

cape outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION

Number 151

May 1989

ONE SCHOOL'S EFFORTS TO ADDRESS DRUGS

The news is that Indianola Academy in Indianola, Mississippi will institute a drug testing program in the 1989-1990 school year. The news should be, according to Headmaster Homer Burns, that testing is one of the 11 points in Indianola's new drug and alcohol abuse education and prevention program recently approved by its board.

CAPE was called by newspaper, television and radio reporters to comment on Indianola's drug testing program. The story appears to have originated with a free-lance writer who stopped by the school, as he often does, to see what was happening. Burns mentioned that their long-researched and discussed drug program had won approval. A story was published in the *Memphis Commercial Appeal*. At 8:30 a.m. on the day the "story broke" the NBC Today Show called Burns. Stories appeared all over the country, not only for American ears, but even Voice of America picked it up. A student from Blair Academy in New Jersey called. *The Associated Press*, *L.A. Times*, National Public Radio, "Good Morning America,"....

CAPE reached Mr. Burns once the hoopla had begun to subside to make sure that its comments to the press were appropriate and to find out first-hand about Indianola's program.

The Academy is a member of the Southern Association of Independent Schools. It was founded in 1965, six years "before desegregation" went into effect in Mississippi, for the purpose of establishing a highly academic school. Last year's results of the Stanford Achievement Tests placed Indianola's elementary students in the ninety-fifth percentile. The town of Indianola has a population of 13,000.

The Academy developed its drug program in response to the knowledge that drug abuse is a wide-spread national

problem and that "burying our heads in the sand would not make it go away," that residing in a small town was not an excuse. Burns said "we don't know the extent of our problem and we hope to solve it before it becomes a large problem."

The program includes teacher and parent education, peer group counseling, invitation of outside speakers, participation in established state drug education programs and providing drug and alcohol-free events for students. Burns named the first two speakers to address the school. The first will be a physician with expertise in inhalants, given that inhaling chemical substances is commonly practiced among youngsters, and a young man serving time in a nearby penitentiary for causing an alcohol-related accident after his prom in which his date was killed.

The testing component of the program was first suggested for junior and senior high students in extracurricular activities. Teachers, other students and board members began to request voluntary testing for themselves. A survey was mailed home to all parents. Sixty-seven percent of them responded, ninety-eight percent of whom recommending that everyone be tested. Fourteen drafts of the program were presented before the final version was agreed upon. The school will test all its students in grades seven through 12; its teachers, administrators and board members. A private company will administer the test. If a student is found to test positive, his or her parents will help devise a counseling program and no disciplinary action will follow. The student will be retested within 100 days, and if the test is again positive, he or she will not participate in extracurricular activities. When parents enroll their children at Indianola Academy they sign a contract which contains the new drug testing policy. The school is considering one more component to its program, that its first graders pledge to achieve a drug-free school by the year 2000.

TELEVISION: TEACHER'S BEST FRIEND

Television is the first and most persistent educator of American children after parents. "All TV is educational whether it means to be or not," says Aletha Johnson, a professor at the Center for Research on the Influences of Television. To assure that television serves an educational function approved by educators, Senator Inouye, Chairman of the Communications Subcommittee of the Senate Committee on Commerce, Science and Transportation held a hearing on April 12 on how children's television can educate.

Inouye opened with some startling figures on children's television viewing habits. "Other than sleep, watching television is what children do most." "There is a great deal of evidence that television can effectively teach children." Mister Rogers teaches "pro-social" behavior, "Reading Rainbow" sends children to libraries, "Sesame Street" contributes to school readiness. Yet the United States does not do enough to encourage educational children's programming because it is expensive and it does not sell toys. Good television addresses children's educational needs and can help solve our educational problems.

"Educational television has enriched the literacy experience of American children," says the director of the Center for the Study of Reading at the University of Illinois, David Pearson. It teaches that literacy is fun and useful. And another use of television, videodisc technology is "the most effective teaching tool" of children and teachers.

Television should be linked to math education says Shirley Hill, professor and chairwoman of the Mathematical Sciences Educational Board. "The information age is a mathematical age" of spreadsheets and computer graphics and Americans need to think mathematically for a living. Yet Inouye cited findings on

(continued on page 2)

the sorry and declining state of our math education from the National Research Council. From 1976 to 1986 high school interest in math declined by 50 percent. Dr. Hill suggest that math teachers link television both inside and outside of the classroom to their lessons. "Square One" teaches children to think mathematically, for example, and teachers should use it.

