

him to learn. And it isn't any less awful because some smarmy adult tells the child it's not his fault.

I would like to suggest that not every behavior problem or every unlearned lesson is grounds for rushing a child off to be studied. Some behavior problems require nothing more than a little discipline. Some children don't learn their lessons because they are lazy, because they procrastinate, don't pay attention, or lack self-discipline—or because they know they

really don't have to. Some adult somewhere always is willing to take them off the hook. And, of course, sometimes children don't learn their lessons because their *teacher* is lazy, procrastinates, or lacks self-discipline—or because the teacher, like the child, knows he won't be held accountable because someone somewhere always will take him off the hook.

In short, kids, parents, teachers, and administrators don't always do what they should do. None

of them, however, should be absolved of their responsibilities by immediate recourse to psychosocial guesswork. Nor should those who advocate such a course be allowed to parade the practice as a humanitarian impulse while those who question it are made to feel uncaring and insensitive. □

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COMPUTING WITH CLASS



Care and Feeding of Your Computer

IT'S A DIRTY BUSINESS

One of the major sales points for Pet Rocks some time ago was how easy it was to care for them. (In case you missed them, Pet Rocks were small, roundish untamed natural objects that were very hard and extremely durable. They came packaged in attractive cartons with air holes that doubled as their permanent places of abode. Each carton had a bed of straw or shredded paper and came with a rather extensive care and feeding manual.)

Computers, like Pet Rocks, also require minimal care. To the degree that computers become more versatile, however, their care

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requirements escalate. This column will concentrate on an important aspect of your computer's environment: dust.

Although this problem is inevitable, it can be controlled. Aside from cosmetic considerations, dust is a natural enemy to computers and disks for reasons you might not have considered.

You probably know that computers generate heat, though you may have attributed this phenomenon primarily to the picture tube in your screen. However, a far more important heat-related problem is generated by integrated circuit chips inside the computer unit itself.

This heat, of course, is quite natural and would cause few difficul-

ties if it could do what it does naturally—go away.

How does this heat build up? A simple analogy will illustrate. As a child, did you ever roll yourself up in a bedsheet as tightly as you could—just a simple, thin, cool bedsheet? What happened? You overheated. Imagine how hot you would have gotten if you had rolled up in something thicker, like a quilt or blanket.

As dust accumulates on your computer's chips, it forms a blanket, causing the chips to overheat. If you or I get a temperature of 103 or higher, we get concerned—we say, "I'm burning up"—a figure of speech. However, computer chips really *do* burn up, requiring an expensive trip to the

computer hospital for an organ transplant that isn't covered by Blue Cross.

In order to keep your computer chips from overheating, periodically (every month or so) blow the dust off them (preferably with a canister of compressed air, but if you're careful not to spit all over your computer's insides, a short blast from your lungs should suffice).

Perhaps your system includes a fan and filter, and you are thinking smugly that dust should therefore not be a problem in your unit. Not so! While the filter will help keep dust from blanketing your chips and the fan will assist in dissipating the heat, these devices will be effective only if your filter stays clean enough to allow a free flow of air. Given enough time (which translates *dust*), your filter will become clogged—and you too will be a patron of the local computer emergency room.

Most filters can be removed and washed (Don't use soap!). The best method is to flush the dirt out in the same direction it came in by running cold water through the filter backwards—so to speak, dust side down. Let the filter air-dry before reinstalling it. Depending on how dusty an area your computer lives in, you'll want to do this every three to six months.

Lest you deduce from all this that it's all right to make your computer live in a dirty corner of your school maintenance room, consider the effect of dust on disks. Picture a floppy diskette as a spinning road with the disk head as a spiffy roadster racing along its surface. A piece of dust or a particle of smoke appears on this road as a giant boulder that can be driven or dragged into the surface of your disk with the resulting accident erasing whatever information was on that section of highway. In

addition, your roadster can crash into only so many boulders before it needs an overhaul. (Picking up a diskette by its window produces an oil slick which can also have devastating consequences.)

Your only defenses are rather weak ones, but you can improve your odds even if you're unable to create a dustless environment for your computer. Keep diskettes in their protective jackets whenever you're not using them. Yes, this means removing them *each time* you turn off the machine. Be sure to follow the procedure outlined in your computer manual regarding when it's safe to take disks out of drives (not before you have stored

the information!).

