

■ OF INTEREST TO TEACHERS ■

Year of the Teacher Contest Lesson Recognition Program

As a way of highlighting the ministry which takes place in the classroom, the North American Division is inviting teachers of all levels, but especially those who teach individual subjects for grades 7 to 12, to prepare a model lesson for a classroom session, showing the integrating of faith and learning in the specific subject for a particular grade level.

Procedures: Each submission must be in two parts.

Part I will be an outline of a lesson on a specific topic from a discipline, e.g. the study of intransitive verbs for 9th grade English, or the life cycle of the fly in 11th grade biology. This should be an outline indicating the material to be covered in a typical 30-45 minute period. It should represent the concept(s), content or skills to be taught: the major objectives of the lesson, including some ethical or spiritual objectives; the method or methods to be used, including activities. **Part II** will be a 6-10 page description, double spaced, on how the teacher implements, or would implement the outlined lesson including the ethical/moral/spiritual content.

Awards: Each submission will be granted a \$50 honorarium. Those accepted for inclusion in a memorial manual will be awarded an additional \$100 and receive a complimentary copy of the publication.

Judging: A panel of five judges will be appointed to evaluate the submissions. The panel will consist of a 7th and 8th grade teacher, a secondary teacher, a conference superintendent or associate, a union director or associate, and a teacher education professional. In addition, the NAD/GC Department, and selected subject specialists will serve as consultants.

Dates: Date for final submission of manuscripts, January 30, 1990. Announcement of awards, April 30, 1990.

Lifelong Learning

By the year 2000, America's economy will be even more information-driven than now. The 50-and-up age group will be more educated, more computer literate, and more informed than any previous generation of the mature. Aging baby boomers will still believe that learning is a lifelong activity—not something that ends in early adulthood.

What kinds of information will an aging market desire the most? First, information that helps them understand themselves and the aging process. Older adults will explore the meaning of life and the meaning of family, and they will search for an understanding of God. They will also want to understand the aging process and learn how to age well. This group will represent a sizable market for spiritual self-help and "how-to" material.

Second, an aging, educated population will want news. The mature will hold most of the power in business, industry, and government. They will be the largest and most influential voting bloc. And they will be prime prospects for information on political, social, historical, and economic issues. At a time when schools can expect a downturn in the number of younger students, adult education programs serving the mature market can expect healthy enrollments and increased interest in their services.—Reported in *American Demographics*, May 1989.

Traditional Full-Time Students More Likely to Earn Degrees

Students who attend college full-time for the four years immediately following their high school graduation are five times more likely than other students to earn a bachelor's degree, according to a recent study by the U.S. Education Department. But the study also found that only one-sixth of all high school graduates take that traditional path.

Based on surveys of a group of 1980 high school graduates, the study found that slightly more than one-quarter of the students immediately entered four-year colleges on a full-time basis. Of those, over half eventually earned degrees. Of the 40 percent of high school graduates who either went to two-year colleges, attended college parttime, or delayed entering college, less than 10 percent subsequently earned degrees.

Number of Roman Catholic Schools Declines

The number of Roman Catholic schools and students decreased in each of the past 10 years according to figures supplied by the National Catholic Educational Association. In 1988-1989, there were 10 percent fewer schools and 21 percent fewer students than in 1978. Major urban

areas showed the greatest decline.

Catholic educators believe that decreasing enrollment is related to the shrinking size of the school-age population. However, other analysts note that many Catholics have moved from the inner cities to the suburbs, and there has been a general decline in members' financial support of the church.—Reported by *Christian Home and School*, May/June 1989.

Urban Middle Students at Risk

Statistics on urban middle-grade students published in *High Strides*, a publication of Education Writers Association, show that

- Compared with nonurban peers, greater percentages come from poor/minority and single-parent homes.
- On average, they achieve lower in basic subjects.
- A greater number are at risk for poor health.
- A greater percentage are overage in grade level because of retention.
- A larger percentage decide in middle school grades to drop out of school.