Inouye interjected that 52 percent of hispanic, 47 percent of black and 17 percent of white adults are functionally illiterate. They have the reading comprehension of third graders or lower. Yet they and their children watch more television than families of the functionally literate. As the nation moves toward a "minority majority" our literacy problems could worsen. Television is a cost-effective medium to pick up the slack.

David Hamburg, president of the Carnegie Council, links Andrew Carnegie's affinity for lifetime learning to the Council's support of "Sesame Street," "Reading Rainbow," "Square One" and "Electric Company." "Television is a vast school. [It] can teach a wide variety of skills, increase self-esteem, stimulate interest in other cultures and educate and entertain simultaneously." Hamburg sees that as the key to its effectiveness—that television can make learning fun. "Television need not be a school for violence but can instead promote compassion by highlighting shared human experience." It can teach conflict resolution and put children in others' shoes.

A psychologist from the University of Massachusetts, Daniel Anderson, said children want to learn from television. The major question is whether we will present them with a menu which is worth their while. Edward Palmer, author of *Television and America's Children: Crisis of Neglect* agreed. "In Japan they don't waste children's time the way we do." He suggested that if our country made available one hour per weekday or 260 hours a year of well-planned, well-produced television for children we would provide the equivalent learning time of two years spent in school. If we were to increase our cur-

rent spending of \$22.42 a year per child on educational programming to \$22.43 we would make a good beginning. The president of Children's Television Workshop David Britt noted that "Sesame Street" claims 40 million graduates and the federal government paid 75 cents per graduate.

The witnesses made clear that Americans can work to make television a greater contributor rather than an impediment to our children's education.

LEGISLATIVE UPDATE

S. 761 and H.R. 1840—Child Care Assistance Act of 1989— This bill was introduced by Senator Domenici (R-NM) and by Congressman Tauke (R-Iowa) on April 11. The bill offers a tax credit to low and moderate-income families with children under the age of five. Families earning under \$10,000 would receive \$1,000 for one child, \$1,500 for two and \$2,000 for three. Some credit would be given to families earning up to \$20,000 with one child under five; to families earning up to \$25,000 with two and to families earning up to \$30,000 with three. Families eligible for both this new credit and the current dependent care tax credit could not earn both. The bill also provides a ten percent tax credit to employers who establish child care assistance plans and it authorizes \$25 million to states to establish revolving loan funds for family day care providers and \$75 million for liability risk pools for providers. The bill would authorize \$300 million annually for state block grants for resource and referral, training, parent education, school-base programs and other child care activities. Action is pending in the Senate Finance, House Education and Labor and House Ways and Means Committees.

S. 692 and H.R. 1618— Senator Hatch (R-Utah) introduced a bill on April 4 to amend Title 20 of the Social Security Act to establish a block grant program for child care. The bill would also amend the Internal Revenue Code to adjust the tax credit allowed based on family size. Congressman Nancy Johnson (R-CT) introduced a similar measure on March 23. The bills were referred to the finance committees.

S. 345 and H.R. 770—The Family and Medical Leave Act will be marked up in the Senate Labor, Health and Human Services and Education Committee on April 19. The bill, which would require employers with 50 or more employees to grant unpaid medical leave for personal or family illness and for families with new children passed the House committee on March 8. *Outlook* will report on the markup session including possible amendments affecting private schools in the June issue.

President Bush sent his education proposals, the same ones included in his budget in February, to Congress on April 5. The **Education Excellence Act of 1989—S. 695 and H.R. 1675**— was introduced by Senator Kassenbaum (R-Kansas) and Congressman Goodling (R-PA). It includes the Presidential Merit Schools program which would reward public and private schools which make substantial progress in raising student achievement, in creating a safe and drug-free environment and reducing the drop-out rate with cash awards. It would establish a new magnet schools program, an alternative teacher and principal certification program by offering states incentives to develop their own, the President's Awards for Excellence in Education to teachers in public and private schools, Drug-Free Schools Urban Emergency Grants, a National Science Scholars program for high school seniors and additional funding for endowment matching grants for historically black colleges and universities.

continued

COUNCIL FOR AMERICAN PRIVATE EDUCATION/1625 Eye Street, N.W., Washington, DC 20006

A coalition of 14 national organizations serving private schools (K-12)

