

Washington...



Schools, Senate Eye "Pot"

Citizens for Informed Choices on Marijuana has made possible the receipt by private, as well as all public, high schools of a reprint from the December 1979 issue of *Reader's Digest*. Entitled "Marijuana Alert," it contains an account of new medical research on the drug's damage to brain and reproductive functions and a description by a physician of his work with nearly 3000 "pot-damaged teenagers." Bruce Frazer, Executive Director of CICOM, said he requested the reprints because of his conviction that the articles accurately describe some of the most important new research and clinical observations about marijuana's effects, particularly on pre-adolescents and adolescents. He commented: "This data adds up to a total indictment of marijuana and is in contradistinction to commonly held attitudes toward the drug which are still prevalent within and outside the educational community."

CAPE is distributing the pamphlets to its organizations with a reminder that the *Reader's Digest* has granted permission to school principals to reproduce the material in whole or in part on a one-time basis, with credit to be given according to instructions in the text of the reprint.

School interest in marijuana is shared by the Congress. The Senate Judiciary Subcommittee on Criminal Justice, under the chairmanship of Sen. Charles Mathias (R-MD), held hearings in mid-January on marijuana's medical effects on children and adolescents. Summing up the hearing testimony, Mathias said, "I think it is fair to say that the doctors and the other professionals are unanimous in their findings that marijuana contains dangerous and harmful substances." The Senate and the House will shortly hold deliberations on criminal code revision legislation, a section of which deals with changing marijuana trafficking and possession penalties.

House Views High Schools

"I can think of no better way for the Subcommittee to open the second session of the 96th Congress . . . than to take a good, hard look at what is happening in our junior and senior high schools." Thus Rep. Carl Perkins (D-KY), Chairman of the House Subcommittee on Elementary, Secondary and Vocational Education, began a series of oversight hearings on American secondary education. While the hearings, held in late January and early February, were not tied to any particular piece of legislation, the Subcommittee was hopeful that they would provide good background for subsequent work.

The hearings began with an overview of statistical and major research findings on public and private secondary education. They continued with an examination of student achievement, curriculum, discipline and teacher concerns. They ended with a look at processes of exemplary schools and a consideration of the future of secondary education.

Private school experience was offered during the panel on "schools that work" by Father Edwin Leahy, principal of St. Benedict's Preparatory School in the heart of Newark, New Jersey. Father Leahy, who heads a school whose population is primarily black, discussed his belief that young people share with the rest of the population a "desire to quit" when faced with threatening or arduous tasks, thus needing assurance that they can stick with a difficult situation. St. Benedict's provides its freshmen with just this lesson by enabling them successfully to endure a week-long orientation to the school described by the principal as "part monastic novitiate and part Parris Island." Father Leahy added that youngsters also need to feel responsible for themselves and for each other. To meet this need the school practices an honor code, leaving lockers, libraries and classrooms open to all. He said: "This is part . . . of making our students feel they are in control of things, that their beliefs and behavior make a difference." He concluded by saying, "We have come to the conviction that it is a great mistake to do for students things that they can do for themselves."

Capenotes

Secretary of Education Shirley Hufstедler met with the CAPE Board and guests at dinner on January 31. This occasion provided the first opportunity for a representative group of private elementary and secondary school educators to meet with the new Secretary. It was felt to be a positive and congenial evening.

Legislative Update

Assistant Secretary for Nonpublic Education

H.R. 6289 (Guarini, D-NJ)

Pending before House Elementary, Secondary and Vocational Education Subcommittee.

Office of Nongovernmental Education, to be headed by Assistant Secretary of Nongovernmental Education.

S. 2205 (Moynihan, D-NY)

Pending before Governmental Affairs Committee.

Charitable Deduction to Extend to Non-Itemizers

H.R. 1785 (Fisher, D-VA and Conable, R-NY)

S. 219 (Packwood, R-OR and Moynihan, D-NY)

Hearings held by Senate Finance Committee on Taxation and Debt Management January 30-31.

Youth Employment Initiatives

Legislation being drafted by Administration. \$900 million for basic education and employment skills for low-achieving junior and senior high school students in 3000 poverty districts. To be sent to Congress shortly.

Basic Educational Opportunity Grant Program

S. 1101 (Moynihan, D-NY)

To extend BEOG program to elementary and secondary schools.

Pending before Senate Subcommittee on Education, Arts and Humanities. Hearings concluded.

