

OF INTEREST TO TEACHERS

Andrews University Offers Assistance for Students With Special Needs

In September 1995, Andrews University, Berrien Springs, Michigan, announced the opening of the University Center for Assessment and Learning (UCAL). The center provides information, training, and direct services for persons of all ages who experience learning- and behavior-related difficulties.

Established in response to requests from parents and teachers, UCAL not only serves the two-state area surrounding the university, but also offers consultation and direct services for students and schools within the Adventist church school system worldwide.

Dr. James A. Tucker, professor of educational psychology at the university and coordinator for this issue of the JOURNAL, is director of the center. When asked what kinds of situations would be appropriate to refer to the center, Tucker said, "We believe that everyone can learn and that every student should know the joy of successful learning. We are particularly interested in helping parents and teachers who are frustrated because they don't know what to do in a particular case where a student or family member has special learning needs."

For more information, write to The University Center for Assessment and Learning, Andrews University, Berrien Springs, MI 49104 U.S.A., or call 616-471-6074.

SDA Library Resources Expanding

At the 15th annual conference of the Association of Seventh-day Adventist Librarians, held in June at Newbold College in England, librarians from more than 20 countries explored ways that SDA libraries can better cooperate to deliver information in both print and electronic formats for their respective communities.

The standing ASDAL committee on electronic cooperation reported on its successes so far, which include provision of the *Seventh-day Adventist Periodical Index* on the Internet, as well as sharing the Religion Index among six North American SDA college/university libraries (also

via the Internet), with plans to add more institutions and electronic resources.

ASDAL also elected a task force on international cooperation among SDA libraries worldwide with representation from four continents. The task force is surveying the desperate needs of many post-secondary libraries and ways of forging links between them.

Meanwhile, the James White Library at Andrews University has expanded its services to affiliated schools around the world. Its SAIL (Services to Adventist Institutional Libraries) offers help with book buying and cataloging to any post-secondary library outside North America. Inquiries should be directed to the SAIL Office, James White Library, Andrews University,

Berrien Springs, MI 49104-1400 U.S.A.—Harvey Brenneise and Keith Clouten.

Monitoring the Internet

An article in the October-November 1995 issue of the JOURNAL encouraged academy librarians to provide Internet access to the large and expanding universe of information resources.

Since the appearance of *Time* magazine's July 3 "Cyberporn" cover story, there has been a lot of public discussion and concern about sexually explicit material on the Internet. Although this represents a small percentage of the material available, parents and teachers have valid concerns, since young people are particularly

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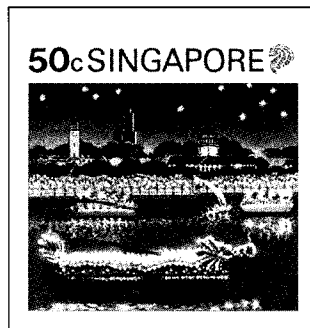
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vulnerable because of their captivation with the World Wide Web.

In response, several companies are marketing Internet filtering software. NetGuardian blocks access to predetermined subject categories. Net Nanny allows the adult user to select terms from a dictionary, and the system will shut down if anyone tries to use the blocked words in sending messages. Another product, SurfWatch, filters Internet sites using a stoplist, and includes an updating service as a subscription option. SurfWatch targets school libraries by offering the software with a multiple user license. These and other filtering products are readily available at many computer stores for as little as \$30 to \$40.—Keith Clouten.

Home Study International Offers Free Stamps

If you feel that using stamps in your classroom, as suggested by Robert Roach in the October/November 1995 issue of the JOURNAL, could be interesting and rewarding for your students, feel free to contact Home Study International (HSI)



for your free stamps from students all over the world! HSI has volunteers who cut out stamps from student correspondence worldwide, and package them in handy little plastic bags. Just call HSI's toll-free number 1-800-782-GROW (4769) or write to Home Study International, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600 U.S.A. Ask for your free stamps today!

Who Earns College Degrees in the U.S.?

Compared to 1981, the number of bachelor's degrees earned in 1991 increased for both men and women in all racial/ethnic groups except black men. Women had greater increases than men in

every racial/ethnic group.

- Between 1981 and 1991, the percentage gains made by Hispanic, Asian, and Native American men and women exceeded those made by whites of the same sex.

- The number of bachelor's degrees earned by Hispanic men and women has risen sharply since 1981, by 50 and 86 percent, respectively.

- Black women earn substantially more bachelor's degrees than black men. This difference doubled between 1977 and 1991.

- Following a period of decline, the number of bachelor's degrees earned by black men increased in 1990 and 1991, approaching the level attained a decade earlier.—Reported by the U.S. Department of Education Office of

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Educational Research and Improvement, December 1994.

Schools Get Passing Grades

Most U.S. adults and school-age children say they are satisfied with the quality of their learning environment.

Eighty-three percent of parents with students in grades six

through 12 feel their children are challenged at school, and 86 percent say that their kids enjoy school, according to the 1993 National Household Education Survey conducted by Westat for the National Center for Education Statistics. But only 28 percent and 32 percent of parents, respectively, strongly agree with these statements. Eighty-eight percent of parents

are satisfied with the way that teachers maintain discipline, but only 30 percent are very satisfied.

Private schools rate substantially higher than public schools, even when compared with public schools chosen by parents and children. Fifty-eight percent of parents whose children attend private school strongly agree that their chil-

dren are challenged at school, compared with 24 percent of parents with children in assigned public and 30 percent in chosen public schools.

"Parent and Student Perceptions of the Learning Environment at School" was based on a nationally representative telephone survey of 10,117 parents of children in grades six through 12.

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