

Panel Calls Dropouts \$20-Billion Challenge to Society

"The nation's 'at risk' students—the potential dropouts who without help may leave the system unprepared to lead productive lives—pose a \$20-billion-a-year challenge to [U.S.] society that must be addressed, a group of business, labor, and education leaders concluded at a conference [in Washington, D.C. recently]."

"The meeting, the first for the new Business Advisory Commission for the Education Commission for the States . . . reflects growing state and business concern about the dropout problem. . . ."

"Papers prepared for the conference estimated the nationwide dropout rate at [28 percent in 1982, up from 24 percent in 1972]. . . ."

"New business-education partnerships and a voluntary youth-service program were among the many possible solutions discussed at the conference."—*Education Week*, vol. IV, No. 26, March 20, 1985. Used by permission.

Student Service Jobs Have Lasting Effects

"Proponents of community service for high school students have a boost from long-term research studies."

"Young people who were involved in community service projects while in high school participate more in community life as adults, reports Jim Beane of St. Bonaventure U. . . [in New York]. Interviewing adults who were graduated as long as 40 years ago, he and other researchers found that those with service experience in high school 'more frequently hold leadership positions in formal organizations and join nonformal community improvement groups more often.'

"Also, he says, these adults 'demonstrate more-positive atti-

tudes toward school-sponsored, community improvement than adults who did not participate.' Despite more-difficult logistics in large communities for service experiences, Beane believes 'there are countless opportunities to improve these communities' for youth today."—*Education U.S.A.*, March 26, 1984. Reprinted by permission from *Education U.S.A.* Copyright 1984, National School Public Relations Association.

Schools in 2000

"Technology and rapid workforce changes will reshape schools over the next 15 years in ways that the recent school-reform reports did not take into account, suggests a futurist who has completed a study of what lies ahead for schools."

"The American Association of School Administrators commissioned Marvin Cetron, president of Forecasting International Inc. of Arlington, Va., to conduct the study, which has been published as a book, *Schools of the Future*, by . . . McGraw-Hill. . . ."

"After examining national and international economic and social trends, Mr. Cetron presents a picture of what he thinks schools will be like by the year 2000. Although the reform reports should be taken seriously, school planners need also to consider the broader forces at work to change schools, he argues.

"On the basis of his research, Mr. Cetron predicts that:

- "Jobs will change dramatically every 5 to 10 years because of new technologies, so workers will require periodic and regular re-education. Consequently, schools will become 24-hour learning centers, where youths and adults will be trained for work.

- "New technologies, such as computers, videodiscs, and cable

television may enable students to spend one or two days each week studying at home.

- "Schools and businesses will form partnerships, and in many cases the private sector will supply the financing schools need to expand their programs.

- "Teachers, because of the additional responsibilities imposed on them, will achieve greater status within our society and receive salaries comparable with other professionals."—*Education Week*, vol. IV, No. 27, March 27, 1985. Used by permission.

Business-education Partnerships

"Those interested in business-education partnerships will find a new publication right up their alley. ProEducation . . . The Magazine About Partnerships With Education is devoted entirely to stories about partnerships, such as those focusing on computer programs and the availability of free software for classroom use. The quarterly publication is free to public and private secondary school principals, district-level administrators and chief executive officers of the nation's 1,500 top corporations. Other subscriptions are \$12 a year. For more information, contact Don Adams, editor, ProEducation, 5000 Park St. North, St. Petersburg, FL 33709."—*Education U.S.A.*, January 28, 1985.

CORRECTION

On page 45 of the April-May, 1985, issue, in the article by George P. Babcock entitled "The Excellence in Education Movement—An Adventist Response," a statement comparing American public education and Adventist education unfortunately denounced the humanities as a basis for education. The statement should have read, "In fact, the more we operate from the same *humanistic* base as does public education, the more closely we will reflect its degenerating tendencies."