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## 'New Agenda' on Women's Issues Needed

"The American Council on Education has called on colleges and universities to adopt 15 guidelines aimed at improving the status of women on the nation's campuses.

"The recommendations . . . include correcting what the [writers of the report] call inequities in hiring, salaries, and tenure rates; developing personnel policies that support children and families; and supporting new scholarship on women.

"The report also urges colleges to be aware of how their policies affect women from minority groups, and it recommends the creation of campus centers that would allow faculty members and students to discuss the changing expectations of men's and women's roles . . .

"The report, called 'The New Agenda of Women for Higher Education,' is being distributed to help colleges meet the needs of women, who now constitute more than half of undergraduate enrollments . . .

"In its 15 guidelines, the report says that colleges should:

- Seek a strong commitment from the campus leadership to understand and address the concerns of women students, faculty members, and administrators.
- Correct inequities in the hiring, promotion, and salaries of women.
- Provide a supportive 'campus climate' in the classroom and beyond for women.
- Consider how campus-planning efforts affect men and women.
- Make a permanent institutional commitment to women's studies.
- Review all policies for their effect on majority women and minority women and men.
- Establish effective policies to deal with the problem of sexual harassment.
- Prepare an annual status report and include data on all women on the campus and information on recruiting, salaries, and tenure.
- Create an inventory that assesses campus values toward men and women, and examines how those values affect efforts to improve the status of women.
- Develop policies that support children and families in the broadest sense, including maternity and paternity leaves, flexible tenure policies, and child care.
- Be committed to both the development of talent and the fostering of women's leadership, including minority women.
- Appreciate the value of diversity.
- Establish a commission that can coordinate efforts to improve the status of women.
- Appoint a senior person whose formal responsibilities include advocacy for women on campus.

• Create a center for the exploration of community and personal relationships that offers a comfortable climate for discussing new demands for equity between the sexes."—*The Chronicle of Higher Education*, January 27, 1988. Reprinted with permission. Copyright 1988 by *The Chronicle of Higher Education*.

## Student Loan Defaulters

College dropouts, followed by students from poor economic backgrounds, are the most likely group to default on Guaranteed Student Loans, concludes a survey conducted by the University of California at Los Angeles (UCLA).

The survey, which studied more than 6000 students at 230 community colleges and vocational schools in California, found that 38 percent of students who dropped out of school eventually defaulted on their loans. Only 17 percent of those who completed their studies defaulted.

The study also found that those who default are likely to be poor, to have little experience borrowing money, and to have limited future earning prospects.

## Accidents Are Leading Killer of Children

U.S. Surgeon General C. Everett Koop reported recently that the Number 1 killer of U.S. children is not infectious disease but common, preventable accidents.

Koop said that more children die from preventable injuries each year than from all childhood diseases combined. In 1987 alone, nearly 8000 children age 14 and younger were killed in such accidents, and 50,000 were permanently disabled.

## Academic Libraries Need to Reassess Their Mission

"If academic libraries are to measure themselves by the service they provide rather than by the numbers of books and journals they possess, they need to decide what services are important, says a committee of the Association of College and Research Libraries.

"The committee . . . will recommend that libraries study the needs of their users before establishing such measures . . .

"[Committee members] admit that many librarians would rather measure miles of filled shelves than the efficacy of the reference desk or the circulation per student . . .

"The committee said academic libraries should measure performance based on how well they are able to meet the needs of their patrons.

"One problem with that, Ms. Tiefel [chairman of the committee] said, is that most libraries are not sure what patrons want. Libraries must first do surveys to deter-

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mine what per cent of the users' needs are for specific materials, what per cent for specific information, and what per cent for information on a subject,' she said. — *The Chronicle of Higher Education*, January 27, 1988. Reprinted with permission. Copyright 1988 by *The Chronicle of Higher Education*.

