

# CAPE OUTLOOK



## State Reps Join Annual Board Meeting

On October 24, twenty State CAPE representatives from 15 states joined CAPE's Board of Directors and its National Advisory Board for the first time at the annual Fall Board Meeting in Washington. They devoted a morning together discussing major problems, successes and failures in their respective states and agreed they needed more time together, with CAPE, to discuss mutual interests.

During lunch Education Secretary Terrel Bell spoke of his continuing concern to implement the recommendations of the National Commission on Excellence and of his hope that private education would be appropriately involved in this effort. Referring to the Administration's pending tuition tax credit bill and discussion about whether it should be changed to conform more closely with the Minnesota program of tax deductions, he said he wasn't particular about this as long as "we pass a bill soon." He pledged his continuing help to this end.

After lunch the Board had a legislative briefing from staff members of the House and Senate Education Committees, from Frank Monahan of the U.S. Catholic Conference and from Jack Sanders from NAIS; considered private school priority recommendations to the Democratic and Republican Platform Committees; and heard CAPE's annual report. A briefing on tax credits and a reception at the White House completed the first day of meetings.

On Tuesday, October 25 the Board took up the question of how private schools could respond and contribute to the momentum for school improvement generated by the eight recent studies of education. Peter Gerber, a staff member of the National Commission on Excellence, led the discussion. Other items discussed during the course of the meeting included a review of CAPE's projected undertakings including the Exemplary Private School Recognition Project, the private school questionnaire about to be distributed to sample schools, and CAPE's budget and development matters. A round-up of what is going on in member organizations was shared by the Directors as the final item of a busy agenda.

The Board was joined by its two new members, Elizabeth McCormack of New York and Barbara Marshall of Los Angeles.

## The Time Table of the Tabling of Tax Credits

Only about half a dozen Senators were on the floor late Monday afternoon November 14, when Senator Baker (R-TN) asked for "unanimous consent" for the consideration of Calendar Order #557, "House Joint Resolution 290," the revenue measure passed by the House to which the Administration's tuition tax credit bill, S. 528, was being attached. (H.J. Res. 290 permits free entry into the country of people and effects involved in the 1984 Olympics.)

After Senator Dole (R-KS) had formally introduced S. 528, there followed about three hours of debate. Senators Lawton Chiles (D-FL) and David Boren (D-OK) led the opposition initially. They were followed by Senator Chafee (R-RI) in what appeared to be a mild filibuster effort. Senator Dole spoke for the bill as did Senator East (R-NC) who engaged in a lengthy, argumentative colloquy with Senator Chafee. Careful agreements were arranged for how the "debate" would continue the next day before the Senate moved to other business prior to adjournment.

On Tuesday the Senate continued, after routine morning business, to debate what was technically a motion to proceed to consideration of H.J. Res. 290. Senators Chafee and Hollings (D-SC), who had returned abruptly from a campaign trip, spoke at length against tax credits. Senator Dole defended them, repeatedly referring to the President's strong commitment. Senator Baker, clearly anxious to move forward the agenda of the Senate with 3 days left before Thanksgiving adjournment, interrupted the proceedings after several hours to get unanimous consent to an agreement that would bring the tax credit bill to a vote after an hour debate the next day.

On Wednesday at 12 noon, Senator Dole was recognized to offer S. 528 as an amendment to H.J. Res. 290, a tactic which permitted one hour of de-

*(continued on page 4)*

## WHAT MAKES A QUALITY TEACHER?

### Witnesses lend insight

Because major attention is being given to issues concerning teacher quality across the country and in Washington, CAPE OUTLOOK decided to attend one of many recent Congressional hearings on this general theme. This particular hearing was held on November 2 before the Senate Labor and Human Resources Committee and was chaired by Chairman Orrin Hatch (R-UT). Among the featured witnesses were Professor Chester E. Finn, Jr., of Vanderbilt University and Derek Bok, President of Harvard University.

Asked by Chairman Hatch about "the teachers at private schools," Finn had this to say:

"Senators, about the only thing that is known specifically about private school teachers versus public school teachers is that they are paid less on the average. Private schools having been a wasteland for educational research for decades, remarkably little is known about either the content of the curriculum or the specific life stories and professional preparation of those teaching in them.

