

# OF INTEREST TO TEACHERS

## Jobs Up in Education

*"Job prospects and starting salaries for education majors have improved significantly, placing education among the 10 fastest-growing career fields for the first time in a decade, according to a national survey of employers.*

"The survey, conducted annually since 1970 by the placement-service office at Michigan State University, found an improved job market for college graduates generally. . . .

"The outlook is especially bright for education majors. Starting salaries for teachers will jump ahead of entry-level pay for graduates in several other professions. . . .

"Demand is especially strong for teachers of special education, mathematics, science, English, Spanish, and French. . . .

"Nonetheless, the average starting salary for teachers in 1986—\$16,903—will continue to lag behind the \$21,601 average starting pay for all graduates with bachelor's degrees, the survey found."—*Education Week*, vol. V, No. 16, December 18, 1985. Reprinted by permission.

## International Education Ministers Agree on Goals

*"Education ministers from Finland to Australia, speaking 17 various languages, recently looked at the state of education. . . .*

"While each country in the Organization for Economic Cooperation provides a different system of education, 'our discussions showed how remarkably similar are the goals that guide the educational policies of the countries,' remarked Jean-Pierre Chevenement of France.

"Economic and social structural changes are creating expectations for education that 'grow and pull it in many, and sometimes opposing,

directions,' the ministers noted.

"A summary of their Paris meeting . . . called on education to adjust to increasingly pluralistic societies, especially in meeting the needs of the disadvantaged and handicapped. This requires the schools, family and community to cooperate, they said.

"Further, resources should be strengthened for the early school years, the secondary curriculum should have a flexible balance between compulsory subject matter and personal student options, and intelligent use of technologies should be accompanied by better teacher training.

"With universally high rates of youth unemployment, the ministers called for an end to 'the sharp division between general, technical and vocational programs,' with lifelong access to further education a goal."—*Education U.S.A.*, December 9, 1985. Reprinted by permission from *Education U.S.A.* Copyright 1985, National School Public Relations Association.

## Group Criticized for Offering "Simplistic" Solutions to Reform Teacher Education

*"A draft report prepared for a major higher-education group sharply criticizes the reform platform of the Holmes group—a consortium of 39 education deans from some of [America's] leading research universities—for proposing 'simplistic' answers to the complex problems teacher educators now face. . . .*

"The consortium members agreed at a meeting [in November] that all institutions choosing to adopt the group's standards will be expected to phase out their undergraduate programs in education over the next five years.

"Last June, the group approved a preliminary set of standards that

would require all prospective 'career' teachers to major in an academic subject area rather than education and complete a post-baccalaureate program leading to a master's degree and a divisional certificate.

"In a preliminary draft of a paper prepared for the American Association of State Colleges and Universities and presented at two different sessions during its recent annual meeting . . . John E. King, a visiting education professor at the University of South Carolina, and a former president of Emporia State University in Kansas, called the Holmes group reform platform 'dangerous and formidable.'

"It is dangerous, Mr. King said, because it 'would hamper rather than support and assist public and private colleges now producing 80 percent of the teachers in the country.'

"In addition, Mr. King asserted that the Holmes group's proposals ignore many of the root causes of poor morale and ineffectiveness among the nation's teachers and schools, and offer simplistic answers to the complex questions faced by teacher-education institutions.

"He further argued that the proposals would place the control of teacher education in the hands of the universities that have shown the least support and concern for it during the past 25 years and where teaching is often 'considered an invidious career choice.'"—*Education Week*, vol. V, No. 16, December 18, 1985. Reprinted by permission.

## Administrators' Guide to International Students

*A recently published guide, entitled International Students in the United States: A Guide for Secondary School Administrators offers helpful information regarding*

administrative concerns, such as laws, placements, and counseling. One section of the guide gives specific information about the six countries that send the most exchange students to the United States. To obtain the guide, send \$2 to National Association for Foreign Students Affairs, 1860 19th St. NW, Washington, DC 20009.

### Independent Schools Association Urges Apartheid Protest

*"The association representing [America's] most prestigious private schools has called upon its members to publicly repudiate apartheid, South Africa's policy of racial separation.*

"In a statement mailed [in December] to 1,000 private schools, the National Association of Independent Schools urged 'trustees, heads, faculties, and students in member schools to declare their opposition to apartheid as part of their educational responsibility.'"—*Education Week*, vol. V, No. 16, December 18, 1985. Reprinted by permission.

### Hymn Society Sponsors Search for New Advent Hymns

*The Hymn Society of America announces a search for new hymn texts related to the Advent Season.* In recent years there has been a renewed interest in these four weeks prior to Christmas. This search aims at providing new hymns in contemporary, inclusive language based on scripture from the Three-year Lectionary.

Entrants should include four nonreturnable copies and a \$5 entry fee for each hymn. Deadline for entries is May 1, 1986. Winning hymns will be announced in October, 1986, and will be published by The Hymn Society of America, National Headquarters, Box 30854, Texas Christian University, Fort Worth, TX 76129.

### Standardized Tests Deficient, English Teachers Assert

*"Standardized testing, while valuable in some respects, provides little diagnostic information that is useful to teachers, perpetuates the separation of evaluation from learning, and narrows the curriculum to emphasize the limited skills measured by the tests, the National Council of Teachers of English charged [recently.]*

"In the face of such faults, the council pledged to work toward uniting evaluation and learning, seek ways to empower English teachers to be confident evaluators and constructive critics of language-arts tests, and develop alternative models of assessment.

"We push education in the wrong direction when we put a heavy emphasis on testing," said Sheila M. Fitzgerald, professor of education at Michigan State University and president of the N.C.T.M. for the past year. "We have to consider the characteristics of tests that are not publicized."

