



of interest to **Teachers**

Parents and Schoolwork

Three-quarters of American parents talk with their children about teachers, classes, and other education-related topics nearly every day, and a third share homework daily, according to a recent poll by the national PTA.

In other findings, parents rate their children's schools and teachers highly, with 69 percent grading both the teacher and school as "A" and 61 percent grading the school and teacher as "B."

The majority of parents polled believe that the responsibility for teaching children about such social issues as AIDS, drugs, alcohol, and sex education should be shared between the schools and parents.

Of the 32 percent of parents who had chosen to send their children to an alternative school, 68 percent made the choice because of a broader educational program, 64 percent for better teachers, 58 percent for more convenience to work or home, and 51 percent for location in a safer neighborhood.—National PTA Poll released November 11, 1991.

Texas Fines Publishers for Textbook Errors

The Texas Board of Education voted in January to approve new U.S. history textbooks, provided that their publishers correct more than 3,700 mistakes in the books and pay a substantial penalty.

The mistakes found ranged from incorrect dates to more serious errors, such as where the atomic bomb was dropped, and a statement that Sputnik was "the first successful intercontinental ballistic missile."

Alarmed by the litany of mistakes found by conservative textbook critics Mel and Norma Gabler and others, the state gave the five publishers until December 16 to identify all errors. The companies were also required to sign "certificates of accuracy" for their textbooks.

However, critics came back to the school board the following month with more than 160 errors that the publishers had not identified. Among these errors, according to a state education agency spokesman, were state-

ments that the Emancipation Proclamation, issued by President Abraham Lincoln in 1863 to free slaves, took effect in 1963, and that Britain owned parts of Mexico in 1753.

The \$223,000 fine ordered by the board is thought to be the first ever imposed by state officials for textbook errors, said the vice president of the school division of the American Association of Publishers. Texas, which was slated to purchase more than \$20.2 million worth of history textbooks this year, is the third largest purchaser of textbooks in the U.S., after California and New York.

Survey Finds More Students Selecting a College for Financial Reasons

More first-year American college students than ever say they chose their postsecondary institution for financial reasons, according to a report released recently.

"The American Freshman: National Norms for Fall 1991," the 26th annual report on the characteristics of first-year college students, was issued by the Higher Education Research Institute at the University of California at Los Angeles.

More than a fourth of students surveyed said that low tuition was a "very important" reason for their choosing a college. This figure has steadily increased since the 1970s.

In addition, 27.8 percent of those surveyed said they chose their college because of financial-aid offers; last year, the figure was 25.2 percent, and it, too, has climbed steadily since the late 1970s.

More students also reported that they chose their colleges so that they could live near home: 21.3 percent in 1991, compared with 19.8 percent in 1990.

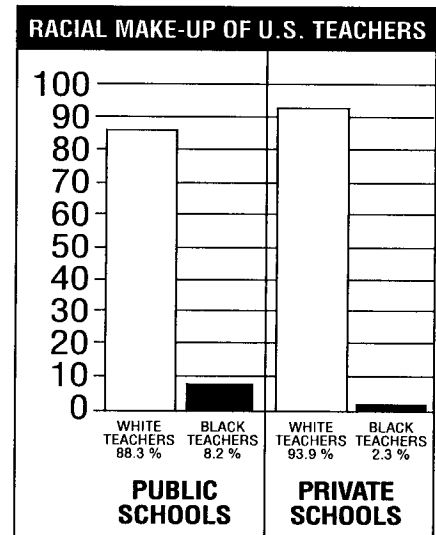
The percentage of students who reported that they would probably have to work at least part time was also the highest ever.

Among the other findings in the report:

- Students who reported that they will need special tutoring or remedial work during college increased between 1981 and 1991 in the following areas: English, reading, mathematics, social studies, science, and foreign language.

- The percentage of students who said they planned to major in business fell for the fourth straight year.

- Interest in teaching careers remained relatively stable—9.2 percent in 1991, compared with 9.4 percent in 1990—marking an end to the steady rise in recent years.—Reported by *Education Week*, January 22, 1992.



Racial Make-up of U.S. Teachers

The U.S. teaching force is overwhelmingly white, according to a study recently released by the National Center for Education Statistics. In the public schools, 88.3 percent of teachers are white, while 8.2 percent are black. Private schools show an even lower percentage of blacks, with only 2.3 percent; 93.9 percent of teachers in U.S. private schools are white.

