

OU program pays off for ex-teachers

A teacher for 11 years, Carlene Stewart of Troy was laid off more than a year.

Rochester resident Padmaja Ekbote, who has a degree in chemistry, wanted to return to work after 10 years at home.

Both women graduated Thursday from Oakland University's new Accounting Assistant Program. But they won't have to look for jobs; they already have them.

THREE of the four people graduating from the 18-month noncredit evening program offered by OU's Division of Continuing Education program are working at \$12,000-17,000 positions in their new field.

Another 13 graduates are only 80-hour internships away from employment. They are the first of 300 training

in functions basic to business in the Accounting Assistant Program.

Developed in 1982 with the cooperation of the local business community, the Accounting Assistant Program is designed to meet the business community's need for support staff in accounting while also providing training in new job skills for the depressed employment market.

At least 200 employers are available to provide on-the-job experience, the last phase of the program. Often interns are hired during those internships.

Accounting assistants perform basic tasks such as preparing financial statements, journalizing daily transactions and supervising payroll in conjunction with an accountant.

THE PARAPROFESSION has at-

Grads earn accounting jobs

tracted people from a variety of backgrounds who want to acquire skills for immediate employment.

After 11 years of teaching, Carlene Stewart entered the program after being laid off. She completed her program as an intern with Maynard Manufacturing Co. of Mt. Clemens. She was hired there in a position that is responsible for payables and receivables and for shipping.

Although inexperienced in business,

Stewart easily adjusted to the program which begins with the basics.

"I feel very comfortable making the change from teaching to accounting," she said.

Sandra Land of Troy found the Accounting Assistant Program was the answer to a long delayed desire: taking university-level courses as an avenue for entering the business world.

The 34-year-old hairdresser postponed a career in business for family

responsibilities. Land will realize her dream when she graduates in December qualified to handle the daily financial operations of a small business or manufacturing firm.

Padmaja Ekbote sought a short-term training program to provide a "good beginning for employment in a growing career area that is applicable no matter where you live."

The Rochester resident is now working

in the accounting department of D'Arcy-McManus & Masius in Bloomfield Hills and is considering taking additional accounting courses.

A high school diploma and ability to handle college-level work are the only requirements for entering the program.

Enrollment begins Jan. 16 for next term. The eight-course program is offered evenings and Saturdays taught by accounting professionals. A flexible 80-hour internship concludes the program which is designed to be completed in 18 months to two years of evening courses.

OU study pegs 'master teacher'

An ideal "master teacher" would be a caring person — one who knows the material, is innovative and organized, and who feels that the major ingredient in the ideal school would be a dedicated, cohesive group of teachers.

The ideal "master teacher" would most like to work for a principal who exhibits strong leadership.

That teacher would relieve work stress through talking the matters out with colleagues or family or through physical or emotional means rather than through specific relaxation techniques.

THESE CHARACTERISTICS were cited frequently in a study of 24 "master teachers" chosen by their colleagues in a survey of elementary schools in two area school districts. The report is entitled "Perceptions of Outstanding Elementary Teachers About Themselves and Their Profession."

The study has just been completed by Jean L. Easterly, an associate professor in the Oakland University School of Human and Educational Services.

Easterly did not give the names of the school districts but said they have a combined total of 28 elementary schools. They have diverse populations which vary across the total socioeconomic scale and diverse ethnic backgrounds.

Associate Professor Easterly distributed a questionnaire among the teachers asking them to identify one, two or possibly three teachers who best met the criteria for an outstanding teacher.

THOSE QUALIFICATIONS established by Easterly included an ability to convey enthusiasm to others, to organize, to be a continual learner, to develop effective working relationships with others (adults, parents, teachers, administrators) and to treat each student as a unique personality.

The teachers who were identified by their peers as outstanding were then interviewed by Easterly to offer some insights into the profile of a "master teacher."

Completed at a time when winds of educational change are stirring up the profession, Easterly said her study provides a vital building block in the knowledge base essential to understanding the lives of outstanding contemporary teachers.