## One-Half of Young Adults Face Bleak Economic Prospects

"A new report by a national panel paints a grim picture of the economic realities facing the 20 million 16- to 24-year-olds in [the U.S.] whose formal education ends with high school.

"Lacking either the credentials to find a 'good' job or the resources to start a family, these young people face economic prospects considerably bleaker than those of earlier generations, according to the report.

"Such youths—dubbed 'the forgotten half' by the panel—typically 'flounder' for several years in dead-end jobs. The results of those wasted years, it says, are frustration for the young people and a \$240-billion loss to the national economy in unrealized earnings and income taxes.

" 'The plight of "the forgotten half," never easy, has become alarming,' said Harold Howe 2nd, a former U.S. commissioner of education and the chairman of the commission that produced the report.

" 'This nation may face a future divided not along lines of race or geography but of educational attainment,' the report warns.

" 'The Forgotten Half: Non-College Youth in America,' is the product of the year-long examination of the subject by the 19-member commission, which included prominent educators, business leaders, and sociologists . . .

"The report is among the first to take a comprehensive look at the 50 per cent of the nation's young people who do not go on to college—a group that it says has been largely ignored by the education-reform movement.

"The problems facing young people stem from the rapid transformations that have shaken the nation's economy in recent decades, according to the commission . . .

"The jobs open to new high-school graduates are largely part-time, low-paying, and lacking in benefits, opportunities for career advancement, and stability . . . , according to the study.

"[The commission calls for a \$50-billion infusion of federal funds into programs such as Head Start, subsidies to schools that serve the disadvantaged, and job training.] The commissioners also urge educators, business leaders, and government officials to band together to lend this group a hand 'up the ladder.' Such efforts, the report says, might include redirected vocational educational programs, career internships, mentors from the

community, and volunteer service for the young, among other possibilities."—*Education Week*, vol. VII, No. 18, January 27, 1988. Reprinted by permission.

## Parents of Handicapped Children Can Get Help Through Pen Pals

Parents with handicapped children can get support from other families with similar problems through a new pen pal program set up by *The Exceptional Parent*, a magazine for such families.

With help from the Disabled Students' Service Center at the University of Massachusetts in Boston, the magazine is developing a system for matching people with similar interests.

Parents who wish to correspond with others whose children have similar disabilities should send a letter describing their interests and their child's age, sex, interests, and type of handicap to *The Exceptional Parent*, 296 Boylston St., Boston, Massachusetts 02116.

## Involving Parents in Math Instruction

To help promote parents' interest and involvement in their child's mathematics education, the National Council of Teachers of Mathematics has published a free pamphlet, "How to Be the Plus in Your Child's Mathematics Education."

The pamphlet suggests activities for parents that can reinforce children's math skills at home, including "How to Use the Power of Calculators to Learn," "How to Use Your Home as a Learning Center," "How to Use the Newspaper As a Mathematics Education Tool," and "How to Use the Home Computer to Improve Math Skills."

To order "How to Be the Plus in Your Child's Mathematics Education," send a self-addressed, stamped business-sized envelope to the National Council of Teachers of Mathematics, Parents II, 1906 Association Dr., Reston, VA 22091.

## A Look at the U.S. Non-English Speaking Population

More than 10 percent of Americans aged five and over speak a language other than English at home, the 1980 census showed. Of the 23 million people who reported speaking other languages, almost 56 percent said they spoke English "very well," 26 percent reported "well," 13 percent reported "not well," and 5 percent reported that they spoke English "not at all."

About 43 percent of all Americans who speak a language other than English are Hispanic. Although only 7 percent of Mexican Americans reported that they could

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not speak English at all, Mexican Americans were the largest category of persons who could not speak English—568,000 persons. Proportionately more Cubans than any other group identified said they could not speak English (15 percent).

About 20 percent of persons of French, Italian, or Polish ancestry reported speaking a language other than English at home, but only 7 percent of German Americans.

