



## Administrative Costs of Higher Education

Seventy years ago, administrative-staff costs in U.S. higher education accounted for only 16 percent of expenses. They now absorb about 30 percent of university budgets, according to *Forbes*.

Since 1975, EEOC figures show, student enrollments rose 10 percent, the number of full-time faculty rose 6 percent, but administrative positions increased 45 percent. During those years, investment in faculty salaries after inflation rose 21 percent, in administrative salaries, 42 percent.—Reported in *AAHE Bulletin*, March 1991.

## Elementary Curricula Similar Worldwide

Contrary to widespread perceptions, elementary-school curricula are remarkably similar throughout the world, according to a study by an international team of researchers.

Previous researchers contended that political forces in each nation tend to shape school curricula.

But the new study, which examined subjects taught in more than 60 countries from 1920 to 1986, found that nations tend to devote similar amounts of time in primary schools to certain core subjects—language, mathematics, science, and social science—and that the curricula have become more similar over time.—Reported by researchers from the U.S., Israel, Japan, and Korea in the February 1991 *American Sociology Review*.

## Private Schools Reach Out

A conference on Independent Schools and Children at Risk discussed programs that independent schools are developing for disadvantaged children

in their communities.

Some examples highlighted were a Quaker independent school in Baltimore that offers Saturday morning classes on money and banking to 50 at-risk students from the local public schools, an exclusive boarding school in New Jersey that brings homeless children to campus to spend time with “big brothers” and “big sisters,” and the John Borroughs School in St. Louis that offers a three-week summer day camp to 30 to 60 underprivileged children.

A growing movement in recent years has encouraged such partnerships between independent schools and nearby public schools or community agencies. Some of the programs require major resources in staff time or funding while others are kept very simple.

“There are many roads” to a successful partnership with the public sector, says Benjamin Snyder, director emeritus of the Horizons-Upward Bound program at the Cranbrook Schools in Bloomfield Hills, Michigan. Snyder urges independent schools to “make a deliberate effort to be seen as part of our communities, not as apart and aloof.”—Reported by *Christian Home and School*, January/February, 1991.

## Teens and Drugs

One in three U.S. teens reports being in personal contact with the use or sale of drugs.

By age 16, one in three teens reports having been asked to purchase or use drugs in the past 30 days.

By the time Christian teens graduate from high school, 57 percent will have tried an illicit drug; 17 percent will have tried cocaine or crack.—From Gallup Polls, The National Institute of Justice, and New Life Treatment Centers. Reported by *Christianity Today*, February 11, 1991.

## Better Administrative Preparation Needed

At a time when the United States is expecting to lose more than 50 percent of its principals to retirement, there appears to be widespread agreement that the time is ripe to experiment with ideas to improve administrator preparation.

Several representatives from fields involved with improving school administrator preparation told the annual meeting of the Association for Supervision and Curriculum Development that school administrator preparation in the past has done little to “really reflect the daily job of the principal.”

Most colleges of education that prepare administrators ignore the crucial skills of interpersonal communication, conflict resolution, and instructional leadership, said Larry Finkel, director of school administration for the College of New Rochelle in New York.

ASCD participants witnessed one model for principal preparation being developed by the National Policy Board for Educational Administration. The model consists of four domains in which a principal should be trained—programmatic, interpersonal, functional, and contextual.

Gordon Cawelti, ASCD executive director, said that the primary focus of administrative training should be given “to the skill of leadership itself” if principals are going to be able to provide a vision for the school, be good instructional leaders, and motivate the staff to support a successful environment.—Reported by *Education U.S.A.*, April 1, 1991.

## Preparing Globally Literate Teachers

Teacher-education programs need to address the urgency of producing “globally literate” thinkers, leaders, and facilitators to work in public schools, according to a paper released at the 1991 meeting of the Association for Supervi-



sion and Curriculum Development.

The paper shares experiences of teachers who recently participated in the Overseas Student Teaching Project as part of Indiana University at Bloomington's teacher-education project.

During its 15 years of operation, the project has placed 421 student teachers in the schools of England, Scotland, the Republic of Ireland, Australia, and New Zealand.