Mathematics Skills Inadequate, Study Finds

The new study, *Everybody Counts—A Report to the Nation on the Future of Mathematics Education* warns that: "A complacent America has tolerated underachievement as the norm for mathematics education." The study covers mathematics education from kindergarten through graduate school and addresses demographics, cultural contexts, and national strategy as well as basic subject matter. It was based on an international assessment of performance in mathematics and science administered in February 1988 to 13-year-olds in Ireland, Korea, Spain, the United Kingdom, the United States, and four Canadian provinces: British Columbia, New Brunswick, Ontario, and Quebec.

Some of the findings of *Everybody Counts*:

- Nearly twice the proportion of students in Korea as in French-speaking Ontario and the United States (78 percent versus 40 percent) showed proficiency at solving two-step mathematics problems.
- While 40 percent of the Korean students also understood more complex problems and measurement and geometry concepts, the proportions of

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other student populations ranged from 7 percent to 25 percent.

• More than 87 percent of Korean and British Columbian students could operate at an intermediate level using scientific procedures and analyzing data, compared to fewer than 40 percent of the 13-year-olds in the United States, Ireland, and French-speaking Ontario and New Brunswick.

The study warned that "More than any other subject, mathematics filters students out of programs leading to scientific and professional careers." Copies of the report are available from the National Research Council, 808 Connecticut Ave. NW, Washington, DC 20006.

65,000 Homeless American Children Not Enrolled in School

According to a study of 42 states by the U.S. Department of Education, more than 65,000 homeless school-age children do not attend school regularly.

Status reports from each state, submitted at the end of 1988, showed a total of more than 200,000 homeless school-age children, and Maria Foscarinis, counsel for the National Coalition for the Homeless, estimated that the number was conservative.

Reasons most often reported for homeless children and youth not attending school include the following:

- Parents preoccupied with their search for jobs, housing, and food;
- School record transfer delays;
- Lack of school academic health and immunization records; and
- Guardianship/residency requirements not uniformly applied.

Families with children made up 34 percent of America's homeless in 1988, and children 16 years old and younger account for almost 20 percent of the nation's homeless.

Facts on Child Care

Of the 118 million workers in the U.S. civilian labor force, 34 million (29 percent) are parents with dependent children under 13 years of age. Only 20 percent of them are married men whose wives are home raising the children in the so-called "traditional" family pattern.

With 56 percent of working women in America returning to work within six months of giving birth, many professionals worry about the effects of insensitive or improper child care on

the children. Day-care programs need to provide adult modeling and emotional bonding necessary for a child to develop trust, cheerfulness, and a sense of well-being. Their staffs need to understand the rapid changes and individual differences at work in children ranging in age from infancy to school age. Child-care providers must also struggle with the proper balance between child-care and early childhood education.

Only 8 percent of the parents of preschoolers believe the child-care system is working very well, according to a survey by Louis Harris and Associates. Thirty-eight percent have little faith in the capabilities of the system, while 53 percent say it is working only somewhat well. Much of the dissatisfaction lies with the cost, availability, and quality of child care.

A majority of businesses now provide some accommodation in work scheduling to help working parents: flextime, voluntary part-time, job sharing, work at home, and flexible leaves.

However, the average cost of child care is now \$3,000 per year. Even at that price, it is difficult for families to obtain consistent, quality care. A study conducted by Scholastic, Inc., found that the current supply of day care is only about half of what it should be.

One-quarter of parents in one survey complained that their child-care arrangements regularly broke down. The average parent depends during working hours on two to three services to care for children.

Day-care centers have their problems too; turnover among child-care workers is a whopping 42 percent annually; in 1984, their median income was \$9,204.

Schools need to cooperate with employers and day-care providers so that parents can find quality care for their children within a reasonable distance from their home and work place, and at an affordable price.

Undergraduates 'Seriously Underprepared in Basic Skills'

The Foundation for the Advancement of Teaching reports that three out of four faculty members in the United States and 65 percent of those at liberal-arts schools think undergraduates at their institution are "seriously underprepared in basic skills." Nearly as many—67 percent of all faculty, 56 percent of liberal-arts schools—think that "this institution spends too much time and money

teaching students what they should have learned in high school."

