

CAPE OUTLOOK



Carnegie Report

The recently issued Carnegie Foundation report, "A Nation Prepared: Teaching for the 21st Century," is the latest in a series of extremely important assessments of the condition and future of public education. Most discussion and planning about public elementary and secondary education into the next decade will likely have this report and its findings as a centerpiece.

Because the condition of public education intersects with private schools at many key points, CAPE suggests that private school educators be familiar with its recommendations:

1. "To create a National Board for Professional Teaching Standards" to certify teachers for a national pool.
2. "To restructure schools to provide a professional environment for teaching" giving teachers a great deal of freedom in how they will meet local and state educational goals.
3. To create "a category of lead teachers" to help with the "redesign" of the schools and to give leadership and support to colleagues.
4. To require the B.A. in arts and sciences before the professional study of teaching.
5. To develop a "Master in Teaching degree" in graduate schools of education "based on systematic knowledge of teaching" which would include "internships and residencies."
6. To "mobilize the nation's resources to prepare minority youngsters for teaching careers."
7. To "relate incentives for teachers to school wide student performance."
8. To "make teachers' salaries and career opportunities competitive with those in other professions."

These recommendations address with notable courage every substantial teaching issue in public education. For those of us in private education it is highly

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Teachers Speak Out On a Variety of Issues

Private school teachers are satisfied with their jobs and are "satisfied with the course of their personal lives," according to a recent survey conducted by the National Center for Education Information (NCEI), a private research and publishing firm based in Washington, D.C.

The NCEI report states that even though teachers complain about low wages, data indicates that they "fare pretty well" financially compared with other adults in the work force with comparable education levels.

For the survey, conducted this year from February through mid-April, NCEI sent 2,600 questionnaires to a "systematic random sampling" of teachers in public and private schools nationwide. Nearly 1,600 teachers (1,144 from public schools and 448 from private schools) responded.

Respondents were asked to rate on a 10-point scale how satisfied or dissatisfied they were with their "jobs and work." 96% of the private school teachers ranked themselves somewhere between 1 and 5 on the scale, with "1" indicating "extremely satisfied" and "10" meaning "extremely dissatisfied." Similarly, 90% of the public school respondents rated their satisfaction between 1 and 5. Overall, the teacher survey found that 81% of private school teachers and 71% of the public school teachers were so satisfied with their jobs that they marked 1, 2 or 3 on the ten point scale.

Other key points of private/public school teacher comparisons include:

1. Most teachers are women - 76% in private schools and 69% in public schools.
2. 45% of private school teachers and only 24% of public school teachers have had less than nine years or less of experience. On the other hand, 61% of public school teachers and 42% of private school teachers have taught between 10-30 years.
3. Despite the lower salaries paid in private schools, only about half as many private as public school teachers said the getting of a better salary is the major reason for their most recent change in the school in which they teach.

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gratifying that the study confirms what many in our schools have thought and practiced for over 300 years: the central importance of according teachers abundant scope to teach as they think best; of providing teachers large doses of collegial care, support and stimulation; of including teachers in the on-going processes of school decision making; of paying particular attention to giving appropriate assistance in the art and skills of teaching to new teachers; to produce "incentives for improved performance and spontaneity" through "market methods" (i.e. choice and competition) among schools.

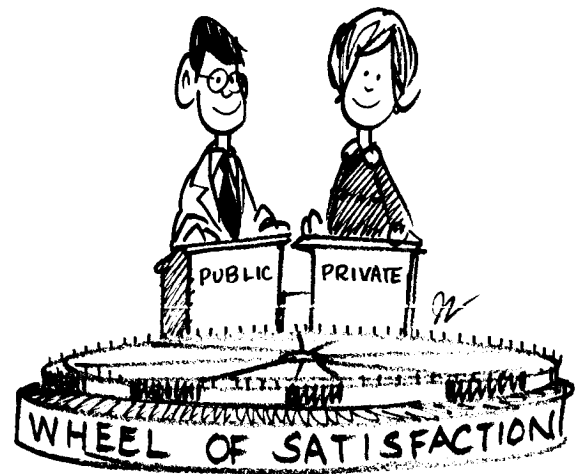
The recommendations also serve as a strong reminder that the teacher is the key to all quality education. They suggest to private education that it can never become complacent about its teachers. The available supply, educational preparation and level of commitment, salaries, working conditions and degrees of personal and professional satisfaction — all these are and will continue to be major issues for us into the 21st century.