Ross Korsgaard of the Foundation for International Education said that "Global education cannot be taught in a classroom." There is no substitute for a "good, sound, culturally submersive program," according to Korsgaard. However, he said that as a good alternative, campuses can be internationally oriented, encouraging faculty members to travel and inviting international speakers.

Teacher-education institutions must prepare teachers "to become conversant in important global and international topics and issues, to understand the interconnectedness of the world's nations and peoples and to approach global education in an integrated, cross-disciplinary manner," says the Indiana paper, written by James Mahan and Laura Stachowski.

Teachers in the Indiana project are expected to engage fully in all teacher-related functions of the schools in which they are placed, and to submit several reflective and evaluative reports to the project staff.—Reported by *Education U.S.A.*, April 1, 1991.

## What Scares Kids

"American elementary children say kids worry that the crimes they see on television can happen where they live, according to a *Weekly Reader* National Survey on Safety and Health.

"Nearly 90 percent of fourth-through sixth-graders surveyed agreed that kids do such worrying. The study also showed a dramatic, though probably not surprising, shift in children's views on AIDS and nuclear war since the survey was first done in 1986. Four years ago, 35 percent of the students agreed 'a lot' that 'Kids are afraid of nuclear war':

currently just 19 percent say this. On the other hand, four years ago, only 19 percent of the children agreed 'a lot' that 'Kids worry about getting AIDS,' today, that figure is 40 percent. Natural disasters are also of great concern to students, 45 percent agreeing 'a lot' that 'Kids worry about tornadoes, hurricanes, earthquakes, and volcanoes.'"

Ninety-three percent of fourth- to sixth-graders said that smoking is not healthy, but only 28 percent believed that junk food was harmful.—Reported by *The Education Digest*, February 1991.

## College Enrollment Trends

Recent trends show stagnation in U.S. college enrollment rates for black youth, according to a recent RAND corporation study. This trend has been consistent since 1975, despite the group's increasing high school graduation rates.

The gap between black and white college enrollment rates has widened considerably, says the report, not because the black rate fell but because the rate for white women increased and the size of the white and black 18- to 24-year-old population diverged.

Only one group has been enrolling in college at a continuously rising rate—white women. According to the report, the trend for male students of all ages was "simply unclear."

RAND researcher David Koretz called for greater efforts to address the needs of minority students in their precollege years. He also called for "additional programs, designed in response to the individual institutions, to support minority students once they begin studies in college."—Reported by *The Education Digest*, February 1991.

## Teens and Sexual Activity

The average age to have sexual intercourse for the first time in the United States is 16 years for girls and 15.5 years for boys.

Every 30 seconds a teenage girl becomes pregnant, according to the Centers for Disease Control, and every 13 seconds a teenager contracts a sexually transmitted disease. There are an estimated one million teenage pregnancies each year, and three million teenagers—one out of six—will contract a sexually transmitted disease this year.

Today, AIDS is the sixth leading cause of death for Americans in the 15- to 24-year-old age group, and 1 out of 500 college students—approximately 25,000 to 35,000—is infected with the human immunodeficiency virus (H.I.V.) that causes AIDS.—Reported by *Education Week*, March 13, 1991.

## Music and the Arts Disappearing From Curriculum, Commission Warns

"Education in music and the arts is 'being pushed to the periphery of public-school curricula,' a national commission of educators, performers, and music-industry officials warned [in March].

"In a report released at its national symposium [in Washington D.C.], the National Commission on Music Education sounds a battle cry for more instruction in music and the arts in the schools. It calls on all high schools to make studies in the arts a requirement for graduation, and urges President Bush and the nation's governors to rethink neglect of these fields to include arts education in their national education goals.

"Public education in America is losing its soul,' begins the 46-page report. ... 'As music and the other arts are pushed steadily to the periphery,' it continues, 'our schools are losing touch with a unifying force that can help young people connect what they learn to its enduring meaning for the human spirit.'"