Among the 3.5 million Asians and Pacific Islanders living in the United States, about two-thirds said they spoke a language other than English at home, though there were wide variations in the percentage, depending on the country of origin. The Vietnamese were most likely to speak another language at home; the Japanese least likely.

Some 70 percent of all immigrants—and 84 percent of people who immigrated between 1970 and 1980—said that they spoke a language other than English at home. But more than half of all people who speak a language other than English were born in the U.S. Only 42 percent were foreign born.

Differences among the various ethnic groups in the use of languages other than English result from several factors: the length of time since they immigrated to the U.S., the age distribution within the group, and whether they live among other speakers of their language or in an English-only environment.

## Kudos for Teachers From Parents

"Parents showed their appreciation for the time and effort teachers put into parent-teacher conferences at East Lansing (Mich.) High School. Ardis Heacock, president of the parent council, organized groups of parents to provide snacks throughout conference time, which often runs from late afternoon into the night with little break. Teachers say the food is great, but even better is the thoughtfulness and appreciation the parents are showing."—*It Starts in the Classroom*, September 1986. Reprinted with permission from *It Starts in the Classroom*. Copyright 1986, National School Public Relations Association.

## Profile of Typical Child Molester

"The typical child molester is a male who has abused an average of 117 youngsters, most of whom he was already acquainted with, according to researchers who have completed the most extensive review of child sex-abuse cases ever.

"The study paid for by the National Institute of Mental Health, examined 571 offenders who said they had abused a total of 67,000 children. [Dr. Gene Abel and Judith Baker, who conducted the 20-year study] found

that boys are far more likely to be victims of abuse than had been previously believed, and that two-thirds of all victims molested outside the home are boys.

"Girls are more frequently the targets of 'hands-off' crimes, such as exhibitionism and window peeping while boys are more likely to be the victims of 'hands-on' abuse....

"The researchers... also concluded that—contrary to the belief of many experts on sex crimes—offenders typically do not limit themselves to one type of offense or age group, or to victims from outside the family."—*Education Week*, vol. VI, No. 1, September 17, 1986. Reprinted by permission.

## Basic Skills for Vocational Education

Teaching basic skills in vocational education programs is the focus of a recent addition to a series of resources for improving teaching from the National Center for Research in Vocational Education. The module is a self-contained instructional packet that details what skills teachers must master to demonstrate competencies in six areas: basic and technical reading, writing, oral communications, math, and survival skills. For information on "Category M," write NCRVE, Ohio State University, Box N, 1960 Kenny St., Columbus, OH 43210.

## Teachers Cite Latchkey Situations as Cause of Learning Distress

"A majority of teachers believe that the main reason their students have learning difficulties is because they are left unsupervised at home after school, a new nationwide poll of teachers and parents has found.

"When asked to rank several possible causes of academic distress, teachers cited latchkey situations more frequently than poverty and single-parent families.

"Moreover, the problem of after-school isolation was found to be prevalent in both urban and rural parts of the country and to cut across socio-economic lines....

"Leaving students unattended after school was the most cited criticism of parents by teachers. It was also their main focus in attributing blame for learning problems, although such school factors as automatic promotions and impersonal teaching styles were also cited....

"Many parents, the survey found, would like schools to take a more active role in providing after-school care. Most of those questioned said they would be willing to place their child in a school-organized after-school program. A majority said they would be willing to pay for such programs if school funds were inadequate.

"The report, based on a survey of 1,000 teachers and 2,000 parents, also lists these findings:

- Parents and teachers favor consulting one another

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on discipline policy, changes in extracurricular activities, and curricula. But 6 out of 10 teachers feel that they should have final say on grading standards and homework policies.

- Urban and single parents are the most likely to want a close relationship with their child's teacher, but parents with college educations and higher income levels are more likely to be in close contact with the school.

- Both parents and teachers feel awkward about initiating contact with one another. More than half of the teachers surveyed said they felt uneasy about approaching a parent to discuss their child's problems. About a fifth of the parents expressed such reluctance."—*Education Week*, vol. VII, No. 1, September 9, 1987, Reprinted by permission.