"There's a difference to be drawn here, of course, between lack of preparation in skills—which forces universities to waste resources cranking vast numbers of students through remedial courses—and lack of familiarity on the part of even strong students with 'basic' books and ideas. But there is also a connection. An increasingly lively debate among educators—spurred in particular by [E. D. Hirsch's book *Cultural Literacy*—is whether skills such as reading comprehension can be developed except with factual and conceptual 'building blocks' of interesting material, facts that students can chew on from elementary school up. A 1987 analysis of what students had chewed on by age 17, sponsored by the National Endowment for the Humanities, found that fewer than a third could identify the Magna Carta or the Reformation and that, as NEH chairman Lynne Cheney wrote, 'By vast majorities, students demonstrate unfamiliarity with writers whose works are regarded as classics.'

"Mrs. Cheney concluded that too much pedagogical emphasis was being laid on skills instead, producing students who 'know how to find the main idea, and never mind if the main idea is worth finding.'"—"Unready Undergraduates," Editorial, *The Washington Post*, August 21, 1989, A12.

Biology and Upbringing Affect IQ, Study Says

"A carefully designed study of adopted children has provided some of the strongest evidence to date that intelligence is determined by a combination of heredity and environment, researchers said [recently].

"The French study, published [in August] in the journal *Nature*, found that children who were either born to, or raised by, parents of high socioeconomic status had IQs 12 to 15 points higher than children born to, or raised by, parents of low status. By comparing children adopted across socioeconomic lines, the study found that biological and environmental factors have independent effects on intelligence.

"For years, the 'nature vs. nurture' debate has divided scientists favoring either biological or environmental explanations for individual differences in intelligence and behavior...

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"Pierre Roubertoux, director of the University of Paris genetics lab where researchers Christiane Capron and Michel Duyme did their study, said the research is the first to show that children born to high-status parents but adopted by low-status parents have lower IQs than similar children adopted by high-status parents. That is one of the strongest pieces of evidence for an environmental effect, he said...

"While the study looked at only 38 adopted children, researchers in the field said its design allowed it to pick up a larger environmental effect on IQ than earlier studies. The children's average age was 14.

"The study could not make clear, however, whether the biological influence on IQ is due to heredity or other biological factors. Another explanation might be that high-status natural parents may be able to provide better prenatal care, giving their children a good developmental start.

"High-status parents in the study had about 15 years of schooling and worked as doctors, professors or executives, while low-status parents had about six years of schooling and worked as farmers or unskilled laborers. The researchers did not know the IQ of the parents, but earlier studies have shown correlations between high educational and occupational status and IQ.

"Capron and Duyme found that adopted children who had been born to high-status parents had an average IQ nearly 12 points higher than children born to low-status parents, regardless of the status of the adoptive parents. This showed that biology plays a role in intelligence.

"But the study indicates that upbringing plays an important role as well. The researchers found that children adopted by high-status families had an average IQ more than 15 points higher than children adopted by low-status parents—regardless of the status of their birth parents.

"In some cases, upbringing may even outweigh the influence of biology, the study indicated...

"The University of Virginia's [Sandra] Scarr, who has done some of the previous adoption and IQ studies, said the reason earlier U.S. studies did not show a similar effect may be that U.S. adoption agencies usually do not place children with low-status families.

"She warned that specific differences in IQ scores found in the French study cannot be generalized for the

population at large, since the study looked only at children born or adopted at the extremes of the socioeconomic spectrum."—*The Washington Post*, August 21, 1989, A9.

A New Look at School Checkups

Routine school physicals are currently costing as much as \$200-300, reports Dorothy MacKinnon, in "Getting Physical With Parents' Pocketbooks," in *The Washington Post*. Fees for these checkups are generally paid by parents, since traditional health-care plans are set up to address illness, not wellness.

Most schools require a checkup when the child enrolls, and at transition points during the child's school career, such as entry into fourth or seventh grade. However, some schools require checkups every year. Certain school activities may also call for doctors' certificates, such as sports, outdoor school, or extracurricular activities.

