

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

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War Comes to the Gulf, and the Classroom

At the mid-point of his Administration, President Bush's third State of the Union speech to a joint session of Congress and the viewing American public focused on the war with Iraq. At the same time, educators around the nation were focused on how to deal with the anxieties, questions, and fears of a generation that has never known war.

Bush defined the mission of U.S. involvement in Iraq as "a great struggle" to protect the "new world order". As Americans are "part of something larger than ourselves", Bush went on to describe "the universal aspirations of mankind--peace and security, freedom and rule of law" as "worthy of our struggle and worthy of our children's future."

But listening to lofty oratory from Washington and watching constant television coverage on the war are not the best or only ways to cope with war for school children.

Educators have employed various ways of dealing with the anxieties and questions of inquisitive students. But one thing that two area private schools agree on: talking openly and honestly is the best way to deal with these questions and fears.

The Sandy Spring Friends School in Maryland was scheduled to have a school assembly the morning of January 17, focusing on Martin Luther King, Jr. and his ideals of peace. Instead, the assembly turned into a time for quiet reflection and

Teaching Children About War

With the many anxieties and questions school children have about the war in the Persian Gulf, "Educators for Social Responsibility" have announced the availability of discussion guides that help parents and educators talk about the war.

The guides provide age-appropriate methods and suggestions that help adults address children's difficult questions: Why are we fighting? Will we be attacked by terrorists? How long will the war last?

In a straightforward question-and-answer format, the materials aid parents and educators in dealing openly and honestly with controversial issues surrounding the war, including dissent, terrorism, and anti-Arab sentiment. The guides pay special attention to the needs of children whose families or relatives are directly involved in the conflict.

ESR is a national, professional educators association that offers teacher training, school programs, and curricula to prepare young people for effective engagement in the critical issues of their lives and time.

The ESR's guides are available, free of cost, by writing 23 Garden Street, Cambridge, Massachusetts 02138 or by calling (617) 492-1764.

a forum to discuss the war which started in the Persian Gulf just hours earlier.

The school's faculty and administration met soon after the conflict erupted and the airwaves became saturated with coverage of the event to discuss how to "administer to needs" of the student body. Bill Keim, Associate School Head, explained the school's counseling project called "Team Grow" quickly concentrated on the counseling needs of students confronted with a world at war. "It's a tough time of year anyway", Keim said, for the students with the gloomy cold of winter and tri-mester grades causing stress and anxiety.

"Student action" is another level of dealing with the conflict, according to Keim. Even before the war started, students were given the opportunity to participate in an ecumenical candlelight vigil and march for peace at the Washington Cathedral. Unlike more recent political rallies and marches, this event was narrowly dedicated to hopes for a peaceful settlement of the Iraqi conflict and safety of American troops.

Another voluntary outlet for students is to have time to write letters to service men and women as well as government officials.

With the trimester break, curriculum changes have also been arranged by teachers according to



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Keim. A history class that was devoted to Vietnam and China has been modified to include current world events, focusing on the Middle East. Additionally, a speech and debate class now has a special emphasis on respect of other students' opinions, as views on the war policy vary.

Keim was a delegation participant on a 10-day peaceseeking mission to Baghdad called the "Christian Peacemaker Team". He was able to share his experience and answer questions from parents about the unfolding world tensions. The discussion led by Keim at a "Parents' Council" was held the night before the first U.S. attack on Baghdad.

Tim Doyle, assistant admissions director and 6th grade geography teacher at St. Stephen's School in Alexandria, Virginia, acknowledged similar practices at his school. Besides weekly chapel, with opportunity for sharing and discussion of the war, students have been encouraged by faculty and administrators to talk and ask questions in class in order to answer questions and calm anxieties. Doyle said that the school has encouraged students, teachers and parents to "talk about everything", including the saddest reality of war which is that people die.

Like Sandy Spring Friends School, St. Stephen's has students who have written soldiers in the Gulf. Doyle reported that one student authored, duplicated, and sent a letter overseas which has "received over 100 responses."