## Tracking Problem Teachers

The National Association of State Directors of Teacher Education and Certification has established a national Teacher Identification Clearinghouse that will exchange the names of people, across state lines, whose license to teach has been revoked, denied, or suspended for cause since 1972. Participating states will update the list regularly.

## Calculators Called Classroom Basics

The National Council of Teachers of Mathematics says handheld calculators should take their rightful place in classrooms. Students should begin classroom calculating as early as kindergarten, the council says and calculators should be available for students to use while they're taking tests. The council adds that the advent of calculators means rethinking the teaching of such basic mathematic components as fractions, decimals, and percentages; calculators perform those operations more accurately and effectively than most students do using pencil and paper.

## Hotline for Drug Abuse

Do you need help with youth or family problems resulting from drug, alcohol, or other chemical use?

Call the hotline sponsored by the Association of Adventist Parents for Drug-Free Youth (AAP) and maintained by Adventist Information Ministries in Berrien Springs, Michigan.

Twenty-four hours a day competent Christian operators are available to aid parents, young people, or others who have a problem with or are concerned about chemical dependency. Since this is not a crisis-intervention hotline but rather a referral service, callers will be put in touch with someone in their community—a professional

or a parent who has experienced and been trained to deal with such problems—someone who cares about their feelings and needs. Appropriate materials will be sent upon request. Confidentiality is assured.

The hotline number for the United States is 1-800-253-3000. Michigan residents should call 1-616-472-3522; Alaska residents, 1-800-253-3002. Canadians may call 1-800-327-1300.

## High School and Elementary School Cooperate to Benefit Students

"Having a high school adjacent to its grounds is considered quite an asset by Stirling Elementary School in Hollywood, Florida. Principal John Drag points out two of them: (1) A group of 24 high school students work with elementary pupils for two months as classroom tutors, and then return to the high school to conduct a preschool child care class. (2) A group of high school artists have been 'commissioned' to create murals on the library walls as well as the exterior walls of the office and cafeteria."—*It Starts in the Classroom*, May, 1985. Reprinted by permission from *It Starts in the Classroom*. Copyright 1985, National School Public Relations Association.

## TV as a Teaching Tool

"A set of floor to ceiling drapes and a portable VCR have transformed a corner of the Valley Stream (N.Y.) Memorial Junior High School Teacher Center into an effective teaching tool. When the drapes are drawn, the corner becomes a minitelevision studio where students can be taped doing a variety of assignments. Played back later these tapes facilitate indepth critiques by students and teachers alike. During the first few months, the facility, located off the library, was used extensively by English, social studies and foreign language classes."—*It Starts in the Classroom*, May 1985. Reprinted by permission from *It Starts in the Classroom*. Copyright 1985, National School Public Relations Association.

## Dipscam Results in Successful Prosecution

Operators of a diploma mill operation offering degrees from associate through doctorate with accompanying transcripts, have recently been indicted by a federal grand jury in North Carolina.

Norman Bradley Fowler, several relatives and others have been accused of operating numerous diploma mills and/or fictional accrediting agencies in Switzerland, Belgium, France, England, the Netherlands, and West Germany.

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Using the names of legitimate schools such as Roosevelt, Cromwell, Lafayette, and De Paul universities, Fowler offered degrees costing from \$365 to \$740, as well as backdating and verification to employers and other educational institutions.

Officials from the actual universities, along with "graduates" of the diploma mill, testified at the two-and-a-half week trial, which resulted in a 29-count indictment on conspiracy, aiding and abetting, and mail fraud.—Reported by AACRAO *Data Dispenser*, January 1988.

## Sex Education Resources

To help put parents and teachers together with reliable sources for establishing an effective dialogue with children about sexuality and growth, The Sex Education Coalition publishes "The Media Catalog," a listing of films, filmstrips, and videos.