The average checkup involves a full medical examination and a minimum of three laboratory tests. Sidney Wolfe, director of Public Citizen Health Research Group, says consumers should question the necessity of certain tests and the frequency of checkups. For well children, Wolfe says that routine checkups should provide immunization against communicable disease and assure that the child is in good general physical condition.

The most common tests and the American Association of Pediatrics' recommendation for frequency of administration are as follows:

Urinalysis, once in infancy, once in early childhood (15 months to 4 years), once in late childhood (5 to 12 years), and once in adolescence (14 to 20 years);

Complete blood count, same recommendations as for urinalysis;

Tuberculin testing, only three tests are recommended, including one for school-age children.

But many children routinely undergo these tests yearly, without any medical indications. In some areas schools require all three tests a minimum of eight times during the school years—twice as often as recommended by the AAP.

Playing on some parents' natural concern for their children's health, physicians may perform nonvital diagnostic tests as a marketing tool.

For example, a recent report from the U.S. Department of Health and Human Services recommends testing for lead poisoning in children age 9 months to 6 years old who are at high risk, namely those who live in dilapidated housing more than 50 years old or in old houses under renovation where lead paint might be exposed. But some doctors are routinely screening all youngsters for lead, including those over six, even where there is no medical indication to do so.

Schools must be sensitive to the impact of their policies upon the families of their students. Screening for various problems related to hearing, speech, and sight can assist schools in pinpointing problem areas that may interfere with learning, while sparing parents the cost of frequent doctor visits.

Schools' concerns about liability, particularly in sports, are certainly valid, and the requirement for checkups may be the only guarantee that students regularly visit a doctor. However, administrators should make sure that their policies have good medical justification, rather than simply reflecting a long-standing tradition that has never been questioned.

Crisis in Engineering and Science

The Educational Testing Service reports that America's "scientific and engineering work force is eroding due to retirements and declining student interest." Researcher Jerilee Grandy found that "After doubling between 1977 and 1983 and peaking at almost 20%, the proportion of high school seniors taking the SAT and planning quantitative science majors gradually declined to 13% in 1988."

Between 1985 and the year 2000, "85% of new entrants to the labor force will be members of minority groups and women—groups historically underrepresented in science and engineering."—Reported in *ETS Policy Notes*, June 1989.

Math and Science Changes Inadequate

While 42 states in the U.S. have increased course requirements in science and math since 1980, "previous research suggests that the new courses may be lacking the quality
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cipline are all part of a balanced curriculum. Integrating them in creative ways into the school program will help each teacher make education the best it can be, for every child. □

RESOURCES

KBH Productions, Inc.
Kimbo Educational Records and Educational Activities.
P.O. Box 477, Long Branch, NJ 07740
KIM 9068C "Children's Games" tape—excellent for K-3.
KIM 2015 "Simplified Rhythm Stick Activities" LP record by Laura Johnson—very good for younger students.
KIM 7054 "Get a good START" Aerobics fitness activities for young children by Georgiana Luccione Stewart.
KEA 6020 C "Rhythmic Parachute Play" tape by JoAnn Seker and George Jones.
LP 9015 "Tinkling" by Carmencita Y. Kazan Educational Activities, Inc.
Box 392
Freeport, NY 11520 (ask for free catalog)
"Learning Basic Skills Through Music" volume 2 by Hap Palmer—excellent.
"Clap, Snap, and Tap" by Ambrose Brabelton.

A few months ago, Rita Henriquez Roark became the Assistant Superintendent of Education for the Carolina Conference of SDA, Charlotte, North Carolina. She has been a teacher and principal in several multigrade schools in Florida, and most recently served as assistant principal of Greater Miami Academy.

