

## JOURNAL OF ADVENTIST EDUCATION Soon to Be Printed in Four Languages

Long-awaited multiple-language editions of *The Journal of Adventist Education* will soon be distributed worldwide to Adventist educators. Spanish, French, and Portuguese translations of outstanding articles will be shipped to world divisions, based on their estimates of the number of teachers who read each language.

The premier edition features articles on integrating faith and learning, college science teaching, family-life education, and evangelizing children.

The multiple-language edition is only the beginning of an ambitious project to provide Adventist teachers worldwide with professional enhancement and a sense of shared mission. Depending on the response and the availability of funds, the General Conference Department of Education hopes to be able to produce two translated editions of the *Journal* each year.

## Increases in Alternative Certification for Teachers

According to a new study by the American Association of Colleges for Teacher Education, nearly every state in the U.S. has created alternate routes for college graduates who want to become teachers without undergoing a traditional teacher-training program.

The study reveals that 48 states reported having some kind of alternate-route program for teachers that leads to permanent or temporary certification.

However, another study, by the National Center for Education Information, concluded that these programs produce very few teachers.

Most of the programs involve emergency-certification procedures that allow persons with little or no education training to teach for a specified time. These credentials can usually be renewed only if the person submits a plan for completing a formal teacher-preparation program.

A number of states are also trying to lure paraprofessionals or minority candidates into teaching careers. These programs include the use of recruiters on college campuses, scholarships, and forgivable loans for which minority students receive preference.

A recent study by the National Center for Education Information showed that

alternative certification routes attract more minorities to teaching than traditional preparation programs.—Reported by *Education Week*, vol. IX, No. 40, August 1, 1990.

## College Students' Spending

American college students spend \$31 billion a year, according to *The MTV-College Track Report* for 1989, a survey of more than 1,000 full-time undergraduates. On what do these students spend their money? Cars, jeans, pizza, and movies. Sixty-one percent of U.S. students have a vehicle at college, jeans are the most popular fashion look on campus, pizza is the favorite food, and students watch an average of 2.44 movies a month.—Reported by *American Demographics*, October 1990.



## Colleges Assessing Student Achievement

Questions about the achievement of college students are not new. But recently colleges have been looking at their programs to see how the quantity and quality of student learning can be improved. They are asking themselves what knowledge and abilities they want students to acquire, and how best to measure this achievement.

Eighty-two percent of all American

colleges now report assessment activities underway, according to 1990 *Campus Trends* data from the American Council on Education. That's up from 67 percent in 1989 and 55 percent in 1988.

In prior years, activity was higher in public institutions than in the independents (by 79 to 56 percent in 1989); now the two sectors are tied, with 79 percent each. Some 42 percent of reporting institutions say their state required assessment; but half describe their activity as "part of a self-study for a regional accrediting agency."

Attitudes toward assessment continue to be mixed. Half of all respondents believe "student assessment will significantly improve undergraduate education." At the same time, 73 percent express "fears about misuse of effectiveness measures by external agencies."

What about methods and approaches? Sixty-six percent report that they rely on their own locally designed instruments. Seven in ten report concern that nationally normed standardized tests risk "distorting the educational process." One in three is now experimenting with portfolios of student work, a method rarely used as recently as two or three years ago.—From *Change*, September/October 1990.

## Tough New Laws Seek to Force Parents to Control Their Children's Behavior

New, "get tough" policies in a number of states and localities in the United States impose stiff penalties on parents who fail to control their children's behavior in school and in the community.

The controversial measures, which critics say are unnecessarily punitive toward poor and minority parents, address everything from school attendance to criminal activity.

- More than 150 parents in Los Angeles were arrested in the first year after a new law was passed. The law allows parents to be charged with a misdemeanor if their children become involved with gangs. A similar law was passed in Aurora, Colorado, last summer.

- In Florida, parents who own guns face five-year prison sentences if their children use the weapons to injure or maim someone.

- Wisconsin and several other states have adopted policies allowing them to cut the welfare benefits of recipients

## OF INTEREST TO TEACHERS

whose children do not attend school regularly.

- States such as Arkansas, Maryland, Mississippi, and Texas have threatened to fine or jail parents who fail to attend parent-teacher conferences or school disciplinary meetings about their children.

- Many states have statutes allowing them to fine parents whose children are chronically truant from school.

Proponents of such laws say that they are necessary to encourage recalcitrant parents to become more involved in their children's development. But skeptics question the legality and effectiveness of these laws, charging that they do more harm than good to family relationships. They charge that the laws are unevenly administered and that some statutes are too broad and vague to be constitutional.—Reported by *Education Week*, vol. IX, No. 40, August 1, 1990.

### Endowments Benefit Catholic Schools

Nearly one-quarter of the Roman Catholic elementary schools in the United States have established endowments or development funds to ensure more stable financing, according to a survey by the National Catholic Educational Association.

This is a new development. Although Catholic colleges and universities, and more recently high schools, have widely utilized endowment funds, until recently few Catholic elementary schools had such programs.

According to the survey, which involved 907 Catholic elementary schools, 23 percent of the schools had set up endowment funds. Nearly half of the schools in the sample used endowment funds to generate at least 19 percent of school revenue.

### Educators, Administrators Must Help Women, Minorities to Succeed in College, Study Asserts

Administrators, faculty members, and students alike are obligated to help retain minorities, women, the disadvantaged, the disabled, and other at-risk students in college, according to a recent report by the Educational Resources Information Center Clearinghouse on Higher Education, based at George Washington University.

The report suggests the following strategies:

- Teachers should become familiar with alternative learning styles and refer students for academic counseling;
- Administrators should ensure that

financial aid is available to high-risk students;

- Students can work in learning centers that will foster greater awareness of cultural and economic differences.

- More research should be done on high-risk students.

### Study Cites Benefits of Mentoring Programs

College students who take part in tutoring and mentoring programs generally improve the academic performance of the disadvantaged students with whom they work, according to a study by the U.S. Department of Education.

The study reviewed a representative sample of the tutoring and mentoring programs run by about a third of the America's colleges and universities for disadvantaged elementary and secondary students.

The study, which covered the 1987-1988 school year, found that more than 63,000 college students, primarily unpaid volunteers, worked with 200,000 K-12 students.

The report suggests that highly structured programs are the most effective. Successful programs, it says, are those that require a long-term commitment from both the tutor or mentor and the youth; that thoroughly screen the college students and then carefully match them with the K-12 students; that ensure that the tutor or mentor is trained and monitored; and that are based on a close relationship between a school system and a college or university.—Reported by *Education Week*, September 5, 1990.

### Poll on College Costs

Ninety-one percent of respondents to a recent Gallup Poll believed that most U.S. students could not obtain a college education without financial assistance. And 60 percent said that students had to borrow too much to attend college.

Sixty-six percent of those surveyed in the October 1990 poll said that aid should be distributed according to financial need and academic ability; 20 percent said it should be based solely on financial need; and 11 percent said that it should be based only on academic ability.

Asked if the United States would see "big improvements" if more citizens received a college degree, 75 percent said there would be improvements in science, 59 percent said that economic competitiveness would get a boost, and 58 percent said the nation would be better able to solve its domestic problems. □

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