In reporting on the decline, "the panel's report notes, for example that:

- "Of the 29 states with graduation requirements that involve music and other arts, 13 accept courses in home

economics, industrial arts, humanities, foreign languages, or computer sciences as alternative ways of meeting these requirements.

- “The percentage of high-school students enrolled in music classes declined from 30 percent in 1950 to 21.6 percent in 1982.

- “More than half of the nation’s school districts either do not have a teacher with a degree in music education or employ one only part time.

- “In a 1985 survey, 80 percent of all adults said they had not taken a music-appreciation class before age 24. . . .

“Karl Glen, president of the [Music Educators National Conference] said that such studies help students learn to think critically and creatively and can keep some uninterested or at-risk students from dropping out of school.”—*Education Week*, vol. X, No. 25, March 15, 1991. Reprinted by permission.

## Math Groups Urge Changes in Teacher Preparation

Three leading mathematics organizations are calling for improvements in training mathematics teachers and in precollegiate mathematics instruction.

The National Council of Teachers of Mathematics, the Mathematical Association of America, and the Mathematical Sciences Education Board have released blueprints for effective mathematics teaching.

The NCTM report calls for five shifts in the environment of math classrooms. It suggests that mathematics teaching implement the following goals:

- Classrooms of mathematical communities, rather than as concentrations of individual learners;
- Reliance on logic and mathematical evidence, rather than the teacher, as verification of students’ findings;
- Development of mathematical reasoning;
- Emphasis on conjecturing, invent-

ing, and problem-solving instead of “mechanistic answer finding”; and

- Connecting mathematical concepts with “real world” applications.

The Mathematical Association of America report calls for revisions in certification requirements for mathematics teachers and lays out some characteristics that the M.A.A. believes should be shared by “ideal” math teachers. These qualities include:

- Ability to communicate mathematical ideas with ease and clarity;
- Ability to organize and analyze information, solve problems readily, and construct logical arguments;
- Knowledge of math deeper than that required by the particular course being taught;
- Enjoyment of math and an appreciation of its “power and beauty”;
- Understanding of how math “permeates our lives”;
- Ability to routinely use technology in the learning, teaching, and doing of mathematics.

## Mentoring Partnerships Coalition Formed

A newly formed coalition, the National One to One Mentoring Partnership, has been formed to link and strengthen student mentoring projects throughout the United States. The group, composed of educators, businesses, and volunteers, met for the first time in November 1990.

The partnership hopes to recruit thousands of mentors for young persons, address the needs of at-risk youth, and prevent students from dropping out of high school.

For more information and a free kit, write to: National One to One Mentoring Partnership, 2550 M St. NW, Washington, DC 20037. For a copy of the U.S. Department of Education’s “One on One: A Guide to Establishing Mentor Programs,” write the Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

## Women Continue to Make Gains in Postgraduate Degrees

Between 1987 and 1989, the number of degrees awarded by postsecondary institutions in the United States held steady, with 1,860,507 degrees being awarded in 1989.

Women earned 4 percent more degrees in 1989 than in 1987, while the number earned by men held steady.

Women made gains at the master’s level, with an 8 percent increase between 1987 and 1989, compared to a 5 percent increase for men.

The overall number of doctorates awarded in the U.S. increased 5 percent between 1987 and 1989; women earned 9 percent more doctorates in 1989, while men earned 3 percent more than two years previously.—Compiled by the American Council on Education’s Division of Policy Analysis.

## Literacy and Birth Rates

Emerging research shows that women who can read have fewer babies than women who are illiterate.

An example of this trend is India, where a group of demographers compared birthrates with literacy rates in 326 districts. Indian women in virtually illiterate areas have an average of 6.1 babies, according to William Retherford, a researcher at the East-West Center in Honolulu. When female literacy hits 40 percent, the total fertility rate drops to 4.2. At 80 percent, fertility is just high enough to keep the population growing slowly.

Other research shows that literate women tend to marry later, says Retherford. They are more likely to enroll their children in school, rather than putting them to work. Literate women are more likely to have interests outside the family. They know more about hygiene, so their children are more likely to

survive. They are also more likely to use birth control.—Reported by *American Demographics*, May 1991.