Average Teaching Age Increasing

The Baby Boom provided most of the teachers currently employed by U.S. schools. The average age of a U.S. K-12 teacher is now 41 (44 for administrators), compared to the average age of an American worker, which is 37. In 1976, the average age of the nation's teachers was only 33.



Tougher Academic Requirements for Student Athletes

American college athletes will have to take more core courses and maintain a higher grade-point average to be eligible to participate in sports, the National Collegiate Athletic Association delegates voted at a meeting in January 1992.

NCAA members voted to increase from 11 to 13 the number of core courses students must take to be eligible to play college sports, and to raise the required GPA from 2.0 to 2.5.

However, a student with a GPA lower than 2.5 who earns a high score on the Scholastic Aptitude Test or American College Test would be eligible to play sports under another provision approved by the delegates.

Other provisions of the NCAA academic reform will require athletes to be within 90 percent of their schools' GPA graduation requirements by their fourth year of college and 95 percent by their fifth year; and to complete 25 percent of their major requirements by the start of their third year, 50 percent by the fourth year, and 75 percent by the fifth year. Also approved was a provision that will limit student athletes from making up more than 25 percent of failed courses in summerschool.

U.S. College Enrollment at an All-Time High

The number of students enrolled in U.S. higher education institutions in fall 1991 reached nearly 14.2 million, an all-time high, according to a report from the U.S. Education Department's National Center for Education Statistics.

This represents an increase of 3.2 percent over the previous year. In 1990, 13.7 million students attended higher education institutions in the U.S.

Enrollment by women grew more rapidly (3.7 percent versus 2.6 percent for men), and they made up more than half (55 percent) of the students in higher education institutions. This makes the fourth straight year that women outnumbered men on college and university campuses.

Two-year institutions posted the greatest enrollment increases, with a growth of 7.6 percent between fall 1990 and fall 1991. Four-year institutions grew only slightly, rising by 0.6 percent.

Almost all of the growth in higher education enrollment occurred at the undergraduate level. The number of postbaccalaureate students remained constant, rising by only 0.2 percent. The overall enrollment increase was almost evenly distributed between full-time and part-time students.

Foreign Enrollment in U.S. Colleges Still Rising

In academic year 1990-1991, 407,530 foreign students enrolled in U.S. colleges and universities, up five percent from the previous year.

In the past five years, foreign enrollment has increased by 19 percent.

More than half of the foreign students were from Asia. Students from Latin American countries and Europe each accounted for 12 percent of the total.

Since 1986, the number of students from European countries has grown by 45 percent, with significant increases in students from Spain, Turkey, and France.

Between 1980 and 1990 the number of doctorates awarded to non-U.S. citizens almost doubled, from 4,934 to 9,398. During this same period, the number of Ph.D.s awarded to U.S. citizens by U.S. colleges and universities decreased by four percent, from 25,222 to 24,190.

In 1990-1991, 47 percent of foreign students in the U.S. were enrolled in undergraduate programs, 45 percent in graduate programs, and eight percent in other programs (e.g., intensive English courses).

Two-thirds of foreign students attended public institutions, and 86 percent studied at four-year institutions.

Almost 40 percent of all foreign students attending U.S. institutions of higher education studied either business or engineering in 1990-1991.—Reported by the American Council on Education's Division of Policy Analysis and Research.

Dramatic Tuition Increase at Public Schools

Tuition and fees at public colleges increased at a much higher rate than at private schools for the 1991-1992 academic year, according to a recent Peterson's survey.

Four-year public schools registered an overall increase of 13.2 percent, according to the survey, while the tuition increase in four-year private schools came to 9.4 percent.

At two-year colleges, the results were similar: a 9.5 percent tuition increase among public institutions and a 5.1 percent increase among private schools, according to the survey.

Students attending four-year public institutions are paying an average of \$2,137, while those at two-year schools are paying \$1,022. Charges at private two-year and four-year institutions average \$5,290 and \$10,017, a recent College Board survey found. Charges at the middle 50 percent of private four-year colleges ranged from \$5,470 to \$10,315, and at public four-year institutions, from \$1,466 to \$2,415.

Students who live in college housing are paying an average of \$3,351 to \$4,386, plus an extra \$925 to \$1,153 for books, supplies, transportation, and other expenses, according to the College Board survey.

College Endowments

During the decade between 1977 and 1987, endowments of U.S. colleges and universities more than tripled, from \$16.3 billion to \$58.2 billion. In constant 1977 dollars, however, the change was only 88 percent.

