



PRIVATE EDUCATION IN THE 1990S

With a new decade underway and retrospectives of the eighties mounting, *Outlook* took its cue this month from *Education Week*. Their reporters asked CAPE and 150 others engaged in education "What major issues, trends and developments will mark education in the 1990s?" *Outlook* took a similar question to six state CAPE directors across the country: "What are your predictions for private education?" What follows is a generally optimistic forecast with a common list of concerns, from the impact of demographic changes in the country to the cost of environmental cleanup to the proliferation of early education programs and the increasing number of school choice plans. Included in their reflections were less tangible observations as well, like the prediction that the nineties may finally see a turnaround of two decades of the pursuit of self.

Global Education

In the broadest arena Steve Hammond, Tennessee Association of Independent Schools, described his view of global education. "When we talk about global education we must focus on human rights, human responsibilities and human values. There couldn't be a better time in history. Governments (Eastern Europe in particular) are being overhauled because these were neglected. We have to discover what bonds us as human beings. Global education will include human values." Virginia Riser, Minnesota Association of Private School Administrators, referred to the "inter-connectedness of economics of the world" creating a *thematic* as opposed to a discipline-centered curriculum.

Socioeconomic Concerns

On the national front Jim Kirchoff, Illinois Advisory Committee on Nonpublic Schools, says "We're moving to the dreaded prediction of the Kerner report which predicted two separate and un-

equal societies of haves and have-nots." Hammond: "The poor are getting poorer and without a massive national non-partisan effort we're going to lose them. It (the effort) needs to be set up immediately." Without this effort, explains Hammond, our social ills will only multiply. Riser and others noted that schools' orientations will be directed less and less to middleclass whites. Billie Wimmer, Michigan Association of Nonpublic Schools, remarked that Michigan's private schools have adapted well to the needs of a changing population. "We're neighborhood schools *too*," she said.

Private schools welcome their social responsibilities. However, Kirchoff speaks for Lutheran and for other religious schools when he says "We used to serve the poor because our parishioners were committed to supporting our schools and not charging tuition. Those parishioners are dying off. Lutheran schools in cities are having to charge tuition, and the poor cannot afford it." Riser also observed a decline in parish schools, but she and others see that some of those schools are looking for support from outside sources and are finding it. Parochial schools are developing successful marketing strategies. They are forming partnerships with businesses, for example. In Minnesota businesses provide seed money and matching funds.

Growing Competition

Along with discussion of school choice—a right all parents should have and a discussion which would best include private schools, these state CAPE directors agree—comes the challenge to private schools in meeting the competition of a new public education system. Whether implementing a choice plan, a magnet school plan, other forms of parental involvement or the principles of school-based management, public schools promise to offer more of what private

schools have always provided. Ronald Russo, Delaware Association of Independent Schools, says that "Parents are more discerning and demanding of education now. Education is a more visible endeavor." Hammond predicts that both public and private schools will undertake long-range planning and will compete for students. "Magnet schools look a great deal like private schools," says Hammond. Both seek foundation support, some require uniforms, both can practice selective admissions and both demand parent involvement "on the front end. All this is good for education but private schools are going to be challenged." Wimmer predicts that public and private schools will continue to learn from each other.

In order for private schools to remain competitive, several trends were identified. Riser predicts that focus on the individual learner will continue, as will smaller teacher-student ratios. She also sees an emphasis on life-long learning, critical thinking, "process, personal use of technology," math, science, global studies and languages. Hammond and Russo say parents are more carefully seeking schools to meet their child's individual needs.

Environmental Costs

All foresee higher costs incurred from environmental regulations, yet no one questioned the need to protect children and staff from hazards. Asbestos abatement continues to be a thorn for many, as Wimmer, speaking for many, says "Asbestos is going to kill us." She points out that budgets are impacted so severely with abatement costs that curricular programs will suffer. The costs of insuring underground petroleum tanks, lowering drinking water lead levels and radon levels have yet to be tallied. Hammond sees the silver lining. "The whole coun-

LEARNING FROM MARTIN LUTHER KING, JR.

On January 12 *Outlook's* reporter was invited to the Sandy Spring Friends School in Maryland to celebrate Martin Luther King Jr.'s birthday by "Speaking to Martin." *Outlook* inaugurates Black History Month with a description of this Washington-area Quaker school's celebration. The school's purpose in gathering on Friday morning was, in part, to discuss with Dr. King world-wide civil and human rights developments since that fatal day on April 4, 1968 when he was assassinated in Memphis. What would they tell Martin about the realization of his dream?