"In some states, . . . private school teachers are expected to become the equivalent of certified public school teachers. In other states the private schools may hire anyone they like to teach in them. The norm is that private school teachers do not have to come out of teacher education programs and do not have to be certified by the states. That is found in the largest number of cases.

"Obviously — it is obvious to me, anyway — that if the Federal Government does anything for or about teachers, of course teachers in private schools as well as teachers in public schools should be eligible for it. That is a form of discrimination that I do not think we need to recreate in Federal policy."

Regarding the teaching profession as a whole, Finn commented, "The single most beneficial change that could be made in the teaching occupation would be to transform it into a closer approximation of a true profession."

President Bok was asked what he thought of increasing teacher salaries and offering various kinds of compensation incentives. He said, "Increasing

teacher salaries across the board is a costly and inefficient way to improve the quality of teachers. It would take years before the effects of such a raise attracted large numbers of able teachers to the profession."

Other important facts brought out in the hearing included the National Center for Education Statistics (NCES) projections that in 1990, almost exactly half the teachers who will be in public school classrooms will be people who are not teaching today. Looking at the decade as a whole, the evidence shows that nearly two-thirds of the 1990 teachers will be people who were not teaching in 1980.

### Exemplary School Identification Project Underway

The U.S. Department of Education has awarded CAPE a grant to identify exemplary private secondary schools during the 1983-1984 school year. The project, which complements a public school recognition project, was announced last winter by Secretary of Education Terrel Bell as a contribution to the "national conversation on excellence in education." CAPE's Executive Director stressed that "it is not a project to identify 'the best schools,' but rather to focus on a wide range of characteristics of educational quality found throughout private education."

CAPE estimates that approximately 7,000 schools with 100,000 teachers and 1,750,000 students are eligible for consideration under the Private School Recognition Project.

To qualify for participation a school must satisfy three criteria: It must include high school grades, 10-12; it must have been in existence since 1978; and, it must be a nonprofit 501(c)(3) organization and not involved in court proceedings with the Internal Revenue Service regarding this status.

Announcement letters were mailed to private schools in mid-November. Principals of participating schools will submit completed applications which will be then screened by committees of private school educators. Approximately 125 schools will be selected for site visits between February and mid-March. Visits will be conducted by two educators, one familiar with the type of school being visited, the other from a different sector of private education. Final selections of approximately

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A coalition of 15 national organizations serving private schools (K-12)

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50 exemplary private schools will be announced late next spring and they will be honored at special ceremonies in June.



CAPE's Executive Director Bob Smith, in explaining the Project said, "Each private school in America has its own identity, runs under its own management, and has its own goals, style and tradition. The criteria are developed around two principles — that each school nominated for the competition should be given a maximum opportunity to describe itself and its unique strengths; and, conversely, that each school should show how it is meeting a set of standards which are applicable to any top-notch private school. We expect, therefore, to identify schools which are similar in many important ways and unique in many other ways."

## Legislative Update

At press time, Congress is tentatively scheduled to adjourn November 18, marking the end of the first session of the 98th Congress. If pending legislation is not completed by the 18th, the House and/or Senate could remain in session or decide to reassemble in late November or early December. The 2nd session of the 98th Congress is set to begin January 23, 1984.

### Recent Actions . . .

*Fiscal 1984 Education Appropriations, P.L. 98-139*

On October 31, President Reagan signed the fiscal 1984 education funding bill that Congress passed October 20. This year marks the first time in five years that a regular education appropriations bill has been signed into law.

*Equal Access to School Facilities for Religious Activities*

H.R. 2732 (Lott, R-MS) The bill would allow religious groups equal access to school facilities for extracurricular religious activities. On October 18-20 the House Elementary, Secondary and Vocational Education Subcommittee held hearings.

### Just Introduced . . .

*Gifted and Talented Education*

S. 1975 (Bradley, D-NJ) would reestablish a separate education program for gifted and talented children, removing such projects from the list of eligible activities under the Chapter 2 block grant. The program would be funded for four years, at \$50 million a year with most of the funding distributed to states. The remaining portion would be targeted at disadvantaged gifted children. S. 1975 would also require the office of gifted and talented in the Education Department's office of elementary and secondary education to be reopened. Introduced October 19; referred to Labor and Human Resources.

