

## Journal Wins Fourth Award

For the second year in a row, and the third time since 1990, *THE JOURNAL OF ADVENTIST EDUCATION* has won a prestigious Distinguished Achievement Award from Educational Press Association of America. The award was conferred in June at an awards banquet during the annual conference, which was held at the National Press Club in Washington, D.C.

The 1995 EdPress feature category award was given for the article "Should We Use Animals in Adventist Schools?" by David Ekkens of Southern College of SDA, Collegedale, Tennessee, which appeared in the Summer 1994 issue.

Founded in 1895, the Educational Press Association is a renowned international organization that nurtures and promotes the quality,

health, and community of education publishing. Core services include conferences, awards, publications, and other professional activities.

Each year since 1963, EdPress has held an awards ceremony honoring excellence in educational publishing. In 1995, the contest received 915 adult-audience entries, with 95 awards being given in 28 categories. Winning entries were displayed in the exhibit area for attendees to examine, and a video of the winners was presented at the awards banquet.

In previous years, the *JOURNAL* won EdPress awards for a feature article on the integration of faith and learning (1994) and Distinguished Achievement awards for single theme issues on multiculturalism (1990) and 100 years of SDA education (1973).



Donald R. Stoll, Executive Director, Educational Press Association; and Beverly Rumble, Editor, *Journal of Adventist Education* at the awards banquet.

## *TIME* Magazine Launching New Classroom Publication

*TIME for Kids*, a new four-color weekly classroom news-magazine for fourth to sixth graders, began publication in September 1995. In development for over a year, it is the first new current events publication to be introduced into American schools in 70 years, and the first published by a major news organization.

Unlike classroom publications that feature events several weeks old, *TIME for Kids* closes on the same weekly editorial schedule as its parent magazine, and features the vast resources of the magazine's editors, writers, and worldwide correspondents, including the award-winning photographs and graphics of *TIME* magazine.

*TIME for Kids*, which has already been subscribed to by 20,000 teachers and their classes, carries no advertising content, and will have a circulation for this school year of 500,000. In addition, a *TIME for Kids* area will appear on Pathfinder, Time Warner's World Wide Web service on the Internet.

According to *TIME* magazine President Lisa Valk Long, the magazine has been tested with students and teachers across the U.S., with overwhelmingly positive results.

Each issue of *TIME for Kids* will be published with a four-page teacher's guide, prepared by a curriculum advisory board of education experts. Lesson plans and assignments, background information, time-lines, writing topics, and activities will be included as supplements for social studies, current events, and

writing classes.

Within the U.S., a charter subscription to *TIME for Kids* costs \$2.95 per student in bulk. For additional information, contact *TIME* magazine, Time & Life Building, Rockefeller Center, New York, NY 10020 or call 1-800-777-8600 or 212-522-1212.

## What Makes Students Perform Well in Math?

In a recent analysis of students' performance in mathematics, schools in U.S. communities of similar socioeconomic levels were compared. The highest-performing schools were considered to be the most effective. The following characteristics were found in the most effective schools:

- Students watched less television.
- Students were tested a moderate amount in class.
- Students were taking advanced mathematics classes.
- Students and parents had more positive attitudes toward academic achievement.
- There were fewer school problems.
- Students read more for schoolwork each day (either at school or at home).
- Students worked math problems more frequently.
- More students went on to four-year colleges.
- At the fourth-grade level: Students moved less than once every two years.
- At the eighth-grade level: More students were enrolled in algebra rather than general math and planned to take geometry.
- At the 12th-grade level: Schools had a very well-defined mathematics curricu-

# Of Interest to **TEACHERS**

lum for all students.

Other indicators of reform in the overall mathematics program included more students taking advanced courses, increased student access to calculators and computers, more emphasis on daily problem-solving exercises, and more positive attitudes toward the value of math.—From "Effective Schools in Mathematics," produced by the U.S. Department of Education, 1994.

## Schools Have Limited Access to the Internet

Only a tiny fraction of U.S. classrooms have access to the Internet global computer network, according to a 1994 survey by the U.S. Education Department.

Only 35 percent of schools surveyed have some Internet access, and only about three percent of all school classrooms, laboratories, and media centers have access to the network. The report was based on a survey of 1,500 school-technology coordinators.

