

Education

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HILTON

**PART TWO:
SELECTED SENIOR
COLLEGES ENROLL-
MENT BY ETHNICITY**



KEITH O. HILTON

January/February is the traditional time high school seniors finally submit their college applications to those colleges that they are interested in attending.

For most of these students, it is now a matter of choosing once they have received acceptance (or rejection) letters from these schools.

For the most part, their minds have been made up and probably no other colleges will enter into the competition. Therefore this week's information is for high school juniors and their parents.

The following information is based on figures compiled by the U.S. Department of Education for the year 1988. It is safe to believe that the 1990-91 figures are probably not too much dissimilar to these.

In part one, we listed selected community colleges, in part two, we will now list liberal arts colleges and comprehensive colleges.

Keep in mind that there are over 3,000 institutions of higher education, therefore, these schools only represent a very small percentage. Each of these colleges have African American student enrollment of 20 to 70%.

One reason that we are listing these schools is because we want high school students and parents to consider as many options as possible.

Historically African American colleges with enrollments of 70% or higher (African American) are not included in this list.

A degree from one of these colleges would make an excellent undergraduate choice for those who should be considering graduate school shortly afterwards.

Livingston University (AL) - 1,633 students total (25.1 African

American), California State University, Dominguez Hills - 7,460 (32.3), Lincoln University (MO) - 2,743 (26.8), Delaware State College - 2,510 (57.5), SUNY, Old Westbury (NY) 3,923 (27.2).

Langston University (OK) - 2,308 (54.2), Troy State University, Montgomery (AL) - 1,948 (21.1), Tennessee State University - 7,352 (62.8), Long Island University, Brooklyn, (NY) - 5,960 (42.6), Roosevelt University (IL) - 6,374 (26.5), Bloomfield College (NJ) - 1,484 (36.8).

University of Houston, Downtown - 7,409 (24.4), Indiana University, Northwest - 4,812 (22.4), College of New Rochelle (NY) - 4,491 (45.5), Kentucky State University - 2,218 (41.6), Northwest State University (LA) - 6,455 (20.4).

City College - CUNY (NY) - 12,778 (32.0), Columbia Union College (MD) - 1,096 (33.5), Montgomery College, Takoma Park (MD) - 4,328 (33.9), Bowie State College (MD) - 3,325 (64.0), Lehman College (NY) - 9,449 (24.7).

Cambridge College (MA) - 472 (20.1), New York City Technical College - 10,324 (55.7), Detroit College of Business, Dearborn - 2,331 (45.8), York College (NY) - 4,832 (60.0), Mercy College of Detroit (MI) - 2,362 (37.5), Wayne State University (MI) - 30,751 (21.9).

Hilton: Higher Education is designed to dialogue with college and world readers. Education is ongoing and certainly not limited to school classrooms. Let's talk. (714) 899-0650.

CLARK COUNTY SCHOOL DISTRICT STUDENTS PREPARING FOR THE 21ST CENTURY

The science students at Mabel Hoggard Sixth Grade Center have been receiving outstanding experiences and educational skills to help them prepare for the 21st century.

Mrs. Ruthy Whalum Stull, science/computer resource teacher at Mabel Hoggard and her science classes have been working with the Long Distance Learning Network (LDLN) to explore new ways to challenge the students thinking and sharing ideas, perspectives and projects with friends in distant places without leaving the classroom. The children have had an opportunity to work with computers as communication tools. What is unique about this program is the educational design.

The work with a team of educators on the LDLN provide the students with an opportunity for an exciting, intriguing educational experience that will be lasting in the future. How is this possible? The LDLN links the classes into a "Learning Circle" with about 6-8 distant classrooms, like Egypt, France and etc. The students are involved with writing skills and developing a project from beginning to



Mrs. Ruthy Whalum Stull, science/computer resource teacher explains to her students how the computer software enables them to work with schools in other geographical locations.

Photos by Savoy.

the end. Our project is "Children Against Drugs and Alcohol Abuse." The students work may be shared with other teachers and students in the "Learning Circle" in distant locations.

They are exploring a new technology that is shrinking the world. Just as telephones, television and airplanes have changed the world you work in from that of your parents, com-

puters, videodisc and telecommunication will change theirs. The technology will continue to evolve bringing people closer together, but the skills they learn working with the LDLN will give them the working skills they will need to use the future technology.

It is most rewarding to integrate the LDLN in our science curriculum. It has been an exciting, intellectual and creative experience for the students. There was a short introduction about the LDLN program; the name of our project was discussed and we demonstrated from the "Just Say I Know How" book, the topic: "A Way in Which I am responsible." They were divided into "Magic Circles" where they reviewed and shared the circle rules, had a short discussion and the circle was closed. In this demonstration the children learned how to accept responsibilities because each of them had a way in which they were responsible also it heightened their self-esteem against

drugs and alcohol abuse.

This program was most beneficial to our students. It enhanced their learning, developed reading and writing skills and enabled the students to explore and compare problems that confronts their respective communities and propose common solution that will help solve the problems.

The students were so overwhelmed with their experience until they invited the principal, Mrs. Shirley Barber to share in this endeavor. After the demonstrations the children used the computer software to receive their electronic mail. The mail was read and answered shortly. Mrs. Barber was presented an appreciation speech by Valerie Stewart and was given a beautiful mirror plant by Melissa Sundel, for being very instrumental and understanding in helping the students with the necessary equipment for this grand opportunity. Mrs. Barber was astounded by the demonstration and presentation.

**NEED HELP
WITH READING,
WRITING, MATH,
& GED—AGE: 16+**

**CONTACT
A.O.I.P.
647-2117
1-4 P.M.**

**Kids ^{TR} Smart
LEARNING CENTER**

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"A MIND IS A MARVELOUS
THING TO DEVELOP"