

# The Magnitude of the American Educational Establishment (1969-70)

More than sixty-one million Americans are engaged full-time as students, teachers, or administrators in the nation's educational enterprise. Another 132,000 make education a time-consuming avocation as trustees of local school systems, state boards of education, or institutions of higher learning. The breakdown is given here:



## Institutions

Elementary	88,556
Secondary	31,203
Universities, Colleges, and Junior Colleges	2,483
<b>Total</b>	<b>122,242</b>

<b>School Districts</b>	<b>20,440</b>
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## Students

Pupils in Elementary Schools (Kindergarten through eighth grade)	
Public Schools	32,600,000
Nonpublic (Private and Parochial)	4,300,000
<b>Total</b>	<b>36,900,000</b>

Secondary School Students	
Public High Schools	13,200,000
Nonpublic	1,400,000
<b>Total</b>	<b>14,600,000</b>

College and University full- and part-time students enrolled for credit toward degrees	
Public Institutions	5,100,000
Nonpublic	2,000,000
<b>Total</b>	<b>7,100,000</b>

<b>Total Students Enrolled</b>	<b>58,600,000</b>
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## Teachers

Elementary School Teachers	
Public	1,099,000
Nonpublic	152,000
Secondary School Teachers	
Public	904,000
Nonpublic	88,000
College and University Teachers	
Public	344,000
Nonpublic	188,000
<b>Total</b>	<b>2,775,000</b>



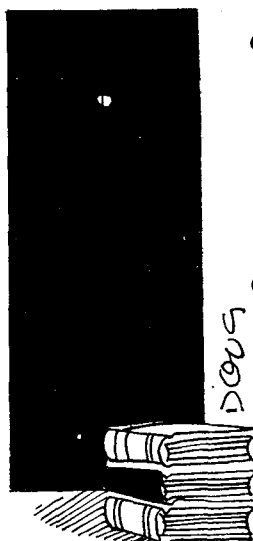
## Administrators and Supervisors

Superintendents of Schools	13,106
Principals and Supervisors	119,365
College and University Presidents	2,483
Other College Administrative and Service Staff	82,000
<b>Total</b>	<b>216,954</b>



## Board Members

Local School Board Members	106,806
State Board Members	500
College and University Trustees	25,000
<b>Total</b>	<b>132,306</b>



## Cost (in billions)

Current Expenditures and Interest	
Elementary and Secondary Schools	
Public	\$32.7
Nonpublic	3.8
Higher	
Public	12.0
Nonpublic	7.7
Capital Outlay	
Elementary and Secondary Schools	
Public	\$4.9
Nonpublic	0.6
Higher	
Public	2.6
Nonpublic	0.4
<b>Total</b>	<b>\$64.7</b>

Figures are based on latest available estimates from the U.S. Office of Education and the National Education Association.

# Schools Make News

## Study-Service Abroad

A UNIQUE PROGRAM combining traditional study abroad with a period of Peace Corps-type service in a developing country was initiated a year ago by Goshen College, a small (1,100 students) Mennonite institution in Goshen, Indiana. Under the program every student, in the course of his college career, will spend a fourteen-week trimester in one of the cooperating Caribbean countries: Costa Rica, Guadeloupe, Haiti, Honduras, Jamaica, or Nicaragua. All live with native families during their stay abroad, which is divided into two seven-week periods. The first period is devoted to intensive study of the host nation's language and culture, the second to service with a local social welfare agency such as a school, hospital, or day-care center.

Groups of fifteen to twenty-five students are sent to each of the host nations, accompanied by a regular Goshen faculty member who acts as guide, mentor, facilitator, and intermediary with the country's nationals. During the first seven-week period students may find their housing scattered widely within a city or around an island, but their studies are concentrated at a single university, secondary school, or language center. During the period of service, however, they are likely to be more widely scattered in both urban and rural areas—and therefore much more on their own.

Inspiration for the program grew out of the traditional Mennonite concept

of service, as well as a conviction that "traditional education was becoming obsolete as a means of preparing students for a meaningful life." The result is an attempt to make education "a process of self-realization and self-fulfillment, as well as the accumulation of facts," by giving the student "a shock-immersion in a foreign culture." (The possibility of a modified study-service program in an urban center is now being explored.)

The first year of operation has brought unexpected dividends. During the past summer, thirty-six members of Costa Rican host families paid the Goshen campus a ten-day visit, and students from the Caribbean countries are beginning to enroll at the college. Some Goshen students are also making plans to return to the Caribbean for more extended periods of service—in some cases changing their study plans to do so before graduation.

Still to be determined is the effect that wide student experience in the program will have on the quiet, conservative, church-oriented campus where smoking, drinking, and dancing (except folk dancing) are forbidden. College officials, however, accept the inevitability of change, and appear unperturbed about the direction it may take.

## Quest for Academic Relevance

THE GROWING CONCERN of college students for domestic social issues, coupled with a declining interest in

international problems, is sparking an upswing in enrollment in the social sciences. At Princeton, for instance, enrollment in all social sciences has risen by 61.1 per cent during the past five years, while the sciences are down 13.1 per cent, and humanities have dropped 17.5 per cent.

Particularly dramatic is the "stampede to sociology courses," according to Laurence B. Chase in the Summer 1969 issue of *University: A Princeton Quarterly*. In the spring of 1965, only four of Princeton's 800 seniors concentrated in sociology, and during that academic year just 475 students enrolled in all sociology courses offered by the university. In contrast, during the 1968-69 academic year, almost 500 signed up for one single-semester sociology course, enrollment in all courses in the department was nearly 1,500, and eighty-four sophomores chose sociology as their major—the largest number in any department of the university. Similar, though less startling, increases are reported on other campuses around the country.

"Sociology has always had large enrollments in public institutions, and in large urban universities," observes Marvin Bressler, acting chairman of Princeton's Department of Sociology. They have come "from two major sources: women, presumably because it appealed to their sense of compassion; and people who were going to work in the bureaucracies of misery—social workers, teachers of the disadvantaged, and so on." But, he adds, "the subject didn't have much appeal to the patrician elements in the 'elite' colleges."

Now, however, things have changed, according to Professor Bressler, and "the children of the aristocracy have discovered the poor and their social problems. It has become possible on a campus like this . . . to retain not only caste but to pick up moral points by showing your great concern for the disinherited and dispossessed."

The question remains whether the new student interest will endure, or will prove to be merely an academic fad. Another Princeton sociologist, Marion J. Levy, Jr., has grave reservations about the capacity of sociology to satisfy the student desire for relevance. "Right now," he says, "international affairs have become markedly less popular; there's been an enormous swing of interest toward domestic problems: how to clean up the cities, reduce pollution, do things about the ghetto, and so on—matters about which sociologists are supposed to have highly relevant things to say. I think one disgrace of the field is that, given as many people as we have concentrated in those specialities, we have so very little to contribute. We haven't



A Goshen girl in a Costa Rican school.