

tions were among those included in the study:

1. That local conferences and academy boards give study to the need for developing a set of written guidelines for use in the process of selecting a principal.

2. That local conferences and academy boards recognize the importance of matching the abilities and qualities of the principal with the needs of the school.

3. That local conferences and academy boards consider carefully the need to select a principal who holds a Seventh-day Adventist Administrator's Certificate.

4. That all appropriate educational organizations and levels

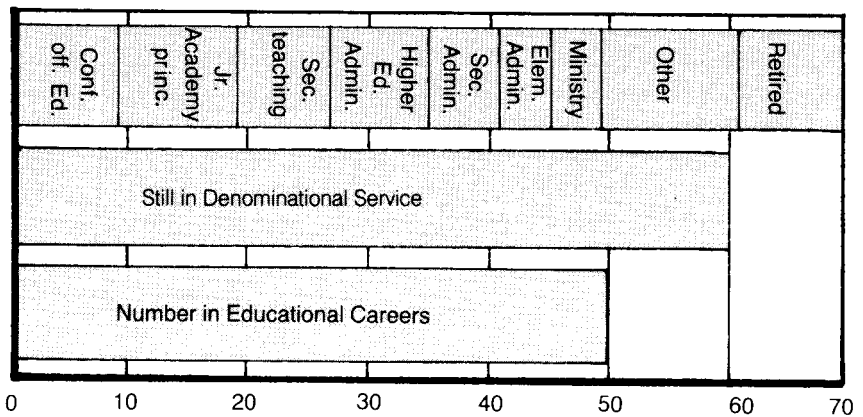


Fig. 5 New careers for principals 1978 – 1983

within the church address the need for continuing in-service training for academy principals.

5. That further study be done to

discover ways that board members and constituents can be encouraged to give stronger support to the principal in his or her work. □

OF INTEREST TO TEACHERS

Statistics on Private Schools

ONE OF every three schools in the United States is a private school. Of these, 80 percent are religiously affiliated. Some 5.7 million children attend these schools, 70 percent of which operate on the elementary level. Minorities make up about 18 percent of the enrollment of U.S. private schools, with blacks representing about 8 percent, and Hispanics 7 percent of this total.

Dr. John C. Holmes, Assistant for Government Information with the Association of Christian Schools International, estimates the savings to the U.S. taxpayer from the 25,000 evangelical Protestant schools alone at \$12 billion, with another \$6 billion being brought into the U.S. economy by these schools.—Information drawn from reports at an education conference sponsored by the U.S. Senate Republican Policy Committee, February 28, 1986.

Hands-on Computer Workshop

A HANDS-ON computer workshop, the Second Faculty Institute on "Student-centered Computer Education," will be held June 16-20, 1986, at Union College, Lincoln, Nebraska. Although primarily beamed at academy and college computer science and business teachers, the workshop is open to any teacher with a background in computers. For information about the workshop, lodging, and transportation from the airport, contact Mindy Brooks at (402) 488-2331 as soon as possible.

Who Should Evaluate Teachers?

THE 1985 Educator Opinion Poll asked 498 elementary school teachers what role other teachers play in their performance reviews. Most (85.1 percent) said none at all; administrators do evaluations.

When the teachers were asked how much peer involvement they

would like in their evaluations, 48.8 percent preferred none at all. Another 31.1 percent said that peers should occasionally be consulted on an informal basis. Less than 18 percent of the teachers wanted peers to play a formal role; about half of these would like fellow teachers to have a significant impact on their evaluations. Only 1.6 percent of the teachers preferred an evaluation consisting solely of review by their peers.—Reported by *Learning*, March, 1986.

Typical College Trustee Is Middle-Aged, White Businessman

"MIDDLE-AGED, WHITE businessmen continue to predominate on college governing boards, but the representation of women and ethnic minorities has shown modest gains in the last decade, according to a nationwide survey.