She says replication of the study should take place in other geographic areas and that it should be expanded to include teachers in high schools, junior high schools and middle schools.

From this pooled knowledge, she says, new ways of identifying outstanding teachers will be developed as well as new roles and reward systems.

THE EASTERLY study found that half of the "master teachers" were influenced to join the profession by other teachers.

In other responses, the teacher said they were able to balance a professional and personal life.

The most important fun activity identified was sports followed by reading, traveling, music, getting together with friends, playing cards, theater and doing things with the family.

Some 11 of the 24 teachers said time management was the most stressful problem. Other areas cited by the group included interpersonal relationships with students, administrative support and expecting good behavior from students and not getting it.

THE MOST important ways in which teachers dealt with stress included talking it out with family or peers and separating themselves from peers and family and seeking release through physical or emotional means.

Easterly says only one teacher of 24 mentioned use of any specific relaxation techniques as a way of dealing with stress.

Teachers in the study felt effective administrators should be strong yet flexible leaders and that principals should also assume the role of instructional leader.

They should be supportive of their teacher, organized, fair and good listeners. Principals should trust their effective teachers to teach, show their appreciation to teachers and care about them.

OF 24 "master teachers" queried, 15 said an ideal school would have a dedicated, cohesive group of teachers as its most important ingredient.

Second in importance, according to the teachers, were the necessity of schoolwide goals (13 teachers said their ideal school should have a definite purpose or sense of mission).

Third was an effective principal with other goals including children who want to learn, active parental involvement, supportive physical facilities and use of community resources.

Twenty-three of the 24 teachers said they would become teachers all over again if they could repeat their career choices.

This response was different from the conclusion reached in another study, Easterly notes. That study was "Crisis in U.S. Role as World Leader Looms as Culder of New Teachers Drops" by Emily C. Feinstein, "Teen Education Reports," V. 5, March 17, 1983.

Researcher Easterly dedicated her study to "the 24 elementary teachers who shared their ideas, their joys, their concerns, their feelings and their trust."

class reunions

As a public service, the Observer and Eccentric Newspapers will print announcements of class reunions. Send the information to Marie McGee, Observer and Eccentric Newspapers, 36251 Schoolcraft, Livonia 48150. Please include a first and last name with telephone numbers.

● **PONTIAC NORTHERN**
Pontiac Northern High School class of 1974 will hold a reunion July 14, 1984 at Kingsley Inn, Bloomfield Hills. For more information, call 851-8136.

● **REDFORD**
The Redford High School class of 1978 will hold a five-year reunion Dec. 29 at Rosedale Community Hall. For further information, call 537-8004.

● **SEAHOLM**
Seaholm High School's five-year reunion will be held Dec. 23. Reservations may be made by calling 994-3089.

● **CENTRAL/NORTHERN**
A combined reunion of the classes of 1934 of Detroit Central and Northern high schools is being planned for July 1984. For more information, contact I. Mallie, 864-2508.

● **REDFORD UNION**
Classes 1947-50 of Redford Union High School are planning a reunion. For more information, call Beverly Frayne, 531-8850.

● **BISHOP BORGES**
Bishop Borgess class of 1974 is planning a class reunion. Anyone interested in helping with plans is asked to call 533-4039, 454-6947 or 427-2293.

● **CHADSEY**
Chadsey High School class of 1955 is planning a 30-year reunion. Information is needed on students whereabouts. Call Barbara (Brown) Allen at 271-8267 or Yvonne (Carro) Zapalski at 422-2565 with information.

● **FRANKLIN**
Anyone interested in working on the 20-year reunion of the class of 1964 of Franklin High School, to take place in the summer of 1984, may call Linda Papp at 981-4324, Dan Martin at 981-5919 or Joyce Drewry at 981-5328.

St. Jude sets fashion show

The second annual St. Jude fashion show will be held at the San Marino Club in Troy on Tuesday. Clothes will be provided by Kostas of Southfield. For tickets and more information call 843-5880.

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P.S. For the holiday season, Chef Jean enthusiastically recommends his Swiss Milk Chocolate Chip cookie or his Scottish recipe Christmas cookie.