

■ OF INTEREST TO TEACHERS ■

Few U.S. Secondary Students Take Geography

While about 40 percent of all American high school students take both world history and U.S. history, only about 15 percent take a course in geography. Gilbert Grosvenor, president of the National Geographic Society, asserts that the discipline "has all but disappeared from America's classrooms." Such recent projects as the California framework and the new guidelines from the National Commission on Social Studies in the Schools strongly endorse reestablishing history and geography as the pillars of the social studies. "History, placed in its geographic setting, establishes human activities in time and place," the California framework asserts. "History and geography are the two new integrative studies of the field."

Curriculum Report on Social Studies

"Charting a Course: Social Studies for the 21st Century," the new report by the National Commission on Social Studies in the Schools, is to be followed in 1990 with *Making Sense of the Social Studies*, a book assessing the field by David Jenness. For additional information, contact National Commission on Social Studies in the Schools, 3440 Ordway St. NW, Washington, D.C. 20016.

Schools in Compliance With Asbestos Law

"Virtually all [U.S.] schools are in compliance with the federal asbestos law, the Environmental Protection Agency has reported.

"The agency said [in October] that 94 percent of all public school districts and private schools had been inspected for the cancer-causing substance and submitted management plans to state authorities...

"A total of 40 states had compliance rates that exceeded 90 percent. New Jersey had the lowest compliance rate, 76 percent.

"Agency officials said they did not yet have enough information to determine if private-school compliance rates lagged behind those of public schools. When preliminary data were received...the agency estimated that private schools were less likely to meet the deadline than public schools."—*Education Week*, vol. IX, No. 8, October 25, 1989. Reprinted by permission.



States Raising School-Entrance Age

"In an attempt to ensure students' early success in school, states are increasingly raising the age for children to enter kindergarten to 5 years old.

"A 50-state survey by the National Assn. for the Education of Young Children reports 22 states require children to be 5 years old by September 2 or earlier, an increase of seven states since 1985."—*Education U.S.A.*, August 14, 1989. Reprinted by permission from *Education U.S.A.* Copyright 1989, National School Public Relations Association.

More Students Taking College Prep Courses

"Strong gains have been documented in the percentage of students taking all levels of college preparatory math and science between 1982 and 1987, says a new report...from the Center for Policy Research in Education....

"When students were classified by sex, race or ethnic background, course-taking changes were signifi-

cant for all groups," said report author Margaret Goertz, who is director of the Education Policy Research Division of the Educational Testing Service.

However, the report also shows that gains were "concentrated among students in the academic track. Increases in more advanced math and science course-taking were significant only for academic track students," although vocational track student enrollment in biology took a large jump.—*Educa-*

Correction

The October-November issue incorrectly identified the title of the *Church Health Educator*, by Iris Hayden Stober, which is available from MacMillan Publishers Ltd., Houndsmills, Basingstoke, Hampshire RG21 2XS England for \$5.20. SDAs can obtain a discount, especially on bulk orders by addressing their orders to Rex Perry, Director for International Science Publishing and mentioning their church affiliation.

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tion U.S.A., October 9, 1989. Reprinted by permission from *Education U.S.A.* Copyright 1989, National School Public Relations Association.

National PTA Calls for Federal Ban on Corporal Punishment in U.S. Schools

"The National PTA has called for federal legislation to outlaw corporal punishment in schools nationwide.

"Parents would be charged with child abuse if they injured their children in the same way educators are legally allowed to do in most states," Arlene Zielke, National PTA vice president for legislative activity, said in a statement.

"Corporal punishment is illegal in only 19 states, eight of which banned the practice within the past year, Ms. Zielke said.

"While physical punishment has been outlawed in prisons, psychiatric hospitals, and other institutions, the U.S. Supreme Court ruled in 1977 that such punishment in public schools is not cruel or unusual and that children who are physically punished are not protected under the Constitution.

"The National PTA argues that corporal punishment is ineffective in the long run; that it is most likely to be applied to minorities, handicapped youngsters, and younger children; and that it is often used as a first-resort punishment for minor offenses."—*Education Week*, vol. IX, No. 7, October 18, 1989. Reprinted by permission.

Measles Epidemic

More cases of measles have been reported in the United States in the first eight months of 1989 than in any year since 1980, the federal Centers for Disease Control has reported.

A measles epidemic that killed 17 people and hospitalized hundreds in Southern California during 1989, racing through vulnerable ethnic communities and college campuses, has been blamed by public health officials on lack of immunization among children.