The report has one serious flaw from the private school perspective. The rationale for the study stressed that our educational system needs overhauling because the nation's economic well-being depends on it. Only one brief paragraph in four pages on the need for the study mentioned that the quality of our democratic civilization also depends on our educational system. That allocation of emphasis may be required to get the attention of the nation's business community which is needed to drive and help pay for reform. But it does violence to the report's own acknowledgement that "we reject the view that preparation for work should be the only, or even the most important, goal of education."

The big trouble with this emphasis is that it will neither challenge nor attract the best teachers. For them the lure of teaching is far more closely identified with the good life according to the Greeks: "The full exercise of one's vital powers along lines of excellence affording them scope."

4. 43% of private school teachers are "very satisfied" with their "present curriculum" as opposed to only 24% of public school teachers. Correspondingly, 35% of private school teachers are "very satisfied" with their present text books in contrast to 21% of public school teachers.

5. Both public and private school teachers cited most frequently the teaching of "reasoning and analytical skills" when questioned about the main purposes of education: 84% public; 85% private. 74% of private school teachers and 62% of public school teachers selected "helping students to develop sound character" as another major purpose of education and 62% of private school teachers said that a primary purpose of education is "to instill sound morals and ethical principals in America's youth."



On one of the critical issues of the day, money vs. autonomy, public and private school teachers differ significantly. 14% of private school teachers compared to 24% of public school teachers would chose increased salaries over increased autonomy. Or reversing the issue, 26% of private school teachers compared to 14% of public school teachers "strongly disagree" with a statement favoring more salary over more autonomy.

Profile Of Teachers In The U.S. also reports on teachers reading habits, education, voting patterns, use of leisure time and economic circumstances. This is the first comprehensive report about the views and lives of teachers. For copies contact NCEI, 1901 Pennsylvania Ave., NW, #707, Washington, D.C. 20006.

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

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Legislative Update

Tax overhaul and budget measures highlighted the last several weeks on Capitol Hill. Congress resumed work in June after an 11 day Memorial Day recess. On June 2 the Senate ushered the television age to its chambers.

Budget Resolution — House and Senate conferees are trying to reach a compromise on the FY '87 budget resolution, which sets spending targets for authorization and appropriation committees. Education advocates are in support of both the House and Senate resolutions because each protects education funding at current levels. Some programs targeted to disadvantaged children receive a boost under the proposals. Debate over defense spending poses the biggest problem for the conferees. The House is asking for significantly lower funding for the Pentagon.

Tax Reform, H.R. 3838 - On June 4, the Senate began debate on the tax reform measure passed by the Senate Finance Committee on May 9. Finance Committee Chairman Robert Packwood (R-OR) urged colleagues to refrain from offering major amendments that would have the effect of increasing taxes, stressing that such changes could doom the bill. Passage of the bill may occur in mid-June. In December, the House passed its version of H.R. 3838. Key areas of concern to private schools include the treatment of charitable contributions, gifts of appreciated property and allowable deductions of state and local sales and property taxes.

Higher Education Act Reauthorization, S.1965 — On the historic occasion of the first day of television coverage in the Senate, the Higher Education Act was the first bill debated before the American viewing public. Following two days of debate on the bill, the Senate on June 3rd voted 93-1 to reauthorize federal higher education loan and grant programs for the next five years. The bill reduces authorizations for all higher education programs from the current level of \$11.7 billion to \$9.4 billion and limits recipients of Pell Grants to students whose families have annual incomes of less than \$30,000 after taxes. S.1965 must be reconciled with a House-passed bill with higher authorizations for the same programs. The Senate approved virtually no new programs, while the House approved initiatives in areas of teacher training, graduate education, worker retraining and day care for children of adult students. The House/Senate Conference is expected to begin in mid-to late-June. CAPE and member organizations, the USCC and NAIS, are making their views known on the Hill about certain teacher training provisions inimicable to potential private school teachers that will be considered in the Conference.

Education for All Handicapped Children Act, P.L.

94-142 Amendments — On June 6, the Senate approved a bill that would reauthorize the Education for All Handicapped Children Act, P.L. 94-142, which requires states to offer a free, appropriate public education to handicapped children beginning at age six. In addition, the measure dramatically changes current law by extending mandatory services to handicapped children between the ages of three and five years. The bill also encourages states to serve handicapped children from birth. The Administration opposes the bill's extended services. The House is not expected to consider its version of this legislation this year.