Organizations such as Planned Parenthood, The American Red Cross, The March of Dimes Birth Defect Foundation and library systems provide materials. The catalog details what is available with an annotated bibliography listing the year it was made, its length, and what audience it is intended for. Lending policies are also included.

Topics range from adolescent sexuality, pregnancy including pregnancy after 35, and parenting to puberty, sexually transmitted diseases, and AIDS.

Send \$4.50 to the Sex Education Coalition, 2001 O St., Washington, DC 20036 for the catalog or write for additional information.

## What Are Today's College Freshmen Like?

Compared to the early 1970s, when college freshmen placed a high priority on developing a meaningful philosophy of life, 70 percent of today's freshmen list as an important goal "to be very well off financially."

Liberal-arts programs have been the losers. Hardest hit have been the humanities, the fine and performing arts, and the social sciences. In 1966 these three disciplines accounted for 33 percent of freshmen. Today they represent only 24 percent.

The largest share of students who have chosen a career want to be business executives (13 percent). Engineering comes second, accounting for 10 percent of incoming freshmen. Computer science is also a popular career choice.

Girls now outnumber boys at American colleges, increasing from 45 percent to 53 percent of students between 1970 and 1985. Female enrollment in post-graduate programs, law, and medicine has also increased.

Young men are now less interested in pursuing professional degrees (20 percent of freshmen expressed an interest, compared to 25 percent in 1970). However, the percentage of young women interested in those degrees has almost doubled—from 10 percent to 18 percent. In 1970, 31 percent of freshmen women planned careers as elementary or secondary teachers; today, only 10 percent of entering freshmen women plan to teach after they graduate.

"In short, the careers that have been steadily gaining in popularity generally do not require education beyond the bachelor's degree and are all relatively high-paying. In contrast, the careers that show decreasing popularity either require advanced training and/or are relatively low-paying," concluded a study published by the Cooperative Institutional Research Program at the American Council on Education.—Reported in *American Demographics*, September 1987.

## States' Teacher Tests Too Simple, Study Concludes

"State efforts to improve teacher quality by requiring that candidates pass a test before receiving their licenses may weed out only the most incompetent teachers, according to the coordinator of a new federal study.

"The report, 'What's Happening in Teacher Testing: An Analysis of State Teacher Testing Practices,' shows that, with the exception of Alaska and Iowa, every state has adopted a teacher-testing program, or plans to do so.

"As of April, 1987, 44 states required—or planned to require—that prospective teachers pass a written test in order to be fully certified. Twenty-seven states had similar requirements for admission to teacher-education programs. And three states—Arkansas, Georgia, and Texas—required tests of veteran teachers.

"But according to Lawrence M. Rudner, who helped design and coordinate the study, many of the testing programs do not provide 'adequate standards' to improve the quality of instruction in the classroom.

"Mr. Rudner... said that most teacher tests focus on 'simple literacy' skills, such as basic reading, writing, and math. They do not require candidates to demonstrate advanced levels of competence....

"The study analyzed data on 10 states that use the National Teacher Examination, a set of standardized tests created by the Educational Testing Service.

"Applicants in those states had to answer only an average of 47 out of 104 questions to be certified.

" 'Given that the tests are not difficult and the passing scores appear to be relatively low, one would expect virtually everyone to pass teacher-certification examinations,' wrote Mr. Rudner. Yet this is not the case.'

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"In the 22 states that make their pass-fail rates public, about 17 percent of teacher candidates fail the tests required for certification . . .

"The report notes that minority candidates generally fare much worse on written teacher exams than do whites.

"But a chapter on the impact of testing on minority groups, written by Bernard R. Gifford, dean of the graduate school of education at the University of California at Berkeley, states that the performance of minority candidates is improving.

"In California, 33 percent of black candidates taking the state test required for certification passed in 1985—up from 26 percent in 1983. The passing rate for white test-takers in 1985, however, was 81 percent.