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- ⁵ _____, *Testimonies for the Church* (Mountain View, Calif.: Pacific Press Publishing Assn., 1948), vol. 3, p. 137.
- ⁶ *Ibid.*, vol. 2, p. 413.
- ⁷ *Ibid.*, p. 490.
- ⁸ _____, *The Ministry of Healing* (Mountain View, Calif.: Pacific Press Publishing Assn., 1909), p. 238.
- ⁹ _____, *Counsels on Health* (Mountain View, Calif.: Pacific Press Publishing Assn., 1951), p. 171.
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- ¹¹ _____, *Messages to Young People* (Nashville, Tenn.: Southern Publishing Assn., 1930), p. 379.
- ¹² *The Ministry of Healing*, p. 127.
- ¹³ Maria W. Piers and Genevieve Millet Landau, *The Gift of Play* (New York: Walker and Company, 1980), pp. 15, 16.
- ¹⁴ *Ibid.*, p. 21.
- ¹⁵ *Ibid.*, p. 102.
- ¹⁶ Doris Bergen, *Play as a Medium for Learning and Development* (Portsmouth, N.H.: Heineman, 1987), p. 15.
- ¹⁷ *Ibid.*, p. 131.
- ¹⁸ Robert Lee, *Religion and Leisure in America*, quoted by Robert E. Neale in *In Praise of Play* (New York: Harper & Row, 1969), p. 14.
- ¹⁹ *Counsels to Parents, Teachers, and Students*, pp. 73, 74.
- ²⁰ _____, *Education* (Mountain View, Calif.: Pacific Press Publishing Assn., 1903), p. 287.

LEGAL UPDATE

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mentioned sexual harassment/misconduct guidelines may include but are not limited to the following:

- 1) Verbal harassment or abuse (e.g. degrading comments, propositions, jokes, etc.);
 - 2) Subtle pressure or requests for sexual activity;
 - 3) Unnecessary touching of an individual (e.g. patting, pinching, hugging, repeated brushing against another person's body, etc.);
 - 4) The threat or suggestion that a person's job, future promotions, wages, etc. depends upon whether he/she submits to sexual demands or tolerates harassment.
4. *Working Environment*—The General Conference recognizes its responsibility to all employees to maintain a working environment free from sexual harassment, and endeavors to achieve this environment through prevention by informing employees that sexual harassment violates the law and is strongly disapproved of by the General Conference, by developing appropriate sanctions and by informing all employees of their right to raise the issue of sexual harassment.
5. *Reporting Incidents*—Sexual harassment at the General Conference will no be tolerated in any form. If any employee encounters such treatment from supervisors, fellow employees, clients or non-employees, the following steps should be taken immediately:
- a. The complainant should report the incident(s) to the department director or director of Personnel Administration. If possible, the complaint should be in written form. The discussion should be conducted in an objective and thorough manner and the complainant should be advised not to discuss the matter elsewhere due to the sensitivity of the complaint.
 - b. The director of Personnel Administration (or designee) will talk confidentially to all involved persons and determine whether an act of unwanted sexual harassment did occur. If possible, written statements will be obtained. If it is determined the complaint is

valid, immediate and appropriate disciplinary action will be taken. Depending on the severity of the act, the discipline may range from a written warning placed in the offending person's file to immediate termination.

- c. The director of Personnel Administration will then talk to the complainant and explain that corrective action has been taken.
6. *Third-Party Reports*—All employees who are aware of incidents of sexual harassment in the workplace are responsible for reporting such incidents to the director of Personnel Administration for investigation. □

**General Conference Employee Handbook* (February, 1988), pp. 29-31.

Ruth Parish is Director of Personnel for the General Conference of SDA Risk Management Services, Takoma Park, Maryland.

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and content needed to substantially improve math and science education," says Susan Fuhrman, National Science Foundation consortium director.

Who Wants to Teach?

In interviews with 275 college-oriented high school sophomores about their perceptions of the teaching profession, researchers for the Southeastern Educational Improvement Laboratory found only 16 who were interested in teaching. Of the 170 of these students who were taking advanced courses, only four professed an interest in teaching. One student said, "To get me to teach you would have to kill me first."—Reported by *R&D Preview*, April 1989.

What Students Do in Summer

According to the U.S. Census Bureau, 33 percent of children spend the summer at home with someone; 22 percent attend school; 17 percent go to someone else's home; 13 percent are at home alone; 9 percent go to work with their parents; and 6 percent have other arrangements. □