## Apprenticeships for Success

In olden days, a youngster learned to make a living by serving an apprenticeship with a skilled craftsman. Apprenticeships remain a common practice in Europe today, even for young people who attend college.

U.S. students aren't so lucky. "For the 50 percent of our young people who leave school with a high school diploma or less, there are few viable paths to the future," states a new report on vocational education. "Poorly educated, unskilled, and unprepared for the future, these young people drift from one low-wage job to the next."

Helping young people avoid this future and obtain the training necessary for good-paying jobs is the goal of *Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities*, published by the Consortium on Youth Apprenticeship, Jobs for the Future, 48 Grove St., Somerville, MA 02144 (Send \$4 to receive a copy).

To improve vocational education, the study recommends a mix of academic and occupation-related instruction "at a level of quality sufficient to certify the ability of individuals to perform entry-level tasks in skilled occupations." Specifically, the study recommends a three-year apprenticeship program that encompasses the final two years of high school and—to ensure the education level needed in today's technical workplace—one year of community college.

The proposed apprenticeship model could begin as early as seventh grade, when students would begin to "explore a wide range of occupations and careers, through site visits, work 'shadowing,' job sampling, and employer visits to schools. In tenth grade, students [would] begin to receive career counseling, interview employers, and seek apprenticeship openings."

An actual apprenticeship would last

three years. In 11th and 12th grade, students would spend part of each week learning academic, technical, and occupational lessons relevant to their chosen field. They would also spend part of each week in on-the-job training. After graduation, they would attend a community college for one year, but spend "the bulk of their time at the work site developing their skills in preparation for their final certification examination."

The report flatly rejects the idea that an apprenticeship program would limit students' futures. "Some 50 percent of our young people . . . are tracked right through . . . school and then simply shunted out into the world of work without the skills to survive there."—Reported by *The American School Board Journal*, May 1991.

## Community Service and Grades

In a report by Terry Anderson on San Marcos, California, community-service programs that stressed values, educators reported that within three years test scores were up 26 percent for eighth graders and 29 percent for high-school seniors. The dropout rate was 1.9 percent compared with the state average of 21.2 percent.—Reported by Donald Ratcliff and James A. Davis, ed., in *Handbook of Youth Ministry* (Religious Education Press, 1991), p. 195.

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## Guest Editorial

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to the Christian principle of selfless service to and affirmation of others.

### A Different Schedule

A different educational philosophy requires a different daily and weekly schedule. Class time has to be adjusted to include service-learning activities. Though this is one of the most difficult tasks facing the administrator and curriculum committee, it can be accomplished if teachers and administrators

make it a priority.

One aspect needs special attention—that of bringing together the school, the church, and the home to serve the needs of the community. In addition to the service-learning experience at school, the Sabbath needs to be rediscovered and utilized in the manner patterned by Christ, to do good to others.

### A Different Training of Student Leaders

Peer pressure is a dynamic influence on campus. Young people look up to student leaders and listen to their advice. This presents a challenge to the staff. They must provide training and guidance to help the student "stars" become models of compassionate concern and unselfish love to others, rather than simply being celebrated for their captivating personalities, athletic skills, or academic achievement.

### A Different Student Recruitment Program

Perhaps the reason why many schools are struggling financially is that parents and church members fail to see a significant difference between the Adventist school and public school. This would change if the school challenged students to live out their Christian commitment through service to others. The spiritual atmosphere of the school and the changes in student attitudes would inspire parents and young people to support and join this dynamic Christian community. Using this philosophy as the basis for student recruitment just might ensure the survival of Christian education! ✠

*Based on Edward M. Norton, Implications for Service-Learning in the Curriculum, doctoral dissertation, Andrews University, 1985, pp. 240-254.*

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## Christian Service

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cation. Practice adds focus and purpose to theory.

The critical "ingredient," of course, is the teacher. Our teachers need the training and the freedom to include service-learning in the educational program. They need the encouragement and support of church members and administrators to accomplish this sacred task. As one sophomore student wrote after sev-