

Of Interest to Teachers

A History With a Future

Adventist Heritage Materials Available

By Fred R. Stephan

For several years now, Adventist schools have been enjoying a renewed emphasis on our church's past. "Heritage Weeks" are conducted in schools by hundreds of teachers who have toured sites of historical significance. Early Advent hymns are sung by thousands of children. Poems are memorized and plays are performed that remind us of our rich heritage.

The Lake Union Conference, at the request of the North American Division Office of Education, has been organizing and producing Adventist heritage material to be used in SDA classrooms. A four-year plan, produced in notebook binders, encompasses the following periods:

First year - Beginning to 1844 (The Great Disappointment)

Second year - 1844-1855 (Move to Battle Creek)

Third year - 1855-1881 (Death of James White)

Fourth year - 1881-1915 (Death of Ellen White)

Two notebooks are complete and a third, for the 1994-1995 school year, was in preparation last summer. The last notebook will be ready for the 1995-1996 school year.

Each year's material includes such items as:

- Early pioneer character sketches and stories
- Plays and skits
- Poems and choral readings
- Arts and crafts
- Memorable dates
- Maps, pictures, charts, etc.
- Anecdotes and facts

Songbooks of early advent hymns and Millerite songs have also been made available to all teachers.

Materials have been compiled from a number of sources, including the Ellen G. White Estate, *Stories of Little Ellen and*

the Message, the Atlantic Union Conference, and items prepared by the North American Division Office of Education.

Pictures include a series on the early pioneers—all 10 in color with a bibliography of each individual. The Way of Life series on the plan of salvation has also been included, along with copies of various pamphlets.

The second installment of the Adventist Heritage series, which is of special interest this year, covers the 1844 time period and emphasizes the discovery and development of church doctrines.

Teachers have expressed their appreciation for these materials because they can adapt them to their own programs, and creatively develop the material as best fits their individual classrooms. Young people also have shown a great enthusiasm for positive

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Removed

experiences that have come out of well-planned heritage weeks and other activities conducted in their schools and churches.

The materials cost U.S.\$10 per book (add U.S.\$5 if you wish the photos of pioneers and the Way of Life series—with the second-year binder only). In the United States and Canada, order the Adventist Heritage materials from your union conference office of education. Outside North America, contact Fred Stephan, Lake Union Office of Education, Box C, Berrien Springs, MI 49103 U.S.A. Telephone: (616) 473-8274; fax (616) 473-8209.

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Of Interest to Teachers

Lutheran Teachers' Job Satisfaction

A recent survey of 701 Michigan Lutheran elementary teachers indicated that 94 percent are satisfied or very satisfied with their jobs. Ninety-nine percent indicated satisfaction with the opportunity to share their faith in a school setting.

A high percentage of the teachers also experienced satisfaction with their interaction with students. The support of principals and of school parents were two other areas in which teachers also expressed high levels of satisfaction. (Sixty-two percent were "very satisfied" and 27 percent were "somewhat satisfied" with the support of their principals, while 43 percent were "very satisfied" and 45 percent were "somewhat satisfied" with parental support.)

Salaries and time were the two areas of most dissatisfaction. Forty-seven percent of the teachers were not satisfied with the salary they received, and 48 percent of the teachers complained that they did not have enough time to complete their jobs.

The next highest category of dissatisfaction on the written survey, which was distributed in 1991, was the recognition teachers receive. Twenty-five percent said they were not satisfied, while 24 percent reported being very satisfied in this area.

Views of pastoral support showed the most split in opinion for the teachers surveyed. Forty-three percent said they were "very satisfied" with their pastors' support, while 9 percent were "very dissatisfied."

Seventy-nine percent of the teachers said they planned to be in teaching in five years, while 11 percent did not think so. Ten percent indicated that they were not sure. — Reported in the January/February 1994 *Lutheran Education*.

Licensing Principals

Inspired in part by national efforts to set standards in teacher certification and curricula, officials from education departments in 37 U.S. states met recently to begin de-

veloping common standards for licensing principals.

Although participants agreed on the need for common standards, several state officials indicated that they would not favor a national licensing system or examination.

The meeting was sponsored by the National Policy Board for Educational Administration, which was organized in 1988, and is made up of 10 major educational associations. In addition to developing national standards, its goal is to narrow the gap between theory and practice in administrator preparation.

Schools Not Preparing Students for Jobs, Adults Say

Sixty percent of U.S. adults think public high schools in their communities are not doing enough to prepare noncollege-bound students to find jobs, a new survey has found.

And more than 72 percent of working adults say they would try to get more information about career options if they could start over, according to the telephone survey of about 1,000 adults by the Gallup Organization.

Only 4 percent of survey respondents with less than a high school diploma—and 15 percent of those with no more than a high school diploma—reported that they had talked to a school counselor about career options.

In contrast, 52 percent of college graduates had sought such help, as had 44 percent of people with some postsecondary training.

Nearly two-thirds of Americans aged 18 to 25 are working. They are more likely to say they needed help in the past year to find or choose employment than any other age group. They are also less likely to say their education and training were being used very well in their previous jobs. — Reported by *Education Week*, January 26, 1994.

New Tests Use a Variety of Questions

Although 70 percent of the statewide tests given to U.S. students are multiple choice, alternative approaches to assessing students are making some inroads into state testing programs.

According to a survey by the Educational Testing Service, 12 percent of statewide tests require students to provide writing samples; 18 states are developing short-answer questions.

In addition, individual-performance assessments are being used in 14 states, and

nine states are using portfolios of student work of learning records to evaluate pupils.

Despite these changes, "states do not appear to be acting hastily...and show no signs of abandoning their traditional assessment methods," say the authors of the survey, "Testing in America's Schools."

Alternative Teacher Licensing

Forty-one states in the U.S., plus the District of Columbia, have developed alternatives to the traditional education school licensing of teachers during the past decade, according to a new report.

Most of the licensing programs launched by states have been designed specifically to bring talented people with bachelor's degrees into teaching, rather than to alleviate teacher shortages, according to the report, "Alternative Teacher Certification: A State by State Analysis 1993-1994."

Fourteen states now offer what the researchers consider to be true alternative programs, which are not restricted to subject areas with teacher shortages or to particular grade levels. All such programs offer formal instruction and support from experienced mentor teachers.

Two years ago, the report notes, only six states offered true alternatives from the traditional route to licensure: graduation from a state-approved teacher education program.

An additional seven states currently offer programs that include mentoring and formal instruction but are restricted to secondary teaching or to subject areas with teacher shortages. One of the biggest changes in the movement toward alternative licensure, the study suggests, is the increasing involvement of higher-education institutions in developing programs for nontraditional teaching candidates. In this year's survey, 29 states reported that their higher education institutions had developed alternative programs leading to a teaching license.

The states reported that they had licensed 25,000 people through alternative programs in the past two years. Since 1984, the National Center for Education Information estimates that 50,000 people have become licensed to teach through such programs. — Reported by *Education Week*, January 19, 1994. ☞

CORRECTION: On page 22 of the April-May 1994 issue, Frank DiMemmo's position was incorrectly identified. He is Director of Instructional Media Services at Southern College of SDA, Collegedale, Tennessee.