Doyle acknowledged his school has also reacted to the war and security threats in the nation's capitol by cancelling all field trips to neighboring Washington, D.C.

Whether through encouragement to express their feelings, participation in prayer vigils, or classroom discussion on the moral implications of armed conflict, everyone agrees that private school students have unique ways to cope with a world at war.

New Civics Curriculum To Be Published

CIVITAS: A Framework for Civic Education is a new civics curriculum framework for grade K through 12 sponsored by the Council for the Advancement

of Citizenship (CAC) and the Center for Civic Education. The publication, supported by a \$1 million grant from The Pew Charitable Trusts, is due out in March.

The CIVITAS curriculum has been developed in response to the growing concern from all sectors of society about the civic competence of America's citizens, especially young people who are graduating from high school with little or no sense of civic responsibility.

The publication will be a resource which will assist civic educators in public and private schools, local education agencies, community organizations, and state Departments of Education in combatting this civic education crisis. The Framework will include a rationale statement, sections addressing civic virtue, civic participation, and civic knowledge and skills, as well as a model scope and sequence.

The CIVITAS framework has been developed with the assistance of three working committees, comprised of leading civic education scholars and curriculum specialists, teachers, and members of numerous major national educational organizations. Joyce G. McCray, CAPE Executive Director and member of the CIVITAS National Review Council, said the work, "holds great promise to be a thoughtful and thorough tool in furthering civics education."

For further information about the Council for the Advancement of Citizenship or the CIVITAS curriculum framework, contact CAC at 1200 18th Street, N.W., Suite 302, Washington, D.C. 20036, or call at (202) 856-0580.

Legislative Update:

Bush Delivers Budget

The Bush Administration delivered a two and one half inch thick budget document to Capitol Hill Monday, February 4 and gave detailed briefings around Washington on the \$1.45 trillion blueprint on federal spending for fiscal year 1992.

The education portion of the measure was outlined by Acting Secretary Ted Sanders at the U.S. Department of Education briefing. In order to address the "severe problems in our schools" with lowered test scores, poor performance in core areas,

high dropout rates, and a "failure to compete with other nations on international achievement tests", Sanders announced a \$2.5 billion increase in education spending in the budget, a 9.3 percent rise from '91 levels. The request, if approved, would bring total Department spending to \$29.6 billion.

Sanders went on to explain that the Administration would soon propose "a new 'Educational Excellence Act' funded at \$690 million, to stimulate improvement in elementary and secondary education through a number of strategies." He explained that the cornerstone of that measure will be "\$200 million for a new grant program designed to stimulate parental choice" as incentives to local school districts.

The "Education Certificate Program Support Fund", as described in the budget summary, would give funds to "States and school districts that operate programs that provide parents and children with the means to make a choice among available forms of public and non-public schooling."

Sanders, addressing the 6th Annual Legislative Conference of the U. S. Catholic Conference on February 6, said the grants could go for such expenses as transportation or promotion, but that "church/state court entanglements" are being thought through before the final proposal is made.

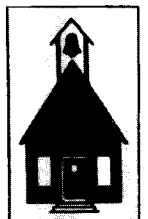
The budget request includes a \$150 million increase for Chapter 1 programs to disadvantaged children. This includes level funding for assistance to local districts to pay capital costs required to provide equitable compensatory education services to private school children.

Also receiving a constant funding level request is the National Diffusion Network (NDN) at \$14.2 million. The NDN is a body of exemplary educational programs validated by the Department as effective, cost-efficient, and replicable.

The total budget deficit as projected by the Office of Management and Budget (OMB) would be \$280.9 billion in 1992.

Civil Rights & Education Bills Top Priority

By reserving the first few, low bill numbers, Congressional leaders can give symbolic priority to their party's legislative agenda in



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the new Congress.

House Speaker Thomas Foley (D-Washington) indicated his party's high priority for last year's vetoed civil rights bill by introducing the same version as H.R. 1. Senate Majority Leader George Mitchell (D-Maine) allowed the second Senate bill of the Congress to be introduced as the "Strengthening Education for American Families Act".

