case.”—*Ibid.*, vol. III, Nos. 39 & 40, August 22, 1984.

Educational Testing Service Forum Cites “Paradox” in Reliance on, Criticism of Tests

“The recent heightened public focus on measurable academic standards for students has brought to light a ‘paradox’ in the public’s attitude toward tests, according to participants in a conference . . . on the topic of standardized testing.

“On one hand, such tests are criticized as biased when certain groups of students perform less well than others, the participants said, but on the other, they are

regarded as the only objective means for ensuring compliance with standards. . . .

“Much of the discussion at the meeting concerned the role of tests and test developers in the standards being imposed on students in a growing number of states and localities. The ‘standards’ trend, which began about five years ago, gained momentum [in the] spring [of 1983] when the National Commission on Excellence in Education urged that standardized tests be ‘administered at major transition points from one level of schooling to another’. . . .

“[Gregory R. Anrig, E.T.S. president cautioned:] ‘Now that the whole country is shifting toward more objective testing, it makes it that much more important that objective standards are available.

“‘I’ve been telling educators not to turn to testing as a quick fix, because misusing tests is a real danger. We’ve even had requests on how to use students’ test results to judge teachers—a practice we don’t agree with,’ he said.

“He and the others cautioned that hastily designed state minimum competency tests would be vulnerable to court challenges similar to the lawsuit against Florida’s test. In that case, *Debra P. v. Turlington*, which was decided by a federal district judge in [1983] in the state’s favor, minority students maintained that the state’s test was racially discriminatory and did not measure what they were taught in school.

“Although the validity of the test was upheld, the five-year lawsuit serves as an illustration that those who write and administer tests ‘will be held responsible for their conduct,’ Donald N. Bersoff, a lawyer and psychologist from Washington, D.C., told the audience of test developers and educators. ‘And

there is a difference between what psychologists and what courts think is a good test,' he said.

"Test developers 'must examine their practices, their interpretations, and their ultimate recommendations,' in order to 'protect the rights of [students], to safeguard their own integrity, and in the long run to serve the legitimate goals of [educators],' he added.

"One of the problems test makers hope to overcome is the lack of 'adequate professional standards' for developing tests, said Ernest W. Kimmel, director of test development for the testing service. 'The current standards are nine years old, and they don't take into account a lot of development in statistical methodology and understanding of issues like cultural, gender, and ethnic bias,' he said."—*Ibid.*, vol. III, No. 10 (November 9, 1983).

Few Colleges Offer Retirement Counseling

"Only 28 percent of all colleges and universities provide preretirement counseling for their employees, and only 16 percent have created study groups or prepared reports about retirement policies in recent years, according to a survey by the Commission on College Retirement.

"The survey, which drew responses from officials in 1,618 institutions, also produced these findings:

"Forty-four percent of colleges and universities have studied or adopted policies to enable retired faculty members to continue 'some level of activity beyond their normal retirement date.' . . .

"Half of all colleges and universities have studied or developed a program to make 'affordable health care' available to retirees."—*The Chronicle of Higher Education*, September 12, 1984.

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Women in Higher Education

Bernice R. Sandler, executive director of the Project on the Status and Education of Women of the Association of American Colleges, has compiled these statistics about women in higher education:

- "Despite the marked increase in the number of women in medical, law, and other graduate schools, most women still major in traditionally 'female' fields and prepare for traditionally 'female' jobs.

- "The salaries of women in academe are still lower than those of men with comparable training and experience—at every age, at every degree level, in every field, and in every type of institution. On the whole, female academics earn about 85 per cent of the salary earned by their male counterparts.

. . .

- "Despite an increase in the number of women in campus administrative ranks, about 90 per cent of students attend institutions where the three top administrative posts—president, chief academic officer, and dean—are held by men.

- "Despite an increase in the proportion of assistant professors who are women, there has been little change over the last decade in the proportion who are full professors. That figure has stayed around 10 per cent, meaning that the number of women promoted to full professorships has been barely enough to replace those who have retired or died. Several studies have shown that it takes longer for women to be promoted than it does similarly qualified men, and that far fewer women are likely to receive tenure than are their male

counterparts. In fact, despite more than 13 years of so-called affirmative action, despite Title IX, despite the progress, the general pattern of women's employment in higher education is distressingly the same as it was in 1970: The higher the rank, the more prestigious the institution or field, the fewer the women."—*Ibid.*, February 29, 1984. Reprinted with permission of Bernice Sandler and *The Chronicle of Higher Education*. Copyright 1984 by *The Chronicle of Higher Education*.

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- Agha, Elizabeth. *Different Approaches to Solve Youth Unemployment Problems After Secondary School in Developing Countries*, May, 1984, 43 pages, Streeter.
- Akos, Hosea D. *The Role of Principal in Implementing Change*, May, 1984, 36 pages, Streeter.
- Butler, Diane Mae. *An Evaluation of the Counseling Economy Program in Berrien County Juvenile Secure Detention Center*, September, 1982, 127 pages, Dickson.
- Christian, Barbara Ann. *A Comparison of Wife Abuse in Semi-urban/Rural Michigan and New York City*, January, 1984, 67 pages, Chaij.
- Jean-Pierre, Louis N. *Toward Positive Student Discipline: A Description of Selected Approaches and the Presentation of a Biblically-Based Alternative*, July, 1983, 47 pages, Streeter.
- Jorge, Flavia. *A Correlational Study Between Students' ACT Scores and the Students' Grades Received in Anatomy and Foundations of Biology Classes Between the Years 1980-1983*, May, 1984, 38 pages, Fitcher.
- Kennedy, Sonia R. *Relationship Among Adolescents of Self-Concept, Sociometric Choice, and Clique Membership and the Relationship of Students' Stay at a School to Sociometric Choice*, May,