

OF INTEREST TO TEACHERS

Participants Needed for Science Survey

Would you like for your students to participate in an international project? David Ekken, a college biology teacher, is researching attitudes of people in different places about the use of animals in SDA schools and science laboratories. For more information, please write to him at Southern College of SDA, Box 370, Collegedale, TN 37315 U.S.A. Telephone: (423) 238-2923; e-mail: dekkens@southern.edu.

Stress Management

Feeling stressed out? The March 1995 issue of *Learning* magazine suggests the following stress busters for teachers and students:

1. *Use deep breathing techniques.* Breathe deeply through your nose, keeping your mouth shut. Then slowly blow the air out of your mouth.

2. *Eat a healthful diet.* Stress makes your body consume more Vitamin B and C. Avoiding caffeine and spicy food may be helpful.

3. *Get enough rest and sleep.*

4. *Participate in vigorous physical exercise.* Swimming or sports can relieve tension and keep you fit.

5. *Use a time management plan.* These might include a daily calendar to show how you spend your time, making lists of what you need to do, numbering tasks in order of priority, estimating how much time it will take to finish tasks, building into your schedule extra time for unexpected delays, and checking off tasks as you accomplish them.

6. *Keep a journal.* Write about your schedule and review what you have written to help you cope better with stress.

7. *Talk with friends, parents, and other trusted adults.* Ask for their advice.

8. *Help others.* This can give you a different outlook and can be rewarding. Feeling helpful can make stressors seem less important.

9. *Care for a pet.* Petting or playing with an animal is comforting and relaxing.

10. *Keep a sense of humor.* A good laugh can help you manage stress, make you feel more relaxed, and improve your general outlook.

Facilitating Creativity

In a nationwide study of 671 college professors who were nominated for either positively or negatively influencing creativity, J. A. Chambers found that teachers who promote creativity con-

duct classes informally, welcome unorthodox views, allow students to choose topics to investigate, express enthusiasm for what they are doing, and interact more with students outside class. The three most important characteristics of these teachers were treating students as individuals, encouraging independence, and serving as creative role models. The teachers who inhibited creativity, by contrast, discouraged generation of new ideas, emphasized rote learning, and acted insecure or rigid.

Teachers sometimes value personal attributes in students that do not encourage or may even inhibit creativity. A study by E. P. Torrance found that teachers valued popularity, social skills, and acceptance of authority more than did experts on creativity. The creativity experts, on the other hand, gave a higher value to being a good guesser, independent thinking, and risk-taking.—Reported by *Defying the Crowd: Cultivating Creativity in a Culture of Conformity* by Robert J. Sternberg and Todd I. Lubart.

What Are U.S. College Teachers Like?

In the fall of 1992, U.S. colleges and universities employed 885,796 faculty and instructional staff, according to a report from the National Center for Education Statistics. The study revealed the following facts about these employees:

- In 1992, 63 percent of college and university faculty and staff members were male.

- Eighty-seven percent of the faculty and staff were white. African- and Asian-Americans each accounted for five percent of all employees, while Hispanics made up three percent and Native Americans less than one percent.

- The most common rank among postsecondary education employees was instructor (28 percent), followed by professor (23 percent), assistant professor (18 percent), and associate professor (17 percent).

- About two-thirds (67 percent) of all faculty and instructional staff were employed full time.

- Nearly 66 percent of all full-time faculty and instructional staff reported that teaching was their primary responsibility, while 12 percent said research and another 12 percent identified administrative duties as their main activities.

- Among part-time faculty and staff, 83 percent reported that teaching was their primary responsibility, while 13 percent spent most of their time in clinical work and community or public service.

- Faculty and instructional staff were more likely to work in the natural science fields (16 percent) than in any other area. Additional fields of study with a large proportion of postsecondary faculty and instructional staff included humanities (13 percent), health sciences (12 percent), and social sciences (nine percent).—U.S. Department of Education, National Center for Education Statistics report, "Faculty and Instructional Staff: Who Are They and What Do They Do?"

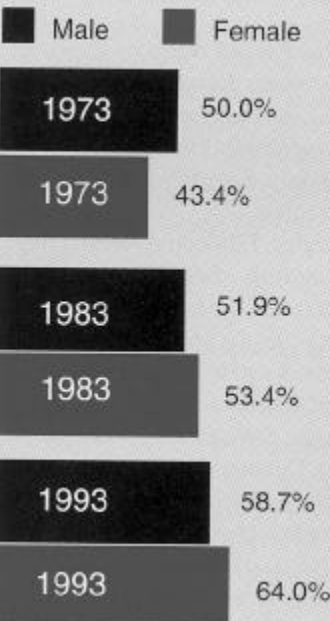
U.S. Census Bureau Warns of Coming Influx of Students

The U.S. Census Bureau is projecting that by 2005, school-age children (ages 5 to 17)—will number 53.8 million, an increase of five million over estimates made only seven years ago. And between 1990 and 2030, the Census Bureau says, that population is likely to grow by 33 percent, to 60.3 million.

The number of students graduating from public and private high schools in the U.S. is expected to escalate 25 percent by 2004, to 3.1 million, according to the Educational Research Service, which compiled the study. ☛

MOVING AHEAD

U.S. high school graduates enrolled in college in the October following graduation



Source: U.S. Department of Education