

OF INTEREST TO TEACHERS

tions, questions that invite elaboration or contrary positions. But best of all, you'll feel pleased with the greater class participation by your students.—From *Educational Leadership*, October 1986.

Where Do Students Attend College?

Eighty-six percent of U.S. college students attend school in their home states, according to the U.S. Department of Transportation. Texas and North Carolina keep the greatest share of their high school graduates (94 percent), but natives flee from New Hampshire (only 61 percent stay), Alaska and New Jersey (63 percent stay), and Delaware (67 percent stay).

Remembering Good Teachers

Learn how good teachers affected the lives of more than 50 well-known Americans in the new, expanded second edition of *A Celebration of Teachers*. The 55-page booklet includes tributes from Art Buchwald, Jimmy Carter, and Norman Vincent Peale, and is available for \$4.00 plus \$.75 postage from the National Council of Teachers of English, Dept. L87, 1111 Kenyon Rd., Urbana, IL 61801. Ask for stock number 04851-015.

Asking Good Questions

When you ask a question in class, how quickly do you expect a reply? Most teachers wait less than one second. However, recent research shows better results from allowing additional time. A wait-time of at least three seconds will produce the following improvements in student responses:

- Fewer students will feel at a loss for an answer.
- Students will give longer answers, including more inferences and logical arguments.
- Students will have more success answering questions that require complex thinking skills.
- Students will exchange ideas with one another.
- Students will offer more unsolicited, but appropriate comments.
- Students will gain self-confidence.

Increasing wait-time offers benefits for teachers, too. You'll be able to stay on a topic longer and develop ideas in greater depth. You'll ask fewer—but better—ques-

Drug Prevention and Health Promotion Teaching Aids Available

"The Health Connection," the 1987 catalog from the General Conference Health and Temperance Department, is now available free of charge. The catalog includes audiovisuals, posters, pamphlets, computer software, and teaching aids on the subjects of alcohol, tobacco, drugs, behavior change, and health topics such as stress, physical fitness, AIDS, sexually transmitted diseases, and diet. Appropriate grade levels for the materials are indicated. Order from Narcotics Education Inc., 6830 Laurel St. NW, Washington, DC 20012-9979 or call toll-free 1-800-548-8700 (in Alaska call 1-202-722-6470).

Study Examines Girls' Reasons for Quitting School

"Contrary to popular belief, girls drop out of school in approximately the same numbers as boys, according to a report released . . . by the National Association of State Boards of Education.

"Moreover, in 60 percent of the cases, pregnancy or marriage are not the reasons why girls leave school, the report says. . . .

"The report, 'Female Dropouts: A New Perspective,' summarizes previous studies on dropouts and the programs available to them.

"It speculates that some existing school practices might encourage women, in particular, to leave school, by depressing their overall academic achievement.

"For example, studies have shown that teachers talk less to female than to male students, counsel them less, and provide them with fewer directions and rewards. Schools also provide limited opportunities for students to work cooperatively, the report states, although girls may perform better in such situations than boys. . . .

"According to the report, some characteristics associated with dropping out apply to young men as well as to young women, such as poverty, low academic achievement, and low self-esteem.

"Other factors, however, place females at special risk.

"For example, the less schooling a mother has completed, the more likely her daughter is to drop out of school. Females whose fathers are in low-level jobs also drop out at nearly 40 percent the rate of those whose fathers are in professional or technical careers.

"Having a large number of siblings may also influence young women to drop out of school. . . .

"Even girls who drop out because of pregnancy or marriage may be suffering from more deep-rooted problems of low self-esteem and low academic achievement, the report notes.

"Young women with poor or fair basic skills, for example, are four times as likely as those with average basic skills to have more than one child in their teens. Adolescents with poor basic skills are also five times as likely as those with average basic skills to become mothers before age 16.

"Females may also be bigger losers than males when they drop out of school. According to the report, 49 percent of families headed by a female dropout live in poverty.

"Analyses of data from the federal 'High School and Beyond' survey have also found that, of all groups, females and blacks fall the furthest behind in vocabulary, reading, and writing when they leave school early.

"Other studies report that young Hispanic and black males and young urban males are more likely to return and complete high school than are young Hispanic, black, or urban female dropouts.

"According to the report, 'young women face severe economic penalties for dropping out of school.'

"Approximately 61 percent of female high-school graduates hold white-collar positions, for instance, compared with 25 percent of female dropouts. Female dropouts earn just 29 percent of what male high-school graduates earn. . . .

"The following components . . . could help focus programs on the special needs of potential female dropouts, according to NASBE:

- Instructional strategies that incorporate group activities and collaboration.
- Remedial instruction in abstract spatial reasoning, to prepare girls for mathematics and science courses.
- A mentor program that enables girls to identify with female role models who hold nontraditional jobs.
- Adequate teacher training, to promote student-teacher interactions that are free of sex and race bias.
- Counseling and related activities to enhance girls' self-esteem."—*Education Week*, vol. VI, No. 25, March 18, 1987. Reprinted by permission.

Safety Is No Accident

Car accidents claim the lives of more than 10,000 teenagers each year, making them the leading cause of death among that age group. "How to Survive the Teenage Driving Years—A Guide for Both Teenagers and Parents," a leaflet from Liberty Mutual Insurance Com-

pany, P.O. Box 777, Boston, MA 02116, offers advice plus statistics and facts on safe (and dangerous) driving habits. It's free for a stamped, self-addressed, business-size envelope.

Job Market for Teachers Improving, Survey Finds

"College and university teacher-placement officers believe that the job market for prospective elementary and secondary-school teachers has improved over the past four years, and they expect it to get even better, according to a new national survey. . . .

"Prospective teachers of bilingual education, special education, mathematics, chemistry and physics were in the greatest demand last year, according to the placement officers. Least in demand were teachers of physical education, art, and health science, they said.

"Copies of the eight-page report, 'Teacher Supply/Demand 1987,' are available for \$5 from the Association for School, College, and University Staffing, 301 South Swift Road, Addison, Ill. 60101."—*Education Week*, vol. VI, No. 33, May 13, 1987. Reprinted by permission.

TV and Science Team Up

The U.S. Corporation for Public Broadcasting has launched an innovative project to make it easier for teachers to integrate television with textbooks. Recognizing the critical need to improve science and math education, CPB selected six of its science series to be correlated with the eight most popular science textbooks used in American schools. The results will be available to schools and public television stations in fall 1987.

For this project CPB is contracting with the Educational Products Information Exchange (EPIE Institute) of New York to create simple, easily accessible information for teachers, describing which instructional television programs can be used with textbook lessons.

EPIE, which evaluates educational materials for states and school districts, will assemble a data base to compare the science content of each tape to textbooks for grades K-3 and 7-9. From this information, EPIE will create easy-to-read correlation charts for teacher use.—From CPB news release, March 1987.

Special Message Magazine Deals With Substance Abuse

A special issue of *Message* magazine deals with substance abuse. Designed for general use by Adventists and non-Adventists, the issue uses an approach that is balanced, practical, and reader friendly.

Single copies cost \$2.00. Two to four copies, \$1.75 each; 5-99, \$.75 each; 100-999, \$.70; 1000 or more, \$.60 each. To order, contact Larry Burnett, Circulation Department, Review and Herald Publishing Assn., 55 West Oak Ridge Dr., Hagerstown, MD 21740. □