Leaving disks in drives is a perfect way for them to collect dust boulders. Most single-sided drives do read from the bottom of the disk, which helps minimize this problem, but good habits are important assets in every area of life. Furthermore, with so many double-sided drives showing up, good habits can be indispensable!

So in dealing with dust, the motto is: If you can't beat it—frustrate it! Batch process it! But don't ignore it! For optimal operation and minimal frustration, cleanliness is just as important in computer class as in health/science. —Dave Ruskjer. □

UNCLE SAM AND YOUR SCHOOL

By Gary M. Ross

Don't be fooled by the U.S. Government's current preoccupation with deficit reduction and tax simplification. These matters could affect schools in obvious ways since they threaten, among other things, to reduce student aid, cut postal subsidies, terminate charitable deductions by non-itemizers, and discourage the use of tax-exempt bonds. However, the final results, of which I will eventually write, await the long, onerous legislative process. Meanwhile, here are some quieter developments that may affect us just as much.

1. A state court in Oregon handed down a \$39-million judgment against the Church of Scien-

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tology for "false promises" in regard to improved eyesight and enhanced intelligence. This may be a frontier issue—sure to be appealed and likely to be reversed—but is the analogy to promotional efforts of churches and colleges too farfetched? Is the ethic of truth-in-advertising now arriving at *our* doors?

2. From some of the prohibitions against discrimination that date from the 1960s, denominational employers are exempt. However, what is the strength of the exemptions? Today a distinction is being drawn between the levels of work in which churches and related institutions engage. For instance, the head of the Oregon department of labor believes that on the strength of the religious exemption these entities may only restrict hiring to members *when*

employing ministers or others who are directly involved in the spiritual functions of a church or church institution. A religious institution's support staff of teachers, administrators, and janitors would therefore have to be chosen without reference to denominational affiliation. On precisely such reasoning the United States Court of Appeals for the Fifth Circuit recently bifurcated the ranks of Southwestern University in Dallas, the Southern Baptists' chief educational institution.

The basis of this distinction is the assumption that even religious groups engage in secular activities. This secularity allegedly rises as one moves down the hierarchy of employees, or so the state agencies seem to be saying as they try to explain a religious exemption in California's Fair Employment and Housing Act. Such exemptions, in other words, are limited to certain types of functions. In a case on appeal before the California Supreme Court, the latter agencies thus support a Catholic elementary school teacher who believes that a Lutheran organization wrongfully fired her on grounds of religion. It is alleged that exclusivity is not warranted at such levels of employment.

3. A new day is dawning with William J. Bennett's appointment as Secretary of Education. Some applaud his "shoot-from-the-hip" style. Many predict that his regard for traditional values will benefit the humanities and liberal arts (although these "orphans" of technological times were already recovering at the time of his confirmation).

But problems loom in the Secretary's outlook: Bennett advocates tuition tax credits and vouchers, oblivious to the church-state issues that these measures raise among libertarians who fear the indirect

channeling of public money into private institutions. Secondly, of course, he faces complaints from public school advocates and anyone for whom deficit reduction is a high priority.

4. In a June 4 ruling, the Supreme Court of the United States found unconstitutional an Alabama statute authorizing a one-minute period of silence in all public schools for "meditation or voluntary prayer." Specifically, it concurred with a Court of Appeals finding that the law involved an establishment of religion (and thus violated the First Amendment) by *intending* the return of "voluntary

prayer" to public schools.

Libertarians greeted this ruling with enthusiasm and surprise—court tendencies towards an accommodation of majoritarian religion had braced them for the worst. Conservatives, on the other hand, reacted with dismay bordering on militancy: something must be systematically wrong with America, they charged, if you can't even provide for a moment of silence in the schools. Inevitably, a revitalized "school prayer movement" will emerge. Although aimed at public schools, it will pack interesting implications for parochial education. □

CLASSIFICATION LEVELS FOR MATERIALS

Reviewed by the North American Division Curriculum Committee

General Guidelines:

Materials classified in Level No. 1 are to be adopted by each union conference as basic and required for use in NAD Seventh-day Adventist schools/system.

Materials classified in Levels 2 through 5 may be reclassified by a union conference curriculum committee for use in that union conference. Any adaptation or revisions are to be made only with the permission of the author(s) or union(s) responsible for the development of the materials.

