

# OF INTEREST TO TEACHERS

## Teacher Tests Now Well Established

"State mandated testing of teacher candidates has accelerated rapidly over the past two years, as documented in a new teacher education survey. And there are signs that states moving to evaluate beginning teachers are realizing assessment methods need to be more sophisticated than pencil-and-paper tests.

"The American Assn. of Colleges for Teacher Education survey says 44 states report using or developing standardized tests for program entry, exit or initial certification. . . .

"At both the collegiate and certification levels, states in the last six months have also initiated a wide variety of other changes, the report said. . . .

"Increased interest in an induction year for new teachers suggests that educators and policymakers recognize that a paper-and-pencil entry or exit test alone is not a sufficient indicator of a person's ability for success as a teacher," the report notes. The survey shows that all entrance tests are paper-and-pencil exams. Most states use a standardized exit exam, although a few states have customized tests. . . .

"The reliance on entry and exit tests is being challenged by education professionals who doubt the ability of the tests to predict classroom success, the report notes. Also, the tests' public purpose is not necessarily reflected in other state decisions. 'Few states that cite identifying competent personnel as the purpose of their examination reward high scoring individuals with salary adjustments, public recognition, or other perquisites,' the report says."—*Education U.S.A.*, July 28, 1986. Reprinted by permission from *Education U.S.A.* Copyright 1986, National School Public Relations Association.

## Ten Social Trends Affecting Strategic Planning for Schools

1. *Increased number of senior citizens.* By the year 2000, 32 million U.S. citizens will be over 65 years old. At present, two-thirds or more of all school patrons now have no children in school.

2. *Changed family patterns.* Many schools already find that a majority of their students come from single-parent families. With more parents working, the problem of latchkey children occurs more frequently.

3. *Increased proportions of minority students, typically concentrated in urban areas.* Minority students now account for a fourth of all public school enrollees (New Mexico—57 percent, Texas—46 percent, California—43 percent, New York—32 percent). By the year 2000, more than half of the students in 53 American cities will be from minority ethnic groups.

4. *Increased fertility rates of older women and a baby boom "echo."* Since many women born in the post-World War II period delayed having children until the last third of their fertility period, the apex of "echo" births is expected in 1988 or 1989.

5. *Continued shifts in the labor force.* The demand for workers in information and service sectors of the economy will continue to increase, while the number of employees sought for agriculture and industrial jobs will keep on declining. The average person will change jobs seven times.

6. *Expanded role for technology in people's lives, with mixed results.* Technological advances will force moral and legal choices on issues like genetic engineering, nuclear power use, organ transplants, appropriate control of rapid communication and transportation, and the appropriate trade-off between environmental and economic well-being. Teachers will need to be prepared to discuss these issues with their students.

7. *Altered nature of jobs.* Long-term employment may persist. A 35-hour work week will create more leisure time. Home employment is a strong possibility for many people.

8. *Continued redefinition of women's roles.* The problems of sexism and conflict between work and family responsibilities will continue. More women will enter the workforce in traditionally male-dominated occupations. Men will have to share responsibility for housekeeping and child raising.

9. *Increased interdependence among Earth's people.* Effects of local conflicts will spill over into other areas. People remain vulnerable to totalitarianism and ideological extremists. Many countries will exert further controls over religion and education. Global conflicts may break out over scarce resources and food.

10. *Continued tension between traditional and liberalized social norms and value structures.* A long-term, steady drift toward liberalized social norms related to such issues as abortion, interracial marriage, and premarital sex has been countered in recent years by strong conservative pressures. People increasingly view networking and cooperation between small groups as the solution to problems, rather than government intervention.—From *ASCD Update*, June 1986.

## College Students More Indebted

In the 1970-1971 academic year, grants made up 66 percent of the typical U.S. college student's financial aid package; loans, 28.9 percent; and work, 5.1 percent. By 1984-1985, the mix of the typical aid package had become: loans, 51.7 percent; grants, 44.6 percent; and work, 3.7 percent.—"Education Review," *The Washington Post*, August 10, 1986.

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## SDA Periodical Index Available

What are Adventist authors saying about children and divorce, dormitory life, suicide among young people, Sabbath keeping, summer jobs, single parents? Where can you put your finger on good stories that illustrate the value of friendship or obedience or the true spirit of Christmas?

The *Seventh-day Adventist Periodical Index* is a quick reference to 37 magazines including *Guide*, *Insight*, *Message*, *College People*, *Adventist Review*, and THE JOURNAL OF ADVENTIST EDUCATION. Articles are indexed both by subject and author.

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Recently computerized, the *Index* is now published annually in a 200-page volume. The 1985 issue is available to individuals, church schools, and junior academies for \$15 and to libraries, conferences, or other institutions for \$40 per year.

The *Index* provides a unique key to Adventist material published in English, covering union papers in North America as well as several overseas division papers. Special sections are also devoted to reviewing Adventist-produced books.

Professionally indexed, this volume collects all articles from all Adventist magazines on the same topic

under the same subject heading. Approved Library of Congress subject headings are used, augmented by particular terms in SDA terminology that have been adopted and authorized by SDA librarians.

For more information write to David Rios, Editor, *Seventh-day Adventist Periodical Index*, Webb Memorial Library, Loma Linda, CA 92350. Or telephone (714) 824-4942.—Kit Watts, Periodical Librarian, James White Library, Andrews University, Berrien Springs, Michigan.

## New SDA Computer Association

The Adventist Computer Association was formed recently from a merger of two previously separate entities. One of its purposes is to assist Adventist schools and educators in using computers more efficiently in their work. They plan to focus on all levels of SDA education and offer assistance for the special problems of each level.

