

OF INTEREST TO TEACHERS

Summer Institute Offered for School Improvement Through Staff Development

The Andrews University School of Education is sponsoring a three- to four-week institute devoted to school improvement. The first three weeks (June 15 to July 3, 1987) will consist of an intensive training program for teachers and administrators featuring effective teaching strategies and school change processes. The training process will include theory, demonstrations, practice with feedback, and educational coaching. The last step of the process of training will help ensure accountability using research-based methods to increase the likelihood of the transfer of skills learned in the training site to the classroom and school.

Week four (July 6-10) will be devoted to an in-depth study of classroom management and discipline. The classes will combine effective teaching techniques and specific and workable discipline strategies.

What is different: The package is different in that we are offering options not ordinarily available. The students can choose a three-week, all-day session and then stop or continue through the fourth week. A participant could also come for the one-week session without attending the three-week session.

The format of the training will also be different. Demonstration, practice with peers and students, videotape feedback, and extensive coaching will be a part of the process. Follow-up contact with teachers and administrators in their home schools is anticipated.

Participants may attend without signing for course credit. This will assist the teacher or administrator who does not need additional credit but does desire professional growth and renewal.

If course credit is desired, the charge per unit is \$148 for master's-level credit and \$175 for doctoral-level credit.

Participants not desiring course credit can choose to attend the three-week session for \$375 and the one-week session for \$125 or both for \$500. To encourage teams of people to attend a 15 percent discount will apply for each individual if two or more participants come from the same school or district.

The staff includes William H. Green, associate professor of teacher education, School of Education, Andrews University. Formerly on the staff at the College of Education, University of Oregon, Dr. Green directed the School Improvement through Staff Development Institute in cooperation with Drs. Bruce Joyce and Bev Showers. He will direct the coursework and other activities of the Institute.

Dr. Barrie Bennett is employed by the Staff Develop-

ment Office, Alberta Public Schools. He is an expert in disciplining strategies and effective teaching strategies. A most stimulating and knowledgeable teacher, Dr. Bennett has wide experience teaching elementary, secondary, and special education students.

For additional information, call the Andrews University School of Education at (616) 471-3465.—William H. Green, Associate Professor of Teacher Education, Andrews University, Berrien Springs, Michigan.

High-Achieving Teens Tell of Considering Suicide

Thirty-one percent of high-achieving teenagers have contemplated suicide, and 4 percent have attempted it, according to a study sponsored by "Who's Who Among American High School Students."

The 17th annual survey of high achievers also found that most of the respondents abstain from drugs and alcohol and also say No to sex, a pattern found in previous polls.

But on suicide, the top juniors and seniors indicated that they shared the problems of their peers, according to the report.

"The survey reveals that 46 percent know a young person who has tried to commit suicide or has committed suicide."

Factors the teenagers felt contributed most to suicide include feelings of personal worthlessness (81 percent); feelings of isolation and loneliness (81 percent); pressure to achieve (72 percent); fear of failure (61 percent); drug and alcohol use (58 percent); communication gap with parents (58 percent); actual failure (56 percent); lack of attention from parents (50 percent); lack of stability in the family (49 percent); fear for personal future (41 percent); unwanted pregnancy (32 percent); parental divorce (24 percent); sexual problems (23 percent); financial concerns (14 percent).—Reported by *The Washington Post*, September 14, 1986.

Spendable Income Has Risen Faster Than Tuition Since 1970

"Although college tuition has risen twice as fast in recent years as inflation, tuition has increased more slowly over the past 16 years than Americans' spendable income, according to a study released by a higher education association.

"College tuition has risen 232 percent since 1970, faster than the consumer price index increase of 182 percent, but slower than the 253 percent rise in dispos-

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LEGAL UPDATE

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statutes, not on unjust dismissal. Note that such statutes typically exempt religious institutions only from charges of discrimination based on religion, not from those based on the other categories. Religious institutions are generally considered to have great latitude in requiring personal adherence to doctrinal norms and terminating employees not in harmony with such standards (such as an unmarried woman who becomes pregnant), but this latitude is the subject of much current litigation.

4. *The Implied Covenant of Good Faith and Fair Dealing.* The exception which may swallow the whole employment-at-will rule is this implied promise to deal fairly. Starting in the mid-1970s, several state courts have held that the traditional common-law notion that the parties to a contract are required to treat each other fairly and in good faith applies to employee terminations.

Christian administrators already have a moral duty to treat employees fairly, to act consistently, and to show good faith. But if that isn't sufficient motivation, the law now makes a similar requirement.

Does Jack Bridgebuilder have any grounds to complain that another teacher is still employed who is even less competent than he, but who also happens to be the brother-in-law of the secretary of the Board of Trustees? Are you subject to allegations of inconsistency in dealing?

There is no foolproof way to avoid litigation. A disgruntled employee can often piece together rumors with his imagination and make enough of a case to at least get to court. But some precautions are obvious. If you make a promise, be prepared to keep it. If you formulate a policy, be sure it's carried out. If you establish rules, enforce them evenhandedly and impartially. Remember in dealing with every employee or subordinate that your purpose is to represent God and His church, not just to avoid litigation. □

BOOK REVIEWS

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expression of human self-centeredness is pride (pp. 54, 55). This is surely correct in regard to men, who are, at least in Western cultures, socialized to compete and win. But it may not be equally true for women, who are socialized to serve and please, and for whom temptations to passivity and self-depreciation may be greater than the temptation to self-assertion.

Dudley's emphasis on the necessity of individual thinking about values may thus be especially important for the moral education of young women. In this connection, incidentally, Carol Gilligan's book *In a Different*

Voice (1982) argues that the moral reasoning of girls is different from that of boys.

Passing on the Torch is a very good book—good for teachers at every level, for parents, for pastors, for Sabbath school personnel, and for anyone else who cares about the young people who are the future of the church. If it gets the wide reading it deserves, the whole church will benefit.—Fritz Guy. □

Dr. Fritz Guy is Associate Pastor of the University Church of Seventh-day Adventists in Loma Linda, California, and a Lecturer in Theology at Loma Linda University. He previously served as Dean of the College of Arts and Sciences at Loma Linda University and as a professor at the SDA Theological Seminary in Berrien Springs, Michigan.

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able income per capita, the report said.

"The study, commissioned by the American Council on Education (ACE), raises the possibility that the steep increases may be temporary rather than a long-term trend. . . .

"The report presents no conclusions about whether tuition increases will continue to soar, but it urges the higher education community to intensify its efforts to identify the causes of tuition inflation and to seek solutions. . . .

"One of the authors, American Enterprise Institute resident fellow Terry Hartle, said that he thinks that tuition increases will return to the lower rates of the past. . . . The rate of tuition increases will have to level off, said ACE President Robert H. Atwell, because potential students would be driven away. 'The middle class will, at some point, get balky,' he said. . . .

"The study—written by Hartle and Arthur Hauptman, a Washington higher education consultant—rejects [U.S. Education] Secretary Bennett's argument that the availability of federal student aid has fueled the increase in college prices. When federal aid tripled during the 1970s, tuition was rising more slowly than inflation, according to the report. . . .

"Hartle pointed out that, despite the rising price tag, public support for higher education has increased since 1978. 'Americans value a college degree,' he said. 'People think it is worth it and continue to buy it. Whether they will continue to do so . . . is an open question.'"—Reported by Barbara Vobejda in *The Washington Post*, February 28, 1987, p. A2.

True Value of Reading

"To read without reflecting is like eating without digesting."—Edmund Burke (1719-1797). □