Students and staff had all read Dr. King's "I Have A Dream" speech, delivered at the Lincoln Memorial August 28, 1963. "...many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and... that their freedom is inextricably bound to our freedom." Sandy Spring's choice of "Speaking to Martin" lent itself well to the school's motto, "Let your lives speak," the conviction that we are responsible for ourselves and others.

Shortly before the assembly began there were deliberations about seating arrangements. Should there be two sections: one for blacks and one for whites, or three, adding one for "coloreds?" The students decided that the audience should experience the same pain of segregation as those of King's day, not to mention our day's apartheid, so there were three sections.

Micha Watkins, a student, served as the master of ceremonies. We shared her conversation with Martin during which we learned why he is her inspiration to continue striving, and some of the obstacles to exercising freedom that she and her friends have faced.

Following Micha, four students read aloud highlights of Dr. King's short life. We learned that King's theological studies centered in large part on the

teachings of Mahatma Gandhi, and that he earned a doctorate in Systematic Theology from Boston University. We were reminded of *Brown v. Board of Education* in 1954, Rosa Parks' refusal to sit in the back of the bus in 1955 and the Supreme Court's ruling in her favor in 1956. And the Supreme Court's order to send U.S. marshalls to escort James Meredith onto the University of Mississippi campus in 1962, King's presence at the signing of a title of the 1964 Civil Rights Act, his 1964 Nobel Prize, the 1965 Voting Rights Act and King's leadership in marches, protests and his consequent jailing and stoning.

Micha introduced the guest speaker, Dr. C.A. McDonald, her pastor at the Maple Springs Baptist Church in Capitol Heights, Maryland. McDonald was a contemporary and acquaintance of King's. He spoke about his "Journey." He could honestly claim having walked five miles to his one-room elementary school where the teacher had an eighth grade education. "Come spring time we had to drop out to do the planting. I got 50 cents a day. The white folks working with me got \$1. I asked my grandmother about that and she said 'We don't talk about that.'" (His grandmother had a strap, and when crossed "applied pressure to the seat of your government.") In the army there were white men's barracks and black men's barracks, and, again there was no point questioning why. "We all had to go to the University of Adversity and you didn't graduate summa cum laude or Phi Beta Kappa. You graduated Oh, Lordy."

Following Dr. McDonald, another student, Jude Davis, spoke about being black in today's society. The faculty advisor to the program, Harvey Zorbach, showed slides of the 1963 March on Washington attended by 250,000, including him, during which King delivered "I Have A Dream." Zorbach's mes-

sage to us was: when the moment comes to participate in something important, drop everything and go.

The school then spoke to Martin. Students and faculty shared personal experiences of prejudice, observations and beliefs about human rights and social and political injustices, and ways to make the world more just. A teacher observed that prejudice and injustice are a question of power. Much of what we learn every day is about negotiating power.

A period of silence was followed by several choruses of "We Shall Overcome."

CAPE is a member of the Education Committee of the Martin Luther King Federal Holiday Commission, which works to help schools further the efforts of Dr. King. Sister Catherine McNamee, president of the National Catholic Educational Association, chairs the Committee. The Commission has materials for schools on the life and work of Dr. King. For those materials a donation is requested for the Martin Luther King, Jr. Federal Holiday Commission, 415 7th St., SW, suite 5182, Washington, DC 20410.

PRIVATE EDUCATOR ON ADVISORY COMMITTEE

by Tom Smith

CAPE is pleased to announce the appointment of Archbishop Francis Schulte of New Orleans to President Bush's Educational Policy Advisory Committee. The 24-member blue ribbon committee has the task of advising the President and the Administration on methods of effecting education reform. Schulte will be joining representatives from the fields of education, labor, business and the media.

Schulte is chairman of the U.S. Catholic Conference Committee on Education and a trustee of the Catholic University of America. He has served as a Catholic school teacher and administrator. He is a

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a coalition of 14 national associations serving private schools K-12

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We are very pleased that the IBM Corporation has made it possible for us to send this copy of Outlook to all of the 15,000 schools which are part of CAPE. CAPE, as you may know, is a Washington-based coalition of 14 national organizations serving 4.1 million private school students. Member organizations are nonprofit and subscribe to a policy of non-discrimination in their admission policies.

CAPE was founded in 1971 to provide a coherent private school voice in the educational community. As the representative of most of the nation's private elementary and secondary schools, CAPE promotes the vitality of private schools and develops and articulates private school positions on public policy issues affecting private education.

Outlook is published ten times each year, September through June, and provides a legislative update of concern to educators, information on opportunities for students, teachers and administrators, and articles on Washington activities which have impact on private education. Every congressional office, various government departments, and major education libraries receive Outlook. All school administrators can benefit from this important information.