Robert L. Smith, Executive Director; Carol Ruppel, Editor; Jay Roudebush, Art Editor

(202)659-0016

[ISSN 0271-1451]

Outlook is published monthly (September through June) by the Council for American Private Education. Annual subscription \$10. Council members: American Montessori Society • Association of Military Colleges and Schools of the U.S. • Christian Schools International • Evangelical Lutheran Church in America • Friends Council on Education • Lutheran Church-Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference • Associated state organizations in Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oregon, Puerto Rico, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

EDITORIAL

Several weeks ago, at a meeting with high school students in the Close-Up program, John Thrill, a student at Hawaii Preparatory Academy, asked President Bush whether his parents shouldn't get a tax break for paying taxes to help support public schools while paying tuition to his private school.

"No they shouldn't. And I think it's the obligation of all taxpayers to support the public education system." He added that he'd been "intrigued with the concept of tuition tax credits" but "we can't afford them."

Afterwards, poised for a small kill, the press hammered away at Marlin Fitzwater to admit that the President had just reneged on a campaign promise. Fitzwater said the President "meant to say that he still supports tuition tax credits in concept" but "the country can't afford them at this time."

Because tuition tax credits have for so long been a major interest of many private school educators and this is the first time in eight years a sympathetic White House has said they aren't affordable, it's a good moment for some editorial comments about educational needs and fiscal realities.

We all know the government is seriously broke. And our deficit budget is providing but a few drops in the bucket toward the costs of cleaning up the environment, contending with drugs and AIDS and coping with poverty, homelessness, illiteracy, crime, and other threats to national health, well-being and safety. To fill out the bleak picture, neither the President nor Congress appears willing to take action to increase federal tax income.

So the President answered Joseph Thrill and five other students with educational improvement questions the only way he could: I'm sorry but the government can't afford these good things you're asking me about.

But the President answered correctly only if we continue to accept a structure of national priorities which cements in at the top national defense and its huge, sacrosanct budget. Isn't the biggest job of educators in the years ahead to help make obsolete that order of priorities; to make clear as day the irony in the connection between a nation at risk and national defense; to make even more evident that education has the only on-

going, ameliorative connection with all our societal problems and all their solutions.

There's another equally big job ahead for educators which is harder even than helping to re-order national priorities. We haven't consciously worked at solving old problems in new ways by making new uses of existing resources.

It's been evident for some years that schools are increasingly expected to be surrogate parents, social workers, nurses, clerics, coaches, counselors and to produce higher test scores and better people. It's equally clear that funding for education is never going to come close to keeping up with the increasing requirements of the expanding agenda. So we have to find ways to maximize our productivity or get more bang for the buck to borrow from our colleagues in business and the Pentagon.

Item: Alternative certification short circuits the usual long and costly route into the classroom by bringing trained people quickly and inexpensively into teaching. Education profits from a low cost transfer of our best national resource, trained adults.

Item: Legislation to develop a national service program, while not perfect, seeks to benefit students, the university and the nation. A program of national service is a program of student aid which can enrich the university by bringing to it more mature and purposeful students. It's a new collaborative use of resources reflecting the kind of innovative thinking our tightened resources require.

Item: Private schools could share in the education of at-risk students. William Bennett didn't originate the thought but gave it his blessing. Though much work needs to be done to make it workable, this idea calls for cooperative collaboration among public and private schools, and carries the promise of cost savings and improved results which must become the goals of our educational planning.

In summary, needs and fiscal realities are forcing educators to re-think priorities and to try new approaches. It's time for us in education to plan together and to see what we can do to meet the new requirements. Education can become the public's main interest and its national priority. That's the biggest challenge to all of Washington's educational interests. I hope we rise to meet it.

LEGISLATIVE UPDATE

(continued from page 2)

H.R. 7 and S. 658—The bill amending the Carl D. Perkins Vocational Education Act was agreed to in the House subcommittee on April 12, and will be marked up and voted upon in full committee on April 25. The bill now includes **H.R. 22, the Tech-Prep Education Act** to fund demonstration projects linking the last two years of high school with two years of community college for preparation in a wide variety of fields.

S. 707 and H.R. 1677—The **Children's Television Act of 1989** was introduced by Senator Metzenbaum (D-Ohio) and Congressman Bryant (D-TX) on April 5. The bill would require the Federal Communications Commission to reinstate restrictions on advertising during children's television programming and to enforce the obligation of broadcasters to meet educational needs of the child audience. The bill passed out of the House Energy and Commerce Subcommittee on Telecommunications and Finance on April 11.