In 1987, independent institutions accounted for 82 percent of all higher education endowment funds. This share of the total has not changed significantly since 1977.

Endowment earnings contributed \$2.4 billion to institutional revenues in 1987. However, this amount represented only 2.2 percent of higher education's operating revenues that year.—Information compiled by the American Council on Education's Division of Policy Analysis and Research.



INTERESTED IN MAKING A FEW EXTRA DOLLARS? With cash in hand from a new grant, the North American Division Education Department is very interested in finding educators willing to write articles on education for major Adventist publications—particularly the *Adventist Review*, and *The Journal of Adventist Education*.

The articles must be supportive of Adventist education and can range from features on schools or teachers, to opinion pieces, stories, or news items and student community service activities. The content of the articles must be worthy of telling to the international church audience.

The grant from an Adventist couple was given to help further highlight the ministry of Adventist education through the church's major features. Payment will be made upon acceptance by the particular publications.

For further details, contact Gil Plubell at the NAD Education Office, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. Telephone (301) 680-6441; FAX 301-680-6464.

Senior Faculty Increasing

Senior faculty (those over age 50) have become an important presence in U.S. higher education: in 1989 they accounted for at least 40 percent of all full-time faculty, compared with 28 percent in 1972.

Many senior faculty have been at their institutions for two decades or more. Sixty percent of senior faculty at four-year institutions and 43 percent at two-year schools have served at the same institution for 20 years or more.

Classroom teaching and student advising are the two core activities of senior faculty. Among senior faculty at four-year colleges, 61 percent regularly taught nine hours or more each week, and 23 percent taught 13 hours or more per week in 1989. More than half of senior faculty at both two- and four-year schools spent between one and four hours each week advising students in 1989.

A majority (59 percent) of senior faculty at four-year institutions had one or more publications in the past two years, compared with 49 percent in 1972-1973.—Information compiled by the American Council on Education's Division of Policy Analysis and Research.

SAT Verbal and Math Score Averages Drop

The national average verbal and math scores of the U.S. class of 1991 declined 2 points each, to 422 on the verbal section and 474 on the mathematical section, according to a recent College Board report. But those students who also took the board's subject-matter Achievements Tests, required by some of the nation's most selective colleges, averaged nearly 100 points higher on each part of the test than all SAT takers.

Donald Stewart, College Board president, warned that the differences in average scores between top-scoring students and those in the middle signals a disturbing pattern of educational disparity in academic preparation.

"If this kind of dichotomy continues, we could evolve into a nation divided between a small class of educational elite and an underclass of students academically ill-prepared for the demands of college or the workplace," he warned.

The 1991 averages represent the all-time verbal low and the first decline in math scores since 1980. Women dropped one point in their verbal average and two points in math. For men, the average verbal score fell three points, math two points.

Among SAT takers in the class of 1991, only 65 percent had four or more years of math, only 55 percent had enrolled in a trigonometry class and only 44 percent had taken physics, with lower percentages for nearly all ethnic minority students. The students who have taken these courses represent about 20 percent of SAT takers nationally and have average scores of 515 verbal and 584 math.

Minority students now constitute 28 percent of all students taking the SAT, up from 11 percent in 1973. The number of black students taking the SAT rose to its highest level, a total of 100,209 students, while the number of Asian American students taking the test has increased by more than 61,000, or 389 percent, since 1973, according to the College Board.

School Partnerships Widespread

More than half of U.S. school districts have partnerships with an array of parent, business, and civic groups. Most of those partner groups make improved academic performance an important objective, according to a study released by the National Association of Partnerships in Education in November 1991.

NAPE reported that more than 29.7 million students—or 65 percent of the total U.S. student population—attend school in districts with partnerships.

The study found that 31 percent of the partnerships surveyed involved such direct student support as tutoring and mentoring, job training, career-awareness efforts, and student-recognition awards.

Thirty-three percent of the partnerships focused on curriculum and instruction programs, from guest lectures to field trips.

Fourteen percent concentrated on such professional-development efforts as staff recognition, training workshops, and conferences. And 22 percent were involved with district wide policy and program initiatives like dropout and substance-abuse prevention.

In rural and suburban districts, parent organizations accounted for 74 percent and 71 percent of the partnerships, respectively. Business and civic groups came next. In urban districts, however, parent groups came fifth, after small businesses, medium-size businesses, large corporations, and civic groups. ☞