"Mr. Gifford suggested that the problem was less with the tests than with the early education received by minority students.

"'What teacher-test results indicate is that the education of our children, especially those from minority and low-income families, must be improved,' he wrote."—*Education Week*, vol. VII, No. 2, September 16, 1987. Reprinted by permission.

## Changing Demographics in School Enrollment

In 1981, at least 35 percent of all U.S. public-school students came from minority groups in seven states and the District of Columbia. Another 11 states had at least 25 percent minority enrollment in their schools. These states include many of the most populous in the nation: California, New York, Texas, Illinois, Florida, Georgia, North Carolina, Virginia, and Louisiana.

Although the total number of school-age children declined by 7.6 million between 1970 and 1985, the percentage of minority students in public schools rose from 24 percent in 1976 to 28.8 percent in 1984, and is expected to reach 38.4 percent nationwide by the year 2000.—*Washington Post*, October 11, 1987, A23.

## Few Colleges Closing

There are 3389 accredited colleges and universities in the United States. Fewer than 10 percent have closed their doors since 1977-1978, and only four closed in 1984-1985.

However, the traditional pool of freshmen is decreasing, making it necessary for administrators to size up the competition, look for new kinds of students, and market their schools more effectively.

Overall, the new strategies seem to be working. Between 1985 and 1986, as the number of high school

graduates declined by 68,000, the number of college freshmen increased by 150,000. Enrollment in two- and four-year colleges rose from 11.5 million in 1977 to 12.4 million in 1986.—*American Demographics*, September 1987.

## Bright Ideas

### Pen Pals

• "As part of the writing program at Northeast School in Stamford, Conn., Barbara Rand's first graders share stories at a nursing home in the neighborhood. At Thanksgiving, turkey favors and 'We are thankful' stories were sent to individual patients and for displays on the bulletin boards. The class wrote 'love letters' to patients for Valentine's Day. As the year progresses, each student 'adopts' a patient as a pen pal. 'This sharing and caring has been gratifying to the elderly,' Rand writes, 'and has provided an extra goal for the students in their writing.'" —*It Starts in the Classroom*, September 1987. Reprinted by permission from *It Starts in the Classroom*. Copyright 1987, National School Public Relations Association.

### Students Design and Build Houses

• "A house construction project, which traditionally belongs to the industrial arts classes, involves virtually everybody in Hillcrest High School in Springfield, MO. A local builder works with the school to bring students in a variety of classes into the act of designing a house from the ground up. In addition to industrial arts students, it involves those in art, business, home economics and math. Included in the project have been methods of financing, zoning regulations, building codes, and materials selection. Others will be involved in the actual construction phase of the house, to be located in a new subdivision near the school."—*It Starts in the Classroom*, November 1986.

### Chance Jars

• "We all know about 'job jars' but there's a 'chance jar' in West Powellhurst Elementary School, Portland, OR, that gives students a chance to be rewarded for kind or courteous acts. The idea, as dreamed up by Principal Harriet Jackson, is to place a student's name in 'Jackson's Chance Jar' any time he or she is observed by a staff member doing some act of kindness. Each Friday, just before lunch, five names are drawn and the winners get a special treat and the chance to eat lunch with Jackson. All students with their names in the jar get a special certificate to take home explaining why."—*It Starts in the Classroom*, May 1985.

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## Students Learn to Write— for Businesses

• “Local businesses were invited to sponsor individual students as writers of advertising in Jasper County, GA., with the cooperation of the local newspaper, the *Monticello News*. During a ‘Writing Festival Week,’ businesspeople visit classrooms to meet students, participate in writing exercises and tell young writers about their businesses. The youngsters took notes, and then developed ads for the participating businesses. Teachers took the finished ads to the businesses and collected \$20 each to pay for placing the ads in a special section in the newspaper. More than 40 businesses and students participated. After covering its costs for printing, the newspaper refunded \$120 to the schools to continue the project. Curriculum Director Mary Lou Jordan noted that the program was an application of the philosophy that ‘the

way to teach writing is to let the students write.’”—*It Starts in the Classroom*, September 1984.