"As examples, she cited the fact

that standardized tests are given on a one-shot basis and fail to measure students' knowledge over a period of time; that there are limitations to what can be measured on paper-and-pencil tests; that labeling of children—especially the very young—can be detrimental; that the curriculum becomes overreliant on commercially prepared textbooks and tests to the exclusion of teachers' creativity and knowledge.

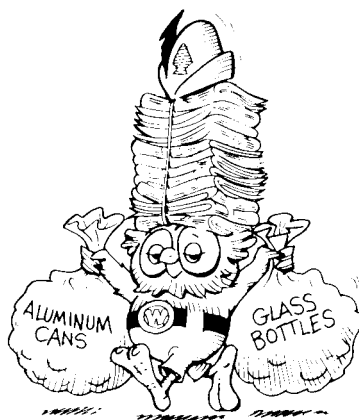
"But probably most important, Ms. Fitzgerald said, 'the curriculum inevitably shrinks to the measures used for evaluation,' and students come to view classroom work as far less significant than what they are asked to know for a test.

"In addition, she charged that 'there is a direct relationship between what you say to a child about his test results . . . and what the dropout rate is.'

"Educators 'should be appalled' by increases in Scholastic Aptitude Test scores, Ms. Fitzgerald asserted, saying such increases raise the question of 'what has been sacrificed to achieve that.' . . .

"At a session entitled 'Assessment, Its Effect on Curriculum, Classroom, and Students,' Neil Ellman, teacher from Hanover Park Region High School in New Jersey, charged that testing has become 'an end in itself, a substitute for instruction.' As a result, he noted, legislators, parents, and businessmen are telling teachers to key instruction to what the tests measure.

"The tests are not only dictating the content of our curriculum, but the instructional methods themselves,' Mr. Ellman said. That is happening, he noted, even though standardized tests are 'contrary to everything we as educators have learned about the content and structure of education.'



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"Among the myths incorporated into standardized tests, Mr. Ellman said, are that all students work at the same pace and that all have mastered the same body of knowledge by the time the test is given.

"Further, he said, standardized tests do not reflect a holistic method for teaching and learning, address the study of literature, or evaluate creativity and higher-order thinking skills."—*Education Week*, vol. V, No. 14, December 4, 1985. Reprinted by permission.

### Marijuana and Memory

Marijuana may have a greater effect on memory and thinking ability than has previously been thought. According to Jeff Fortune, a drug-abuse prevention counselor in Orange, California, THC (the most plentiful psychoactive substance in marijuana) appears to interfere with the manufacture of essential protein substances in the nuclei of brain cells.

The most noticeable effects of marijuana use are decreases in both memory and thinking ability. "Occasional use mainly affects short-term memory," notes Fortune. "Regular use, however, damages long-term and abstract memory." Other problems, such as difficulty with number-symbol substitution (replacing a series of numbers with symbols representing each number), serial subtraction (repeatedly subtracting a number from a larger number), and reading comprehension are also common.

THC remains in the body for up to 30 days after the person has used marijuana. "Because it stays in the body for such a long time, its effects on memory and thinking ability are prolonged," says Fortune. "Neither the weekend smoker nor the daily smoker

is ever free from marijuana's effects."—From a *Listen* news release.

### Nuts, Seeds Seen as Meat Substitutes in Food Programs

"The [U.S.] Agriculture Department has proposed adding peanuts and other seeds and nuts to its list of approved meat substitutes, in the school lunch, childcare, and summer-feeding programs. . . .

"The announcement said that 'most nuts and seeds and nut-and-seed butters' are nutritionally comparable to meat or the currently acceptable meat alternatives other than peanut butter—cheese, eggs, and cooked dry peas or beans."—*Education Week*, vol. V, No. 16, December 18, 1985. Reprinted by permission.

### Good Ideas

#### Teacher-Student Communication Through a "Hotline"

"To counter the impersonal effects of the large lecture class, one physiology professor at the University of Nebraska at Lincoln has turned to an unlikely source—the telephone-answering machine.

"When students in F. L. Pardi's human physiology class have questions about the course, they can call a number in the biology department and leave messages on the machine. They can ask about anything—examinations, laboratory work, assignments, or course policy.

"He listens to the messages each morning. If students ask him to return their calls, he does. Otherwise, he answers questions before his lecture in a three- to five-minute report called 'News from the Hotline.' . . .

"The hotline, which received between 7 and 12 calls a day, has reduced the traffic in his office, Mr. Pardi notes, and given him

more time for research. Only about 10 percent of the messages require call-backs, he says.

"Sometimes students offer anonymous criticism, an unintended benefit of the hotline.

"They will call and say, 'Slow down, you talk too fast,' or tell me that the exams are passed out too slowly,' he says.

"Sometimes I get interesting jokes, which I repeat to the class, too. The idea is to show that I am receptive to the students.'"—*The Chronicle of Higher Education*, September 4, 1985. Reprinted with permission. Copyright 1985 by *The Chronicle of Higher Education*.

### School Health Instruction and Smoking

*Almost three times as many students who do not receive health instruction begin smoking in the seventh grade, compared to students who have taken such courses, reports* The Journal of School Health. Their study of more than 30,000 students in grades 4-7 from 20 states showed less than 8 percent of the health-educated students were smoking, compared with more than 12 percent of a control group of seventh graders. □

## Marketing Adventist Higher Education

*(Continued from page 12)*

meetings, and youth events. Excellent quality video presentations can now be produced inexpensively. It might be best to produce such presentations in both Beta and VHS formats to accommodate different equipment available at various locations.

Ideas for short video clips or slide shows can include the curriculum, activities of various college