S. 688—The **College Honors Program Act** would provide financial assistance to students entering teaching and incentives for students to pursue teaching in areas of national significance. It was introduced on April 4 by Senator Domenici.

S. 689—**Kids Helping Kids** would provide grants to LEAs to establish and operate programs which involve students in public and community service was also introduced by Senator Domenici on April 4.

S. 4 and H.R. 2—The Senate passed the bill raising the minimum wage to \$4.55 an hour over three years. The measure goes to conference with the House bill, but neither side passed it with enough votes to override Bush's promised veto.



CAPENOTES

*EPA is presenting four more regional Lead in Drinking Water one-day seminars for the purpose of training personnel to conduct their own training courses. CAPE was told that participants would be invited from a list we sent, and therefore we did not announce the seminars in *Outlook*. However there still may be space available for private school officials. The first was in April in Boston. The remaining four are on May 11 in Denver, May 23 in Atlanta, May 25 in Chicago and June 14 in Seattle. Contact ECOS, Inc. at (301) 585-1597 to register.

*EPA published a list of governor designees who will be handling the school lead drinking water programs for their states. Only 23 states responded to EPA's request. CAPE can give you the names from that list or from the list of state drinking water administrators.

There is a lead hotline at EPA. The number is (800) 426-4791 and the hours are 8:30 to 4:00 EST.

*The Census Bureau, under the U.S. Department of Commerce, has begun distributing its 1990 Census Education Project teaching kit to public and private schools with the purpose of teaching the importance of the census through various disciplines. Some private school educators helped compile the materials. The kit includes teaching activities and an educator's guide. Some of the materials are in Spanish. The Bureau suggests that schools use the kits during the last two weeks of March 1990 to coincide with public service campaigns.

*Proposed regulations for use of Chapter 2 funds were published in the *Federal Register* on March 1, and stipulate that local education agencies must contact annually private school officials within their areas concerning the participation of private schools. Chapter 2 grants states federal money for use in broad areas: programs for at-risk students, materials to improve instructional quality, training and professional development, and efforts to enhance student achievement and character. Chapter 2 funds can be used for National Diffusion Network programs in many curricular areas. Contact Dr. Charles Nunley, project director of the Private School Facilitator Project at CAPE at (202) 659-0177.

*The Private School Facilitator Project encourages private school educators to contribute to the National Diffusion Network. The Network seeks in particular programs in foreign language instruction and sex education. Contact Dr. Nunley for more information.

*The Library of Congress will sponsor an Educators' Summer Institute from July 10-21 in Washington for librarians and teachers of grades five-12. The focus will be the role of Congress in our political system. Participants will receive stipends, three graduate credits and classroom materials. Contact Judith Greenberg at (301) 442-1443. Deadline for application is May 15.

*The 1990-91 Fullbright Teacher Exchange Program under the U.S. Information Agency is accepting applications. U.S. teachers and foreign teachers

exchange teaching assignments. Applicants must have three years of fulltime teaching experience in his or her subject and a proficiency in the host country's language. Contact FTEP, E/ASX, U.S. Information Agency, 301 4th St., SW, Washington, DC 20547; (202) 485-2555.

*The 1989 Kohl International Teaching Awards are presented to outstanding teachers for their innovative, sensitive and committed teaching. The winners include two private school teachers: Marilyn Cohen of Bet Shraga Hebrew Academy in Albany, NY and Laura A. Hamilton of St. Joan of Arc School in Evanston, IL.

*St. Stanislaw School in Wardsville, Missouri was recently selected as an exemplary private school by the National Rural and Small Schools Consortium. It was the first private school to be honored.

*President Bush has named a full-time advisor on education to his staff. He is John E. Chubb, currently a senior fellow at Brookings Institution. Chubb recently wrote *What Price Democracy? Politics, Markets and America's Schools*, which concludes that the most important factor successful schools share is management autonomy as most often found in private schools.

**Becoming a Nation of Readers: What Principals Can Do* is available from the National Association of Elementary School Principals, Educational Products Center, 15615 Duke St., Alexandria, VA 22314-3483 for \$2.00.

cape
outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION

1625 Eye Street, N.W.

Washington, DC 20006

NON-PROFIT
U.S. POSTAGE
PAID

Mail
Advertising
Services, Inc.