## Hospital Adopts School

• “When a school is ‘adopted’ by a hospital, there are some side benefits. When Riverside Hospital joined with Warwick High School in Newport News, VA, in a cooperative effort to boost the instructional program, it enabled the school to tap into the hospital’s diverse staff. Activities include student visits to study computer applications, guest speakers on alcohol and drug abuse, and a Health Fair that includes blood typing, blood pressure readings and body fat measurements. All that plus a special bonus: a stress clinic for teachers.”—*It Starts in the Classroom*, March 1985. □

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superiority over others rather than by working with them. A cooperatively oriented person defines rewards in an activity in a way that makes them available to everyone and sees goal achievement as maximizing rewards for all participants through coordinated action. Individualistically oriented persons see rewards as unrelated to the behavior of other participants and goal achievement as how well one’s behavior measures up to standards based on personal criteria.

While many believe that success in life demands a competitive orientation, a person who combines a strong desire for achievement with a cooperative or individualistic orientation is just as likely to be successful.<sup>24</sup> Life is really more cooperative than competitive. Sport sociologist George Sage argues that sport provides a poor preparation for life. The widespread incidence of deliberate rule breaking may encourage and reinforce attitudes, values, and behaviors that flout society’s norms.<sup>25</sup> Success achieved through cooperative or individualistic methods is certainly more in harmony with the Adventist view of life and the needs of the world in which we live.

Competition usually leads to conformity among competitors and stifles crea-

tivity. Losers may subsequently face life with the disadvantage of a poor self-image.<sup>26</sup> Competitive relationships also generate hostility among those involved. However, this can be avoided if participants share a common goal that supercedes that of competitive success.<sup>27</sup>

Although competition is an inherent part of sport, opportunities for combining competitive with cooperative and individualistic reward structures do exist. For example, a sport activity can be structured so that competitive outcome is not the only basis for defining success or failure. Recognition or rewards can be given to participants for personal achievement irrespective of winning or losing. This can be accomplished when participants are primarily interested in enjoying a group experience or developing personal skills. While not eliminating competition, this method redefines it through the use of cooperative and individualistic orientations.<sup>28</sup> It is impossible to design such a setting for interschool sport, but it can work in an intramural program.

## An Undemocratic Program

3. *Interschool sport is elitist by nature.* Only a few can participate while the majority of students are relegated to the role of spectators. Intercollegiate athletics frequently monopolize physical education personnel, resources, and facilities that could be used by all students in physical education, recreation, and intramural sport programs. One of the best things about intramurals is their democratic

nature; all students can participate and enjoy wholesome recreation. As an added bonus, intramurals are relatively inexpensive and safe for participants.

## Sports and School Spirit

4. *Despite proponents’ claims, interschool sport does not really generate wholesome school spirit and unity.* In reality, it tends to create among students a superficial, transitory spirit that subverts the educational goals and objectives of the school. Interschool sport undeniably generates spirit, but is it really the best spirit for a school, particularly an Adventist school? Does the spirit generated by interschool sport really have any relationship to the quality of the rest of the school program? Research suggests that it does not.<sup>29</sup>

Interschool sport is not the only, nor the best way to promote school spirit. English sport sociologist Anita White said,

[T]here are other equally effective mechanisms for generating and maintaining a corporate identity, for example, community aid programs, fundraising activities for school projects or charitable causes. Any activity in which individuals from a school corporately engage, representing the school as a unit, which is recognized as worthwhile by significant others inside and outside the school, can fulfill this integrative function. Sport is not the only integrating force, and other activities which involve more genuine participation [than cheering a sport team] may be equally if not more worthwhile.<sup>30</sup>

The importance of athletic achievement in the social organization of high