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February 1, 1990

Dear Educators:

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- ° IBM has developed award-winning software to address specific curriculum and literacy needs. In addition, several thousand IBM-compatible educational software packages have been developed by other publishers.
- ° To develop literacy programs, IBM has worked closely with Dr. John Henry Martin, a noted educator, who developed Writing To Read (WTR) and Voy A Leer Escribiendo (VALE) for elementary students and Principles of the Alphabet Literacy System (PALS) for adolescents and adults. Writing To Read and VALE build on each child's natural language growth to teach reading and writing skills before the child has mastered the intricacies of spelling. PALS addresses the needs of the over twenty million illiterate adults.
- ° An IBM multimedia product, LinkWay, enables educators to develop interactive courseware utilizing data from video disks, CD-Rom players, digitized pictures, music and graphics files.
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former superintendent of schools for the Archdiocese of Philadelphia, one of the nation's largest school systems.

When the initial list of committee members was released in October of 1989, no representative of private elementary and secondary schools had been named. CAPE convened a meeting of its member associations with Washington-based offices to develop strategies which would promote and secure such qualified representation. In a congratulatory letter, Joyce McCray, CAPE's executive director, said "We know that you will be an outstanding representative of all private schools." The committee will be meeting four to eight times in 1990 to provide guidance and recommendations on education reform policy.

LEGISLATIVE UPDATE

The second session of the 101st Congress opens on January 23. The President presents his budget recommendations on January 29 and delivers his State of the Union address on January 31. The following is pending legislation of interest to CAPE's community which is predicted to see action in February and March.

Child Care

House and Senate leaders and the President have all called child care a top priority for this year. Three bills are pending, but it is possible that the House will consider additional proposals.

The House Education and Labor Committee's bill was reported out of committee in July, but not voted upon by the full House. It would provide federal money to states which apply to set up developmentally appropriate preschool and before and after-school care in public school districts by adding a title to the Elementary and Secondary Act of 1965. These programs would be free to low-income working families. "Private, non-profit community-based organizations" could apply for funds through the public school district. Religious school students would qualify for funds as they do under Chapter 1 and the same restrictions would apply. No sectarian programs would qualify. The House Education and Labor Committee's bill would also expand Head Start services and offer funds to states which apply for an infant, toddler and young children program which includes center-based, group home and family child care.

The House Ways and Means Committee bill was reported out of com-

mittee in September, but not voted upon by the full House. It would expand Head Start and include school-based care, but rather than create a new infant, toddler and young children program, it would expand the Social Security Act's Title XX block grants for child care. It would also expand the earned income tax credit by making it refundable. Both of these are entitlements and therefore not subject to yearly appropriations.

The Senate Labor and Human Resources Committee bill passed the Senate in June. Like the House Education and Labor Committee bill, it would set up new programs and expand Head Start services. But most of the funds would go directly to low-income working parents to pay for the provider of their choice, including sectarian providers. The Senate bill contains a refundable earned income tax credit.

All three bills would require states to set minimum health and safety standards for child care. The House has not agreed on a bill to serve as their child care vehicle or where their differences will be resolved. The Senate's bill, S. 5, stands.

Americans With Disabilities Act

This bill passed the Senate in September and is pending in the House in three committees with jurisdiction. It won approval of the House Education and Labor Committee in November. The bill would entitle private sector employees with disabilities to the same rights as all employees unless the necessary accommodations impose "undue hardship" to the employer. It would also require "services" (such as shops, drycleaners, medical offices, private schools, daycare centers...) to provide disabled people equal access by making reasonable accommodations "when readily achievable." The employment title of the bill would apply to all private schools. The services title would apply to only nonsectarian private schools. This bill is very likely to pass, as it carries strong bipartisan support and support from the President.

National Service

The Senate Labor and Human Resources Committee passed a comprehensive bill, the National and Community Service Act, in August. It combines the proposals of several Senators who each had introduced separate legislation. One title would provide for school-based community service through grants made to states which apply to the Secretary of Education. Volunteers would be encouraged to work in schools, and students would be encouraged to work in their communities. Private

schools could participate. Colleges would be urged to use work-study money for community service projects. Some of the other titles of this bill include a Youth Service Corps, a National Service Demonstration Program, expansion of VISTA and a National Older Americans Program.

The House has not yet introduced its companion piece, although there are several bills which were similar to the separate Senate bills. The President has a plan to set up a foundation which would be funded half by the federal government and half by the private sector. It has not been formally presented.

PRIVATE EDUCATION in the 1990s (continued from p.1)

try is becoming more environmentally-conscious. The curriculum will reflect this, which is great."