Helping Children With Allergies

According to Silver Spring, Maryland, allergist Kathy L. Lampl, asthma and allergies account for more than 130 million lost school days a year for children between ages 6 and 15. She has issued a checklist that can be used by schools to make their allergic students more comfortable:

- Meet with parents to identify potential sources of allergens in the classroom such as dampness, mold, dust, and pets.

- Notify parents of plans to renovate or paint classrooms and hallways.

- Send out notices about any pets to be brought into the classroom.

- In your school health form, be sure to inquire about medications for allergy sufferers, emergency adrenalin kits, which ones are needed and when, and if the child should limit physical exercise.

Fisons Corp., a manufacturer of asthma and allergy medicines, has published a booklet on indoor allergies and has also set up a hotline: 1-800-727-5400.

Multiple Choice Spells Trouble

Multiple-choice spelling tests gradually erode children's spelling ability, according to a study by researcher Alan S. Brown, of Southern Methodist University. Repeated exposure to incorrect spellings can be especially confusing for visual learners, he says.

School Buildings in Disrepair

A quarter of America's school buildings are in bad shape, says a report by the Education Writers Association. In an attempt to remedy this problem, between 1988 and 1990 districts are expected to spend nearly \$22 billion on renovation, additions, and new buildings.

Summer Workshops at Andrews University

Summer workshops to be held at Andrews University, Berrien Springs, Michigan, include the following*:

- *Educational Leadership* (2 credits) June 25-28 or July 16-19
- *The Residence Hall Dean's Workshop* (1-2 G or UG) June 24-July 3
- *Agriculture: An Opening Wedge for Evangelism* (NC) July 16, 17
- *Current Issues in Nutrition* (NC, 1 G or UG) July 16, 17
- *Spiritual Values in the Family* (NC, 2 UG, or 2/3 G) June 25-29
- *Family Life International* (The Survival of the Family — A Wellness Plan for the 1990s) (2-3 credits or NC) June 17-25
- *Church Music Conference* (NC, 1-2 UG or G) June 24-July 1
- *Human Needs: The International Picture of Home Economics* (NC, 1 UG or G) July 16-20
- *Establishing Attitudes and Relationships With the Disabled* (NC, 1 UG or G) July 16-20
- *Word Processing for the Church Office* (2 credits or NC) July 16-20
- *Dynamics of Christian Leadership* (2 credits or NC) July 16-20
- *How to Understand Financial Statements, Budgets, and Internal Control* (2 credits or NC) July 15-19
- *Writing Your Local Church's History* (NC, 1 G or UG) July 15-20
- *Fifth Annual International Music Festival* (1-2 UG or G) June 24-30
- *Issues in the Book of Daniel* (2 credits or NC) June 25-29
- *Using Archaeology in Evangelism* (2 credits of NC) June 25-29
- *Modern Trends in Biblical Eschatology* (2 credits or NC) June 25-29
- *Ministerial Ethics: Commitment and Competence* (2 credits or NC) July 16-20
- *Current Issues in Mission* (2 credits or NC) June 25-29
- *Issues in Church Growth* (2 credits or NC) July 16-20
- *Issues in the Development of Adventist Life-Style* (2 credits or NC) July 16-20
- *Christian Writers Workshop* (NC, 1-2 UG or G) June 25-28
- *Working Effectively With People From Races and Cultures* (1-2 credits or NC) June 27-28 (also June 29 for credit)

Spanish courses

- *The Doctrine of Christ* (2 credits or NC) July 16-20
- *Issues in Family Life* (2 credits or NC) June 25-29

For additional information about prices, lodging, and courses, contact Joyce Campbell at the Lifelong Learning office at Andrews University, Berrien Springs, MI 49104, or call 616/471-3286 before the middle of May.

*Courses are available for undergraduate (UG) or graduate credit (G), or with a noncredit option (NC).

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Test for Lead in School Drinking Water

"School districts must test drinking water to determine if water coolers contain unsafe levels of lead, a seminar on lead in drinking water was told [recently].

"Elvira Jordan, editor of the [Environmental Protection Agency's] manual on *Lead in School Drinking Water* told NSBA, 'Children are the population most at risk' to overexposure to lead, which may impair mental or physical development.

"The law... says states must develop a program to assist schools in testing for lead and may require schools to test... States must ensure that all contaminated water sources are replaced or repaired by Feb. 1, 1990.