Asbestos in Schools

H.R. 3282 (passed House December 13)

S. 1658 (Javits, R-NY)

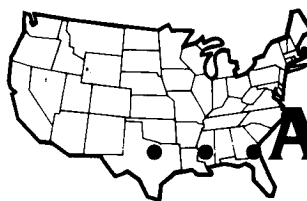
To provide funds to help detect and remove asbestos in school buildings.

Pending before Senate Subcommittee on Education, Arts and Humanities.

Presidential Commissions on National Youth Service and Volunteerism

S. 2159 (Tsongas, D-MA)

To examine need for national service program. Senate Subcommittee on Child and Human Development will hold hearings March 13.



And Beyond

“Define Private Schools”

Virginia Board Asks

The Virginia Board of Education is seeking legislation which would clarify the definition of a nonpublic school. Dr. E.B. Howerton, Jr., Assistant Superintendent for Personnel and Administrative Field Services, says: “Its intent is not to interfere with private schools but simply to get a handle on the best way to relieve the Superintendent of problems in complying with the compulsory attendance law.”

Under current law, schools are not required to notify the state of their existence unless they wish accreditation. At present, more than 600 pupils have been identified in Virginia as “receiving instruction in the home or through correspondence.” Thus, the Superintendent of Schools is not in a position to certify, as he is required to, that all children of a certain age are attending school.

The Board of Education sought a remedy last December in the form of a request to the legislature for a law that “would at least define a nonpublic school and permit the Board to identify those schools, or be able to require nonpublic schools to identify themselves to the Board of Education and furnish the names of those (students) enrolled.” At the same time, the Board’s Personnel and Professional Relations Committee concluded that “more study was needed” before the deeper question of actual approval of private schools could be treated.

In January, nine members of the General Assembly offered a joint resolution to the legislature requesting the House Education Committee and the Senate Education and Health Committee “to conduct a joint study of whether the compulsory school attendance laws should be revised. . . .” That resolution is pending before the House Committee.

Both the Board’s request and the legislators’ resolution stem from concerns raised by Virginia court decisions allowing parents to teach their children at home in the absence of a definition of a “private school.” The Juvenile and Domestic Relations District Court in Norfolk held last April that “what constitutes a private school may be determined by academicians or citizens, but the state refrains from participating in such determination.”

NAPSEC, NAIS Conferences

Two CAPE organizations held important meetings last month. The National Association of Private Schools for Exceptional Children met in Riviera Beach, Florida on January 23-26 for its Ninth Annual Conference. A major accomplishment of the assembly was establishing a closer relationship between the national organization and its state associations. Deputy Commissioner of Non-Public Education Edward D'Alessio and CAPE Director Robert Smith spoke at luncheon meetings. Individual sessions were held on classroom management, curriculum, teaching techniques and personal and professional administrative concerns.

The National Association of Independent Schools held a two-day conference for its Member Associations in Washington on January 28-29, the first such gathering in the capital. A reception in the Rayburn House Office Building attracted many members of Congress and aides. NAIS President John Esty said, "The reception marked a new level of sophistication in the involvement of independent schools in the political process. We need to tell our story more forcefully and mobilize support for our independence. The reception was part of that effort. Besides, it was a lot of fun."

Holy Names Wins NHF Grant

The National Humanities Faculty has selected the Holy Names Academy in Seattle, Washington, to be one of 15 participants in the third phase of its Program for the Development of Humanities Disciplines within the Schools. The Program, supported by a \$750,000 grant from the National Endowment for the Humanities, gives teachers the opportunity to study intensively in the humanities and to apply their deepened understanding and renewed enthusiasm to classroom teaching.

Holy Names Academy seeks a shift in its teaching "from an informational approach to a transformational perspective." It wants to help its faculty members "become persons who will teach literary selections in such a way that a transformation of values will begin to happen." Thus, several distinguished NHF Visitors are spending 19 "assistance days" at the Academy, conducting sessions with the full faculty and the school's Project Team on the ethical implications of significant literary texts. In addition, four of the Academy's faculty members will attend a 2-week Humanities Faculty workshop in July. Sister Mary Dworshak, Project Team Coordinator, looks forward to the integration of the new material and approaches into the English, social studies and religion courses at Holy Names.

Kids: Science Friend, Foe

Science and technology have caused most of our problems.

Science and technology will solve most of our problems.

These were the contradictory views held by the majority of adults surveyed by the National Assessment of Education Progress.

The NAEP recently released a report on the attitudes of young people and adults toward science and science education. The study was based on a 1977 assessment involving 80,000 students ranging in age from nine to 17, and 1300 adults between the ages of 26 and 35. Respondents were queried on their attitudes toward science and society, their personal experiences with science and their awarenesses of the philosophy and methodology of science.

