Private Industry Nabs Teacher

Private industry is luring qualified teachers away from the classroom, creating an unexpected teacher shortage in school districts around the country.

The teacher surplus of the 1970s has disappeared, leaving school districts to scramble for teachers in mathematics, English, vocational, bilingual and special education.

Adding to the difficulty is a 40 percent drop nationally in teacher college enrollment over the last six years. Because of reports of a teacher surplus, many students were reluctant to major in education.

Federal researchers estimate that some one million qualified teachers don't hold teaching jobs because, as one National Education Association official said, "Teaching just isn't an attractive position anymore. They can make money elsewhere. Better salaries and more desirable working conditions are luring teachers from the classroom to computer companies."

The spot shortages of personnel are causing school officials to reinstitute efforts to attract teachers coming out of college. Recruiters are visiting college campuses to interview prospective teachers for the first time in years.

An October NEA report found nine states with "substantial shortages of qualified applicants" and shortages of applicants in 37 states.

In at least three states, according to NEA, more than 60 percent of the college graduates prepared to teach vocational subjects are accepting jobs outside teaching.

A 1980 survey conducted by the Association for School College and University Staffing found spot shortages in English, music and business. The shortages were most heavily concentrated in the South the report said.

In Los Angeles County, a recent survey by the county schools office found shortages among more than one half the school districts in a variety of teaching specialties.

The shortage of trained personnel in handicapped and bilingual education can be traced to the rapid expansion of programs required by the federal government in this area. The lack of teachers in other areas, however, was generally unanticipated by education officials.

Positions are currently being filled by substitute teachers. Several school districts are also trying to hire back teachers who have quit.

NEA expects the number of job openings for elementary school teachers to increase for several years beginning in 1983-84. Employment prospects for elementary school teachers will increase for several years beginning in 1983-84. Employment prospects for secondary school teachers are likely to improve in the mid-1980s.

Prospects have already improved. College placement officials, which found jobs for only 40 percent of their graduates five years ago, placed 80 percent of teachers in jobs last year.

—SPS

Television Linked To Poor Grades

A recent survey of 500,000 sixth and twelfth graders showed a definite link between low academic achievement and long hours of television viewing.

The Department of Education survey, part of its annual California Assessment Program, revealed a 14 point difference between the scores of high school seniors who watch an hour of TV or less per day, and those who watch six hours or more per day.

In addition, sixth graders who watch four hours per day scored seven points less than those who watch only an hour or less.

Alexander Law, head of the departments office of program evaluation and research, noted that students' estimates of their viewing time were probably conservative. "We all watch more television than we think we do," he said.

The survey also indicated that those students who watch many hours of television tend to ignore homework assignments and to do little reading for enjoyment. Even those students who manage to complete homework but still watch TV, have lower scores than others.

The state superintendent of education, Wilson Riles, stated the survey was undertaken in response to a four-year old report by the College Entrance Examination Board which cited TV viewing along with inferior textbooks, less rigorous teaching and the rise of single-parent families, as factors contributing to the decline in Scholastic Aptitude Test (SAT) scores over the past 18 years.

Riles suggested parents "turn off the knob" of their TV sets, but Dr. Henry McCarty, director of project management for the San Diego County Department of Education, said other questions should be considered first.

For instance, do students who watch educational programming have higher achievement scroes than those who watch "Starsky and Hutch" and "The Dukes of Hazzard?"

McCarthy noted the County has distributed a guide to teaching about Anne Frank, in anticipation of a TV special about the heroic young woman of World War II. It is hoped that teaching about Frank before the show is aired will help those students who watch it to obtain "a meaningful educational experience."

"Television is a fact of life," concludes McCarthy. "It's here. It's not going away."

Schools Motivate Students to Integrate

(Continued from Page 1)

Although some girls also choose Mission Bay High School, it is not surprising that many favor Crawford High School, which offers business and office management training.

The ratio of females to males enrolling in most of the magnet schools has remained fairly constant, but the female enrollment at at least one school, Gompers, has changed radically in the past couple of years. Gompers is the magnet school that specializes in science, math, and computer technology. It is located in East San Diego.

In the 1978-79 school year, "There was a total of three girls in the ninth grade," says Claudia Lindgren, a junior at Gompers. "I'm proud to say I was one of them."

This year female attendance is estimated at 35%, according to Gompers' Vice-principal, Vincent Le May. Although there are still almost twice as many boys as girls, the enrollment is balancing out, says Lee May.

Why the sudden change in female enrollment? Claudia Lingren speculates: "It's getting more known; also a lot of guys are telling their girlfriends and getting them to come."

Sophomore Patrick Works offers another explanation: "It's because females have been awakening to the fact that they are not second-best and that they can pursue careers in the fields of science and technology — careers previously thought to be available only to men."

Gompers' racial balance has also changed dramatically. Located in a Black neighborhood, the magnet program was comprised almost solely of Black students at first. The student population is about 60% white and 40% Black, says Vincent Le May. This change reflects the fact that white students, overall, constitute a majority in city schools.

Throughout the school system the new magnet program is attracting all kinds of students by offering fantastic facilities and programs, most of which are equal to or better than many colleges. The advantages of magnet schools include advanced classes in many languages not taught in regular schools (such as Russian), the latest computers, and extensive biology and chemistry laboratories.

For more information on the magnet school program, or to apply for a transfer, contact your school counseling department.•

Local Seniors May Not Graduate In June

Preliminary tests indicate almost 25% of San Diego's senior high school students are unable to pass competency exams needed for June graduation.

Thirteen hundred of the city's 5,800 twelfth graders failed at least one of the eight tests required by the state. The class of 1981 is the first to be affected by the tests.

However, Assistant Superintendent in charge of junior and senior high schools, Dick Jackson, explained, "We aren't alarmed. Many seniors have almost completed them."

Jackson said some students who failed the first test on October 3 have passed later tests, and other students will pass the tests as the school year continues. Students can take the tests repeatedly until they pass. The present 23% failure rate will probably drop to around 8%, the projected state-wide failure rate.

Fourth, fifth, and eighth grade students in San Diego city schools scored much higher on relative competency tests than their high school counterparts. Fourth graders attained 94% proficiency in reading, while fifth graders were 95% proficient in math.

In San Diego's high schools, the percentage of students who achieved competency in all eight areas were:

Gompers and Madison, 91; Henry, Hoover and La Jolla, 86; Mission Bay and Point Loma, 84; Crawford, 85; Wright Brothers, 81; Madison Evening, 76; Clairemont and Morse, 75; Mira Mesa, 74; Kearny, 70; Serra, 64; Lincoln, 51; San Diego, 47; Twain, 44; Garfield, 38; and Muir, 33.

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