"If lead levels found in water are higher than the limit of 50 parts per billion, then 'schools will have to be prepared to repair or replace the water cooler,' said [Peter Lassovsky, of the EPA's lead task force.]"—*Education U.S.A.*, July 3, 1989. Reprinted by permission from *Education U.S.A.* Copyright 1989, National School Public Relations Association.



Good Ideas

Book Covers Get New Life

"It's said you can't judge a book by its cover, but that apparently happens in a lot of school libraries. At Claude A. Wilcox Elementary School in Pocatello, Idaho, books that once were favorites have fallen to a state of neglect, mostly because their covers are no longer attractive. Media specialist Peggie Black and assistant Linda Kingsley changed that. They picked a bunch of such books and put them in a special display area. Students were urged to 'adopt a book,' and give it a new cover. Each student is to check out the book, read it and then create a cover design that portrayed its contents. The covers are laminated and placed on the books."—*It Starts in the Classroom*, September 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association.

Student 'Diplomats' Solve Peer Disputes

When trouble breaks out between students in Fairfax Elementary School in Kansas City, Kan., it's their peers to the rescue. Twenty-six of them—fourth- and fifth-graders trained in

problem-solving, assertiveness, listening and leadership skills—are ready to help.

"Called 'conflict managers,' they work in teams patrolling the schoolyard during recess and help settle non-physical disputes between students....

"Kathleen Stretton, fourth-grade teacher and coordinator of the program [said] that conflict managers learn how to listen without taking sides and how to express anger and frustration. All students involved in disputes agree to abide by four ground rules: 'They agree to no name calling, to be honest, to solve the problem, and not interrupt.'"—*It Starts in the Classroom*, September 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association.

Getting Parents Involved

At the beginning of the year, teachers at Rocky Mountain Elementary School in Longmont, Colorado, set open house dates by grade level. On the day of the open house, "students and teachers are released early from school. Later that evening they return to complete the day's lesson.

Because students can attend the evening class only if they are accompanied by a parent, the kids encourage their parents to go. Once in the classroom, the parents and students work together on the assignment or activity. The teachers take the opportunity to explain the year's activities and answer questions. The PTA serves refreshments and there's more Q&A encouraged by the principal."—*It Starts in the Classroom*, September 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association.

Gardening in the Curriculum

"Gardening has become an integral part of the entire curriculum at Summertown Elementary School in Swainsboro, Ga. It started when R. W. Sapp was teaching home skills to his special education class and consulted Hal Bridges, a avid gardener. He began incorporating gardening into his science class, and it grew to become part of language arts (in writing journals) and math (in measurement and estimation) as well. Both teachers feel this motivates the students because it ties school activities

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to real-life situations.”—*It Starts in the Classroom*, September 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association.

Who Says Garbage Isn't Educational?

Sixth-grade students in Howe School in Wisconsin Rapids are “delving deeply into a subject some adults never think about—the importance of recycling. They have discussed the waste problem and found how, why, and where they should recycle or reuse what they typically throw away.

“The recycling issue was brought even closer to home when [sixth-grade teacher Judy] Grover had her students determine how much garbage the school generated and where it went when it left the school....

“Before going to the regional Tork Landfill, the students weighed the garbage from the three sixth-grade

classrooms and discovered nine pounds of trash could be trimmed to six ounces if they separated the paper from the garbage. So they encouraged other classrooms to separate their trash and every Friday they collect the paper and take it to a nearby paper recycling plant.

“Some of their other activities included making a mini-landfill. They placed garbage in a bowl of dirt and predicted when it would decompose. They also separated objects that were easily recyclable from those that were not.”—*It Starts in the Classroom*, November 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association.

Making School Big Business

“At Purple Sage Elementary School in Round Rock, Texas, about 80 fifth graders got a dose of the real world with a Business Fair to culminate a

study unit on business. Students were required to set up and run their own businesses, either as sole proprietors or with partners, and to offer a product or a service. All products had to be made by the students, and included such items as popcorn, candy, jewelry, buttons and origami. Before the fair, students studied how the free enterprise system works, and heard from guest speakers in the business world. They then had to submit an application for a business license, which listed the supplies needed and included parental permission. Finally came the fair, which gave them the opportunity to sell their goods to parents and other students. The currency of the day was ‘School Dollars,’ which students had been earning all year for good behavior and high grades.”—*It Starts in the Classroom*, November 1989. Reprinted by permission from *It Starts in the Classroom*. Copyright 1989, National School Public Relations Association. □

Successful Storytelling

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