The first issue of ACA's newsletter, *On-Line*, was published in August, and its bulletin board system "The Network" is already in partial operation. The association plans to organize local user groups and to set up software libraries for those who cannot access the bulletin board and download files.

For information, write to ACA, 9705 SE Grant Court, Portland, OR 97216, or call (503) 253-2289.

## Few Women Attain Academic Tenure

Today women make up only slightly more than one-fourth of all tenured professors. According to the U.S. Department of Education's Center for Statistics, about 70 percent of all male faculty members nationwide hold tenure, while only 50 percent of women have that status.

## Teaching Out of Field—A Serious Problem

A study by the Council for Basic Education reports that "thousands upon thousands of children" are currently being instructed by teachers assigned to teach outside their areas of competence. Albert Shanker, president of the American Federation of Teachers, estimates that some 200,000 teachers fall into this category, a problem he calls "education's dirty little secret."

## Facts About Child Abduction

According to a recent national study, trickery is one of the most common ploys kidnappers use to abduct children. The study, conducted by the National Center for Missing and Exploited Children in Washington, D.C.,

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Joyce M. Bradford, Circulation Manager

# IN SEARCH OF SOLUTIONS

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commended Joe Clarke, the principal of East Side High School in Patterson, New Jersey. Five years ago this inner-city secondary school was out of control. Gangs roamed the hallways; drug dealing was rampant. Each day one-third of the students was absent or on suspension; students wandered wherever they wished. Violence and vandalism were commonplace. Bennett stated that five years ago Joe Clarke met his 3,000 students on the first day of school and announced by bullhorn that a *new* East Side High School now existed, a school that had rules and a principal who knew what he expected. He let

students know he believed in them, and he rewarded those who did well. Today, violence and drugs are gone, attendance is good, and SAT scores are up.

"Crazy Joe" Clarke looked on the positive. He knew his mission and his teachers, he listened to his community. He took time out to think creatively, and then he developed his strategies.

We *must find ways* to revitalize and reempower our educational system and face the challenges that confront us. While we may not all be highly creative, innovative individuals, each of us can contribute something to the search for solutions. We can with faithful determination work to create opportunities and an atmosphere in which those who are creative innovators can flourish and, with God's help, find solutions to the problems facing us. My associates and I in the Boards of Educa-

tion are totally dedicated to seeing this happen.—G.M. □

*Dr. Gordon Madgwick was Director of Long-Term Care Development for the Manor Health Care Corporation until he rejoined the Adventist educational system as Executive Secretary of the Board of Higher Education. He has also served as Dean of the School of Graduate Studies, Andrews University, Berrien Springs, Michigan; and Academic Vice President of Pacific Union College, Angwin, California.*

## FOOTNOTES

<sup>1</sup> Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publishing Assn., 1903), p. 18.

<sup>2</sup> \_\_\_\_\_, *Testimonies for the Church* (Mountain View, Calif.: Pacific Press Publishing Assn., 1948), vol. 4, p. 426. Italics supplied.

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found that nearly half the children studied (48.8 percent) were abducted by trickery or enticement. Forty-nine percent were abducted by force.

The most popular lures, the center found, are the offer of a ride, the promise of a gift, or an invitation to a party. Abductors also frequently impersonate police officers, claim to be a friend of the child's parents, or ask for directions or some other assistance.

The study explodes some common misconceptions about kidnapping:

- Kidnapping usually is *not* committed against very young children. Almost half are 10 years old or older; the largest number of victims are between the ages of 11 and 14.

- Children are most vulnerable when walking; more than 43 percent of the children in the study were abducted then. Approximately 13 percent were abducted while traveling between home and school.

- About twice as many girls as boys are kidnapped.

- Sexual assault frequently follows abduction. In studies of kidnapping in Jacksonville, Florida, and Houston, Texas, more than 83 percent of the Jacksonville children and 96 percent of the Houston children were sexually assaulted.

Jay Howell, executive director of the National Center for Missing and Exploited Children, says he hopes the results of the kidnapping study will spur parents and school administrators to develop new strategies to prevent child abductions.

Howell warns that the traditional advice about not taking candy from a stranger is no longer useful. For one thing, he explains, nobody tries that line anymore; for

another, kids and parents are likely to have different definitions of "strangers." Most children, Howell notes, think of strangers as "bizarre" or "unusual," so someone who introduces himself and acts friendly often is not perceived as dangerous. □

## BOOK REVIEWS

*(Continued from page 30)*

statement effected what one might refer to as a 'Copernican revolution' in my educational thinking. No longer could I view the homes of the children in my school as supplemental to the program. . . . Rather, I had to take the revolutionary (for me) view that the school was, in effect, an extension of the home and that my teachers and myself were servants of the parents in the educational enterprise."

The other three intriguing chapters include "The Myth About the Sacred and the Secular," "The Myth of the Best Method," and "Manual Labor Myths and Concept of Balance."

Superintendents and faculty members facing school evaluations will find two chapters particularly helpful. "Myths About Educational Purposes" and "Myths About Human Nature" offer excellent help in building the mission statement and philosophy of education that are the heart of the evaluation process.

Every school should have a copy of *Myths in Adventism*, and it should be *required* reading for all educators. It is written in plain English but contains enough ideas to keep a thinking educator busy for a long, long time.—Clarence Dunbebin. □

*Dr. Clarence Dunbebin is Principal of Sligo Adventist School, Takoma Park, Maryland, and a Contributing Editor of THE JOURNAL OF ADVENTIST EDUCATION.*