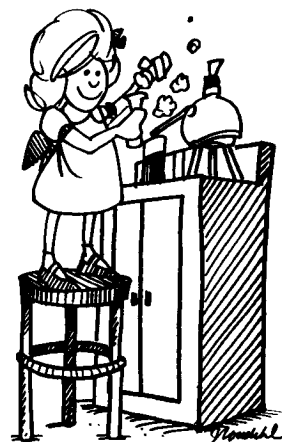
Survey results showed that younger children look upon science more favorably than their older schoolmates; they are pleased with their initial encounters with science at school and are happy to entertain the notion of becoming scientists.

Youth of all ages said they thought they could "help solve" the problems of pollution and energy waste but were less sanguine about

dealing with food shortages and disease. It will surprise no parent to learn that while most of the children said they were "willing to use less electricity," only about 60% of the older group "always or often turn out lights they do not need."

Although there was considerable teenage and adult support for applied research, it dwindled considerably when the subject of engaging in controversial research was broached: when asked if science should be allowed to create life, 64% of the adults and about 55% of the teenagers said "No."

Science educators reviewing the data said: "The emerging goal . . . in science education is to ready students for future roles as concerned and responsible citizens, prepared to deal with critical societal issues. To do so, they need the knowledge and attitudes that will lead to personal actions and public policies that result in some resolution of problems . . . The (data) patterns . . . are convincing evidence that there is a real need to reexamine the role of science education in light of the need for a scientifically literate public."



Capeline



...a Medieval
footsoldier's helmet

● **Call for Documents:** The ERIC Clearinghouse on Urban Education seeks documents to include in its information storage and retrieval system. Teachers, administrators, researchers and others are invited to submit research reports, program evaluations, instructional material, bibliographies, surveys, conference papers and proceedings dealing with the education of urban and minority populations. Copies should be clearly printed and accompanied by an abstract, if possible. Two copies of any appropriate document should be sent to Ed Black, ERIC/CUE, Box 40, Teachers College, Columbia University, New York, NY 10027.

● **Leadership Effectiveness, Teacher Motivation:** The Association of California School Administrators and the ERIC Clearinghouse on Educational Management have released two more reports in the School Management Digest series. They are: "Leadership Effectiveness" and "Motivation of Teachers." The former treats decision making, healthy school climates, leadership styles and difficulties and solutions in leadership. The latter discusses theories of work motivation, teachers' work situations and strategies to enhance teacher motivation. For information write: Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010.

● **Census Education Kits:** *Count Me In!*, the school curriculum kit prepared by the Census Bureau of the Department of Commerce, has been mailed to virtually every private and public school in the country. The kits were designed to help increase awareness of the 1980 census, the most massive statistical undertaking in U.S. history. The Bureau hopes to spread the word even farther by asking children to take their kits home and work on them with their parents.

● **American Montessori Society:** A 20th Anniversary Seminar/Conference, "Preparing Children for Life in the 21st Century," will be held June 25-27 at the New York Statler. Speakers will discuss Montessori for the severely handicapped and research on universals of first language acquisition. Panel discussions, workshops, demonstrations, films and exhibits complete the program. For details write American Montessori Society, 150 Fifth Avenue, New York, N.Y. 10011.

● **Health Education:** The National Center for Health Education is offering four free summer workshops around the country to train teams of teachers and administrators in the use of its School Health Curriculum, the first such model to be accepted into the Office of Education's National Diffusion Network. The curriculum "is designed to help students understand the functioning of their bodies, what affects health and how to make personal decisions about their own health and lifestyles." For applications write Nancy Evans, Resource Coordinator, NCHE, Suite 215, 901 Sneath Lane, San Bruno, CA 94066.

● **Good Discipline:** The Phi Delta Kappa Commission on Discipline is preparing a *Directory of Schools with Good Discipline* that will describe practices and provide personal contacts through which interested school and community members can receive help for implementing effective programs in their schools. Nominations for schools to be listed in the Directory should be sent to William W. Wayson, Chairperson, PDK Commission on Discipline, 229 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, Ohio 43210. Include the name of a "contact person" with the name and address of the school.

● **Summer School Program for Private School Administrators:** The College of St. Thomas in St. Paul, Minnesota, is offering special private school courses during its 1980 summer session. They are: administrative problems, elementary and secondary curriculum, finance, history, philosophy and personnel management. The program, now in its second year, prepares non-public school administrators to deal with problems and opportunities unique to these schools. For information write Brother Theodore Drahnann, FSC, Coordinator, Non-public School Administration, College of St. Thomas, St. Paul, Minnesota 55105.

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