Included in all sections of S. 1975 are provisions for full private school participation.

### Still Pending. . .

*Mathematics, Science and Foreign Language Education Improvement*

The House passed its measure March 2 which would authorize \$425 million in FY'84 for math and science education programs administered by the Education Department and the National Science Foundation. The Senate has yet to pass S. 1285, to authorize the same amount for fiscal '84. A controversial amendment that would resurrect the Emergency School Aid Act, which provided financial aid to school districts undergoing desegregation is being considered as a rider to the math/science initiative.

*Tax Treatment for Gifts to Private Foundations and Public Charities, H.R. 3043, S. 1857*

H.R. 3043, S. 1857

In the House, H.R. 3043 (Conable, R-NY) survived an attempt to freeze the deduction at its present \$25 maximum level. However, a similar proposal is pending in the Senate Finance Committee's tax freeze bill, which could come before the Senate before adjournment.

## Capelog

Among its recent activities on behalf of its constituency, CAPE:

. . . will be among the 120 private school representatives attending a 3-day National Forum on Excellence in Education December 6-8 in Indianapolis, Indiana. It is being convened by the Department of Education to discuss what has been learned from the 12 regional hearings held this fall to consider the findings and recommendations of "A Nation At Risk," the report of the National Commission on Excellence in Education. CAPE, Indiana CAPE and the Office of Private Education will co-host a reception for private school delegates.

. . . has submitted written testimony on behalf of private schools to the Senate and House committees considering the reauthorization of the Voca-

(continued on page 4)

*(continued from page 3)*

tional Education Act. CAPE recommended that vocational education should serve the needs of all students. It should strongly stress basic academic skills for vocationally oriented students and conversely, it should offer manual and technical skills appropriate for academically oriented students.

...has submitted three technical reports to the National Center for Education Statistics (NCES): "Indicators of Educational Excellence in Private Schools"; "Home Schools: Components of a Study of this Form of Education"; and "Methods to Measure the Impact of a Federal Tuition Tax Credit."

## **Private-Public School Models to be Studied**

One of the tangible benefits of the Koffee Klatch, the periodic conversation held by Chuck O'Malley's Office of Private Education for leaders of public and private school organizations, is a grant just awarded by the Department of Education to one of those organizations, the National Association of State Boards of Education, to study the workings of five states which are models of cooperation between public school systems and private schools. The project will develop a guide for state-private school cooperation which can be used by all states in helping them work through problems and establish good working structures.

CAPE took an active role in the creation of the successful proposal and gave it strong endorsement for funding. Not only are millions of dollars being spent annually in litigation involving states and private schools, but there is a continuing assumption in many states that public and private schools must, of necessity, relate to each other as adversaries. We see this project as a mighty step forward

in the creation of practical steps to improve working relationships.

The Project Director was selected for her experience in both public and private education.

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bate to be followed at 1 p.m. by a motion by Senator Boren to "table the bill" (i.e. kill it).

Starting at noon, in five minute intervals Senators Dole, Moynihan (D-NY), Durenberger (R-MN) and East spoke for tax credits interspersed by speeches against from Senators Chafee, Hollings, Baucus (D-MT) and Boren. A vote was called for at 1:10 p.m.

The results: 59 votes for tabling, 38 opposed. The amendment to table was approved and S. 528 thereby went down to decisive defeat.

At this writing, a few hours after the vote, it is too early to know what the next steps may or should be. Clearly, the key to the vote is Congressional preoccupation with the enormous budget deficit and concern over the White House's apparent indifference to Hill efforts to do something about it, as well as deepening concern for the state of public education following upon eight major studies giving high visibility to its problems and ways to work on them.

Editorially, we might conclude that the time is NOW highly propitious for carefully reviewing various options for pursuing the goal all of us in private education share, increasing educational opportunity for all families and students, particularly for those for whom it is least available. Helping every child get the best possible education is, of course, both an educational and a public policy issue. As we play our full role in helping to improve our schools and others, we can also contribute to national educational improvement by addressing with our best thinking this major national public policy question.

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