"Of approximately 48,000 people

who held voting positions on governing boards [in the spring of 1985], weighted survey data indicate, 90 per cent were white, 80 per cent were men, 42 per cent held positions in business or had retired from such positions—making business more heavily represented than any other field—and 70 per cent were at least 50 years old, including 32 per cent who were at least 60.

“However, the survey, the first of its kind since 1976, also turned up these changes in board composition:

- “The proportion of women increased by one-third, rising from about 15 per cent in 1976 to about 20 per cent in 1985. Comparable gains for women were found at both public and private institutions.

- “The proportion of blacks at public institutions nearly doubled—from 5.9 per cent in 1976 to 11.4 per cent in the latest count.

- “However, with the proportion of blacks on private-college boards having gone up only four-tenths of a point, to 5.5 per cent, the overall representation of blacks increased only slightly—to 6.3 per cent from 6 per cent.

- “The proportion of trustees belonging to more than one governing board declined from about 19 per cent in the previous survey to less than 10 per cent in 1985.”—*The Chronicle of Higher Education*, February 12, 1986. Reprinted with permission. Copyright 1986 by *The Chronicle of Higher Education*.

Tuition at Private Elementary Schools

THE MEDIAN tuition at private elementary schools in the 1985-1986 school year is \$773. According to U.S. Census Bureau estimates, the median is \$695 at church-related schools, most of them Catholic, which about 85 percent of private school youngsters attend.—Reported by the *Washington Post*, February 27, 1986.

How Students Choose a College

THE CARNEGIE Foundation for the Advancement of Teaching recently surveyed 1,000 high school seniors. They asked about the sources of information the students used most frequently in deciding on a college. College publications ranked number one, followed by personal letters from the colleges, high school counselors, college guide books, and campus visits. The researchers then asked the students to rank these same sources in terms of importance. The response: campus visits placed first, followed by college publications, meetings with college representatives, and comparative guides—in that order.

Decline in Humanities Studies

TO RECLAIM a Legacy, a study commissioned by the National Endowment for the Humanities, reports that 75 percent of American colleges and universities have no requirement in European history, 72 percent lack them in American literature or history, and 86 percent in Greek and Roman civilization. Less than half require foreign language study for a bachelor's degree, versus 90 percent in 1966. Since 1970 the number of English majors has declined 41 percent, and history majors 62 percent.

Better Ways to Help the Gifted

LABELING CERTAIN children as “gifted” implies that they are superior in every area—and that other students aren't gifted at all, according to Educating Able Learners: Programs and Promising Practices. Based on a four-year study by the Sid W. Richardson Foundation of Fort Worth, Texas, the book recommends that schools do the following:

- Stop identifying select groups of students as “gifted” and recognize that there are many types of abilities and many “able learners” not tradi-

tionally included in gifted programs.

- Broaden the process for assessing students' abilities. The report criticizes reliance on single measures, such as IQ tests; it emphasizes that there is more than one kind of intelligence and that giftedness can be identified by more than one type of evaluation.

- Stop classifying children by grade level; instead, adopt flexible pacing for all students.

- Abandon “pull-out programs” that take certain students out of their regular classrooms at different times during the week.—Reported by *Learning*, March, 1986.

Parent/Teacher Partnerships

“ENCOURAGED BY positive response to its pilot project on teacher-parent partnerships, the National Educational Association will expand the program to eight more states [during the 1985-1986 school year].

“The pilot project was tested in 11 school districts in 9 states in 1985. The families of more than 5,600 3rd graders participated.

“The program is built around a weekly series of learning activities that parents can complete at home with their children. The activities, designed to build students' discipline, study habits, and thinking skills, do not duplicate schoolwork, N.E.A. officials said. Teachers keep in close touch with parents to monitor the students' progress.

“Some 72 percent of the parents surveyed by the N.E.A. said their children were more responsible about doing their homework and home-related activities after participating in the project.

“A majority of respondents also said that after completing the project they felt more positive about their child's teacher and school, and were more comfortable talking to the teacher.”—*Education Week*, vol. V, No. 20, January 29, 1986. Used by permission. □