Materials are considered for classification only if recommended by the North American Division Office of Education (NADOE) or union conference curriculum committees.

Level No. 1—Adopted as basic; required in NAD Seventh-day Adventist schools/system.

Only instructional materials pro-

duced and/or published by the NADOE are to be placed in this classification. All textbooks that are published by the NADOE are automatically placed in this classification.

Level No. 2—Approved for basic, supplementary, or enrichment use.

The materials placed in this category are highly recommended but not required for use in NAD Seventh-day Adventist schools/system.

Level No. 3—Approved for use in pilot or experimental programs.

The materials placed in this category are those which need field testing or which may be used in pilot or experimental programs. Such material may be returned to the NADCC for consideration and reclassification.

Level No. 4—Approved for information only.

The materials placed in this category are acceptable and may be used in NAD Seventh-day Adventist schools/system.

Level No. 5—Approved in concept but referred for additional study.

The materials placed in this category are those which require revision or additional editing prior to reclassification and use in NAD Seventh-day Adventist schools/system.

Materials Classified by the NADCC

Category No. 1

All Seventh-day Adventist published textbooks (1983)

Evaluative Criteria for SDA Schools K-10 (1982) General Conference Central Departmental Services (C.D.S.)

Evaluative Criteria for SDA Schools K-8 Small Schools (1982) C.D.S.

9-12 Evaluation Instrument, Handbook for the Visiting Committee and the Handbook for Completing the Self-study (1982) C.D.S.

*Career Development Framework** (1981)
*Modern Language Framework** (1980)
*Elementary Religion Framework K-8** (1980)

Science/Health Activity Manual, grades 5-8 Green/Yellow book (1980) C.D.S.

*Framework for Physical Education-Health-Safety, K-12** (1979)

*Mathematics Framework K-12** (1979)

*Business Education Framework** (1979)

*Fine Arts Framework** (1979)

*Science Framework K-12** (1979)

*Social Studies Framework K-12** (1978)

*Science Framework K-12** (1978)

*Applied Arts Framework K-12** (1978)

*Language Arts/Communication Framework** (1978)

*Handbook for Curriculum Frameworks** (1978)

*Religion Framework, 9-12** (1978)

Category No. 2

Secondary Reading Materials (1985) Pacific Union

1. Reading Program Materials (RPM)—7-volume set

2. Curriculum Guide for Reading Grades 9-12

3. Supplement to Curriculum Guide for Reading Grades 9-12

Forms for Communicating Textbook Evaluation Information* (1985)

God, Creation and Me (1985) R. Joan Summers, Joan E. Barros, and Sharon J. Chamberlain, C.D.S.

*Improvement of Instruction Through Supervision** (1985)

Denominational History (7-8) Filmstrips and Cassettes (1985) Pacific Union Office of Education

*Manual for Supervision in Seventh-day Adventist Schools** (1985)

Bible Activities for One-teacher Schools, Grades 5-6 (1985) Master copy*

Columbia Union Music Program (1985) Columbia Union Office of Education

A Reason for Writing—"Words of Praise and Promise" (1985) Concerned Communications

A Reason for Writing—"The Words of Jesus" (1984) Concerned Communications, recommended by the Pacific Union Conference

Program on Drug Education 1-8 (1984) Pacific Union Conference

No, Thank You!

It's My Choice!

What Is Most Important?

I Choose the Best!

The Winner (1984) General Conference Health/Temperance Department

Bible Story Primer, Vol. II, III (1984) ABC Publishing Co., P.O. Box 895, Moses Lake, WA 98837

Dinosaurs (1984) Atlantic Union Conference

A Handbook for Library Workers, K-10 (1983) Pacific Union Conference

Stories of Ellen, Vol. II Spirit Masters (1983) Marico Publications

Planet Earth (1983) Concerned Communications

*Christian Service in the Curriculum K-12** (1982)

*Guidelines for Working With Exceptional Children** (1982)

Vistas (1981) Southern Union

Stories of Ellen, Vol. I Spirit Masters (1981) Marico Publications

Learn Not to Burn (1980) General Conference Risk Management Service

Adventist Heritage (1980) Periodical

Why Teach JMV? Filmstrip (1979) Southern Union

Reading Guide (1979) Atlantic Union and Northeastern Conference

Quest, Reading Anthology (1979) Southern Union

*The Thrust of Adventist Education** (1978)