Among other findings, the report says the greatest barriers to telecommunications use are limited funding; the lack or poor quality of equipment; and an inadequate number of access points in most buildings.

Electronic mail is the most widely used Internet service, the survey found. Larger schools—defined as those with 1,000 or more students—are almost twice as likely as small schools—those with 300 or fewer students—to have Internet access.

Although 66 percent of schools with access to the Internet permit teachers and administrators to use the sys-

tem, only half offer access to students, the report says.

## Statistics on Bible Translations

The complete Bible has now been recorded in 341 of the world's languages, and the New Testament in 822 languages or dialects, according to a March 1995 news release from the American Bible Society. At least one book of the Bible is available in 2,092 of the estimated 6,000 languages in the world. Forty-eight of the languages that do not yet have the complete Old or New Testament gained additional portions in 1994, and the overall number of languages with access to some portion of the Bible increased by 30 over 1993.

When the Scriptures are translated into a language, this benefits not only Christians and churches, it also provides basic resources for orthography, a lexicon for the written language, and a contribution

toward wider literacy. Sometimes a translation of the Scriptures is the first occasion when a language has been written down. Revisions of earlier translations provide similar benefits.

Modern translations serve to update the language so that the meaning of older texts is made clear for today's speakers.

## Snapshot of U.S. Teachers

In the decade since "A Nation at Risk" was published, substantive changes have occurred in America's public school teaching force. The U.S. Department of Education reports the following facts about teachers in 1991:

- More teachers are now female, considerably older, and more ethnically diverse.
- Growth in the public school teaching force since 1981 has outpaced increases in elementary and secondary school enrollments.

- In both public and private schools, an increasing proportion of newly hired teachers are first-time teachers.

- Teacher attrition in public K-12 schools is low. Only five percent of full-time public school teachers left the teaching profession between 1987-1988 and 1988-1989, and mathematics and science teachers were no more likely than other teachers to leave the profession.

- Schools use a variety of methods to cover teaching vacancies: Forty-eight percent use substitutes, 26 percent hire less-qualified teachers, 23 percent assign a teacher of another grade level or subject, 11 percent increase class sizes, 10 percent either add sections to teachers' loads or use part-time or itinerant teachers, and seven percent cancel planned course offerings.

- Today's teachers are better educated than a decade ago. Less than one percent of all teachers had less than a bachelor's degree in 1991, and 53 percent had an advanced degree. New teachers take similar college subjects to those studied by college students headed for other professions.

- Almost all public secondary school teachers (95 percent) are certified to teach in their main assignment field. However, only about two-thirds of teachers with an additional assignment were certified in that field. Some 7.7 percent of teachers are certified in more than one field. Teachers in certain subjects are more likely to hold certification than others: In 1988, only 71.1 percent of teachers who taught at least one mathematics class were certified in that area, compared with 86.1 percent of teachers who taught at least one class

## BIBLE TRANSLATIONS

A summary, by geographical area and type of publication, of the number of different languages and dialects in which publication of at least one book of the Bible had been registered as of December 31, 1994.

Continent or Region	Portions	Testaments	Bibles	Total
Africa	238	233	127	598
Asia	229	186	105	520
Australia/New Zealand/ Pacific Islands	165	151	28	344
Europe	101	27	62	190
North America	44	21	7	72
Caribbean Islands/Central America/ Mexico/South America	150	204	11	365
Constructed Languages	2	0	1	3
<b>TOTALS</b>	<b>929</b>	<b>822</b>	<b>341</b>	<b>2,092</b>

in a foreign language. The percentages of certified teachers for each field taught ranged from 67.1 for mathematics to 84.3 for vocational education. However, only about 65 to 70 percent of all students in mathematics classes are taught by the most qualified teachers.

- Some 15 percent of public and private school teachers were upgrading their skills in 1991-1992 by working on advanced degrees, while 61 percent of public school teachers and 49 percent of private school teachers reported attending workshops or in-services that year.

- Salaries for public school teachers (adjusted for inflation) increased substantially between 1980 and 1994. During this time, the average salary for a beginning teacher in the public schools increased about 17 percent, from \$21,028 to \$24,661, while average teacher pay increased from \$30,528 to \$36,495 between 1990 and 1994.