Asbestos Hazard Emergency Response Act, H.R.4311; S.2083 — On June 19, the Senate Environment and Public Works Subcommittee on Toxic Substances is scheduled to mark-up S.2083, which would require the Environmental Protection Agency (EPA) to establish standards for asbestos inspection and abatement in all private and public schools. Schools would have to develop plans for abating hazardous asbestos and monitoring potential hazards. The Subcommittee also will be considering another bill, S.2300, which would require owners of buildings used for public purposes to inspect for hazardous asbestos and perform abatement work where hazards exist.

Gifted and Talented Children — The House Education and Labor Committee has scheduled a mark-up of H.R.3263 (Biaggi D-NY) on June 24. The bill would reestablish a federal education program for gifted and talented students. H.R.3263 was approved by the Elementary and Secondary Education Subcommittee on May 13.

Literacy, Hearings — On June 12, the Senate Education, Arts and Humanities Subcommittee held a joint hearing with the House Elementary, Secondary and Vocational Education Subcommittee on adult literacy.

Capenotes

On behalf of its constituency CAPE...

... will meet with the Steering Committee of the Elementary Private School Recognition Program on June 23 and 24 to select the schools to be recognized by CAPE and the Department of Education in the first year of the Elementary School Recognition Program. An announcement is expected in late June. Those interested in receiving a press release and list of the recognized schools please contact the CAPE office in early July.

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Legal Gridlock on School Asbestos Issue Broken — Major Victory for Schools

Was your school involved in the class action suit filed on behalf of many private schools and all school districts in the country which charged that manufacturers and contractors supplied cancer-causing asbestos materials to school systems long after they knew of the health hazards? If so, you'll be interested in knowing that in May a legal logjam in asbestos litigation was broken when a federal appeals panel ruled that schools have the choice of suing through a class action or individually taking asbestos manufacturers to court to recoup the costs of controlling the asbestos hazard. The ruling upholds the right for a class action but makes it "voluntary", thereby removing past limitations on independent actions to recover both punitive and actual damages. The way is now clear for trials or out-of-court settlements involving school property-damage claims against the asbestos industry.

Schools which had been part of the class action, filed three years ago in Philadelphia against 54 asbestos producers, automatically remain in the class action unless they advise the court that they want to opt out. The appeals panel ordered the court to notify all school systems about the decision and ask them whether or not they want to opt out of the class action. Schools which have spent large amounts on asbestos abatement (\$50,000-\$100,000 or more) may consider filing an individual suit in order to get a more substantial settlement. However, attorneys for the schools in the class action are encouraging schools to stay in the class because of its efficiency, chances for a speedy settlement and because it may permit more schools to recover where they might be precluded if they appealed on an individual basis.

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...reports that John C. Esty, Vice President of its Board of Directors and President of the National Association of Independent Schools, has been named to the Secretary of Education's Study Group on National Assessment. The 22 member study group will reevaluate how federal and state educators can best find out what students learn. The group's final report is due in 1987.

...notes that the Department of Education has issued final regulations governing state grants authorized under Title II of the Education for Economic Security Act to train elementary and secondary school teachers in math, science, foreign languages and computers. Published in the May 28 *Federal Register*, the new regulations require state education agencies to allocate Title II funds to school districts based on enrollment either in all private nonprofit schools within a district or only within those private schools that wish to participate in the program. School districts must contact private school representatives annually to find out whether they wish to participate.

... reports that the 20th Annual Report of the National Endowment for the Humanities is available while supplies last. It contains a brief description of Endowment programs as well as a complete listing of all Endowment grants. Single copy requests may be sent to NEH, 1985 Annual Report, Room 409, 1100 Pennsylvania Ave., NW Washington, D.C. 20506; 202-786-0438.

... notes that the Commission on the Bicentennial of the U.S. Constitution, in paying tribute to the wisdom of our founding fathers, is seeking to encourage the spirit of inquiry for the celebration beginning September 17, 1987. Those wishing to receive information on bicentennial plans, the Commission's speakers bureau and newsletter should send their name and address to: The Commission on the Bicentennial of the U.S. Constitution, 734 Jackson Place, NW, Washington, D.C. 20503.

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