*Handbook for Implementing the Thrust of Adventist Education** (1978)

Drug Education Materials for Elementary Grades (1978) Pacific Union Conference

1. *Drug Education Teaching Guide for Elementary Schools* (1971)—Grades 7 and 8 (Available through Loma Linda University School of Public Health)

2. Package of 10 case study booklets for students (Available through Loma Linda University School of Public Health)

Metric Materials (1978) Potomac Conference

School Cooking Teacher's Guide (1978) North Pacific Union Conference

Category No. 3

*Teacher's Guide for Special Methods Course: Teaching Religion in the Secondary School** (1985)

Category No. 4

Adventist Reading Management System (1985) Southern Union Conference

Philosophy and Guidelines for Extra-Curricular Activities (1984) Columbia Union Conference

Teacher Aide Programs (1984) Columbia Union Conference

School Board Evaluation Forms (1984) Columbia Union Conference

Certificate of Graduation (1984) Columbia Union Conference

Certification of Completion (1984) Columbia Union Conference

Junior Academy and Elementary Principal's Handbook (1984) Southern Union Conference

Elementary and Junior Academy Principal's Handbook (1984) Atlantic Union Conference

*Modern Language Curriculum Guide 9-12** (1984)

Creation Filmstrips (1984) Creation Filmstrip Center, Rt. #1, Haviland, KS 67059

The Bible Program, Grades 1-12 (1983) Pacific Union Conference

Resource Guide in Remedial Math (1983) General Conference North American Division Department of Education (NADOE)

How to Organize and Implement a Successful Work Experience Program (1983) Southern Union Conference

Health Education Guide, Grades 9-12 (1983) Pacific Union Conference

Curriculum Guide for *School Gardening and Campus Beautification** (1982) Southern Union, Lake Union

*Curriculum Guide for Practical Arts, K-8/10** (1982) Southern Union, Lake Union

*Home Economics Curriculum Guide** (1982)

*Improvement of Instruction in the Regional Conferences** (1982)

*Industrial Education Curriculum Guide** (1981)

*Business Education Guidelines** (1981)

A.V.T. Reading Program (1980) Millie Youngberg, Andrews University

Days of Creation (1980) Lake Union Conference

Minimum Adventist Performance Standards (1979) Southern Union

The Adventist School Board: Tool for Evangelism (1979) Pacific Union Conference

Health/Science Study Guide, Grades 1-4 (1978) Atlantic Union Conference

Guidelines for Co-curricular Activities (1978) Southern Union Conference

Outdoor Education Program (1978) Forest Lake Elem. Ed. Center

Elementary and Junior Academy Principal's Handbook (1978) Southeastern California Conference

Disaster Planning Guide for SDA Schools (1978) Southeastern California Conference

Adventist Parent and Preschooler Learning Experience (1978) Southern Union

Category No. 5

An Introduction to Needs Assessments Manual for Seventh-day Adventist Schools (1983) (Being field tested)

*Manual for Teachers of Elementary Bible Methods** (1982)

Curriculum Guide/Course Outline for Mathematics K-12 (1978) North Pacific Union Conference

Guide for Work Experience Education (1978) C.D.S. □

*Obtain through your union conference department of education office.

Coming Events

OCTOBER, 1985-JANUARY, 1986

Health Emphasis Week	October 5-12
Annual Council (Washington, D.C.)	October 8-17
Adventist Education Week	November 17-23
American Education Week	November 17-23
Regional Educators' Meeting (Huntsville, Alabama)	December 3-5
NAD Elementary Bible Textbook Steering Committee (Portland, Oregon)	December 9-13
NAD Directors of Education (Loma Linda University, Loma Linda, California)	January 6-7
NAD Board of Higher Education (Loma Linda University, Loma Linda, California)	January 8
NAD Board of Education, K-12 (Loma Linda University, Loma Linda, California)	January 9
NAD Education Task Force (Loma Linda University, Loma Linda, California)	January 10
NAD Union Education Elementary Associates (Loma Linda University, Loma Linda, California)	January 10-14
NAD Union Education Secondary Associates (Loma Linda University, Loma Linda, California)	January 14-15
NAD Curriculum Implementation Associates (Loma Linda University, Loma Linda, California)	January 15