State Involvement

States vary widely in their involvement in private schools, but there is concern that some states may increase their control on teacher certification and school licensing. The state CAPE directors are active participants in their state education agencies serving in various capacities. Ed Anderson, California Association of Private School Organizations, is on the California Superintendent's Advisory Committee which meets monthly with Honig's deputy. He is also chairman of the elementary and secondary division of the Western Association of Schools and Colleges, the regional schools accrediting body. He notes that California's newly-set education goals, which he helped to formulate during California's education summit, are 90 percent consistent with private school goals.

Values

Finally, from those who enthusiastically anticipate a departure from the "me" decades, there were interesting ruminations. Kirchoff predicts a louder "public outcry of the demise of positive societal values" and our "materialistic society, which places affluence above education or close family relations." Riser foresees "a shift in cultural priorities" and Hammond, an emphasis on values evolving from the largest perspective, with myriad applications of the question to students "What does it mean to be human?"

CAPENOTES

*A federal district court in Missouri ruled on December 21 that the U.S. Department of Education's regulation requiring states to take Chapter 1 costs for post-Felton service delivery arrangements for parochial students off the top of their allocation is unconstitutional. The court maintained that under the rule private school children received more funds per capita than public school children. With this decision, Chapter 1 programs for private schools will receive reduced funds in that district. The court also maintained that mobile classrooms for Chapter 1 programs may not be placed on the property of church-affiliated schools. The decision applies only to the Western District of Missouri. CAPE understands that the Department is appealing the case, *Pulido v. Cavazos*.

*EPA issued its final list of lead-containing water coolers on January 18. That list will be sent to schools from their state, and appeared in the January 18 *Federal Register*. EPA warns that schools should not rely on the list as all-inclusive, but should test all sources of drinking water. Small lead levels in children's bloodstreams have been found to cause brain damage and other physiological problems. A recent study shows that children exposed to low levels of lead are likely to have learning and behavioral problems for life.

The Lead Contamination Control Act of 1988 requires that states have programs to reduce lead in school drinking water and that states require schools to render their lead-containing drinking water fountains inoperable by January 31, 1990. For a copy of EPA's guidance

manual which gives instructions for testing and remediation, contact your state department of health or environment or send a check or money order for \$3.25 for #055-000-00281-9 to the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

*The results of the 1988 National Assessment of Educational Progress (NAEP) in reading and writing were released in early January. Overall there has been little student improvement in those areas since the first tests in 1971. However there has been significant improvement in minority student reading.

Every two years nine, 13 and 17-year-olds are tested, and "the nation's report card" or "wall chart" is issued. NAEP tests five levels of reading proficiency. Forty-two percent 13-year-olds lack the ability to interrelate ideas and make generalizations. Fifty-eight percent of 17-year-olds cannot find, understand, summarize and explain relatively complicated information. And less than five percent of 17-year-olds are capable of understanding scientific materials, literary essays, historical documents and materials found in professional and technical work environments.

Less than 15 percent of either 13 or 17-year-olds wrote papers judged adequate or better on an informative writing task requiring comparisons and contrasts.

More than 100,000 students were sampled. School participation is voluntary, but CAPE encourages it. Assessment results in geography, history and physics are due to be released in February.

*National Geographic offers a free resource guide for classroom activities to be used in conjunction with a series of PBS specials. The remaining two, which will be shown at 8 p.m. EST, are *Journey to the Forgotten River* on March 7 and *Voices of Leningrad* on April 4. Copyright was waived and the programs may be taped. For the guide write National Geographic Specials, c/o Chevron, 742 Bancroft Way, Berkeley, CA 94710.

**Women's History Resources* is a free catalogue of posters, classroom materials, books, videos and teacher training resources available from National Women's History Project, 7738 Bell Road, Windsor, CA 95492; 707-838-6000. National Women's History Month is March.

*The Marie Walsh Sharpe Art Foundation is sponsoring two-week summer seminars in the visual arts at Colorado College for high school juniors and seniors. As many as 96 students will be awarded full scholarships based on their outstanding artwork. Deadline application is April 20. For more information contact the Foundation at 711 North Tejon St., Suite B, Colorado Springs, CO 80903.

*The National Clearinghouse for Alcohol and Drug Information can give you the number of the nearest Regional Alcohol and Drug Awareness Resource Center which answers questions about drugs and alcohol. They provide telephone service, booklets, fact sheets, manuals and videos. For that number or for a copy of their "Audiovisual Free Loan Information" catalogue, contact them at P.O. Box 2345, Rockville, MD 20852; 301-468-2600.

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