As reported in *A Nation at Risk*, secondary teachers continue to feel they have little influence in decisions about important school issues and policies. In 1990-1991, only 10 percent said they had much influence over discipline policy, 12 percent felt they had a great deal of influence over policies relating to faculty training programs, and only 14 percent felt involved in significant ways in establishing curriculum. Teachers felt they had more control over classroom practices than school policies. The percentage of those reporting complete control over classroom decisions was as follows: selecting textbooks—34 percent; selecting course content and topics—36 percent; selecting teaching techniques—62 percent; grading students—62

percent; disciplining students—35 percent, and determining amount of homework—68 percent.

- In general, teachers seem happier about their choice of a profession than they were a decade ago, with 59 percent saying in 1991 that they would be willing to teach again, up from 46 percent a decade earlier.

## SDA Families in Crises

Various types of emotional and physical abuse were reported as occurring in a sizable number of the SDA homes in the Southeastern California Conference that were surveyed by the conference's Family Ministry Council.

Persons who lived in a home up to age 18 where emotional abuse occurred: 35.7 percent. Persons who lived in a home up to age 18 where physical abuse occurred: 22.6 percent. Persons who lived in a home up to age 18 where incest occurred: 15.4 percent. If both parents or guardians were Seventh-day Adventists, the figures were: emotional abuse—13.8 percent; physical abuse—9.8 percent; incest—5.1 percent.

The survey also asked about the current situation in these homes: 18.8 percent said they current live in a home where physical abuse, incest, or emotional abuse occurs monthly or more often.

The survey, coordinated by the Family Ministry Council and the Loma Linda University Center for Health Research, randomly surveyed 1,600 people from a variety of ethnic groups, and had a 35 percent response, which allowed a confidence rate of four to five percent.—Reported in General Conference

Risk Management Services newsletter, *Foresight*, April 1995.

## Facts About Libraries

The United States has more than 119,000 libraries of all kinds. Elementary- and secondary-school libraries make up the largest group, accounting for 78 percent of the total. They are in the worst condition, according to a survey of 12 states. One in four public schools has no librarian. Elementary school libraries operated on budgets ranging from \$15 to \$58,900 in 1992-1993, with an average of just \$7,000. Half of them bought less than one book per student. Secondary-school libraries ran on \$160 to \$100,800, averaging \$13,100. Half bought less than one-third of a book per student. One in five offered no world atlas published later than 1989.

The next category, in terms of numbers, is special libraries that serve businesses, hospitals, law firms, and religious groups. They are perhaps the most diverse libraries, slightly ahead of public libraries, of which there are some 9,000.

College libraries are the fourth largest group, with 5,000, or four percent of the total. They receive two cents of every dollar spent on higher education, down from three cents in 1980. Today's college libraries contain more books and periodicals than do the more numerous public libraries—749 million versus 643 million.

Computers are revolutionizing libraries. Palm-sized CD-ROMs contain books and encyclopedias that once took up bookshelves of space. Seven in 10 public libraries carry CD-ROM bibliographic databases,

and three in 10 have multimedia capacity, according to a 1995 *Library Journal* survey. All types of libraries covered by the survey spent an average of \$5,700 on in-house CD-ROMs in 1993-1994, and many planned to increase that amount in 1995.

Public library patrons are mostly white, well educated, reasonably well off, and young. More than a third are children, though 53 percent of adults reported library use in the previous year, according to a 1991 National Center for Education Statistics (NCES) survey. Two-thirds of the 18- to-24-year-olds used the public library, compared with only one-third of people aged 65 and older. Fifty-six percent of white adults in the NCES survey said they had used the library within the past year, compared with 38 percent of Hispanics and 42 percent of blacks. The numbers are higher, though the pattern is the same for three- to-eight-year-olds. Seventy-eight percent of young white children had gone to the library in the past year, versus two-thirds of blacks and 59 percent of Hispanics.

Seven in 10 adults who reported household incomes of more than \$75,000 had used a library in the past year, according to the 1991 survey, compared with less than half of those with incomes of \$25,000 or less. Seventy-one percent of college-educated adults were library users, contrasted with 17 percent of high school dropouts. Children's statistics paralleled this trend: Ninety-two percent of youngsters whose parents had a graduate or professional degree used the library, compared with half of youngsters with poorly educated parents.—Reported by *American Demographics*, September 1995. ☞