The civil rights legislation would overturn a number of 1988 Supreme Court rulings dealing with job discrimination. The measure, passed by Congress late last year, was vetoed by President Bush, who called it a "quota bill".

S. 2, sponsored by Senator Kennedy and 21 other Senators, would codify the National Education Goals established by President Bush and the nation's governors at the Education Summit in 1989, and provide new funding and new programs to meet them.

Education Hearing in Senate

The Senate Committee on Labor and Human Resources held a hearing on January 9 on the nation's education goals and access to quality education.

Committee chairman, Senator Edward M. Kennedy (D-Massachusetts) presided over the hearing which he opened by stating that "education is in a state of crisis". He went on to site statistics which show that one out of four students leave school without graduating, a third of all high school students are enrolled in a math or science course taught by a teacher not qualified to teach that course, and that 13 year old Americans placed last in math proficiency in an international study.

Among those testifying before the Committee was Governor Roy Romer, Governor of Colorado and Chairman of the National Governors' Association National Education Goals Panel. He discussed the background and status of the national goals established by President Bush and the nation's governors at the education summit in Charlottesville, Virginia in 1989. The four commitments made at that time were to establish the goals, develop strategies to help achieve them, undertake a major state-by-state effort to restructure the education system, and to report annually on the progress in achieving the goals.

Senator Paul Simon (D-Illinois) said in the hearing that a General Accounting Office (GAO) report showed that the federal government last year spent "seven times as much to avert a Soviet invasion of Western Europe as we are devoting to education."

CBO Declares Recession

The Congressional Budget Office gave official notification to Congress that the economy will suffer two consecutive quarters of negative growth, meaning the U.S. is in a recession. With the decline in the last three months of 1990, and expected negative growth in the first quarter of this year, the Congressional leaders were informed of the trend in a letter by CBO Director Robert Reischauer.

According to the budget agreement passed late last year, Congress must be given the opportunity to vote whether or not to lay aside the budget deficit reduction law in case of a recession. By doing so, the \$492 billion, five-year budget deal could be suspended. The Senate Budget Committee rejected S.J.Res.44 which would have accomplished those ends. The full Senate also defeated the measure by a vote of 2 to 97.

Reischauer, testifying before the Committee, argued that much of the blame for the recession was due to the Iraqi invasion of Kuwait and tightening credit because of problems in the financial industry.

Alexander Nomination

The Senate Labor and Human Resources Committee, chaired by Senator Edward M. Kennedy, (D-Massachusetts), held confirmation hearings on the nomination of Lamar Alexander to be the new Secretary of Education on February 6. The Senate received the official nomination of Alexander on January 22, five weeks after President Bush announced the former Tennessee Governor as his choice for the top education post.

CAPE was invited to provide testimony for the hearings. In a prepared statement, Joyce G. McCray, CAPE executive director, supported the nominee by stating the "next Secretary of Education must be committed, innovative and outspoken if we are to create an environment for change and attain the National Education Goals" and

that "former Governor Lamar Alexander has these qualities."

After urging the new Secretary to "move vigorously to promote strategies for choice which include private schools", McCray's statement said that CAPE "stands ready to be a full partner" in the ongoing "debate on the most important domestic issue in the country today, education."

Capenotes:



▶ A newly-formed coalition, the **National One to One Mentoring Partnership**, has joined forces to link and strengthen student mentoring projects throughout the country. The group, composed of educators, businesses and volunteers, held its first meeting in Washington in late November.

The partnership hopes to recruit thousands of mentors for young persons, address the needs of at-risk youth, and prevent the high number of teenage drop-outs from high school. The Department of Education estimates that number to be 1200 daily. The Children's Defense Fund calculates drop-outs to be 1512 per day.

In a statement for a Department of Education guide for establishing mentor programs, then-Secretary of Education Lauro F. Cavazos urged the assistance of mentors as critical for "young person(s) needing the guidance, moral support, and approval of a warmhearted adult."

For more and information and a free kit, write to: "National One to One Mentoring Partnership", 2550 "M" Street, NW, Washington, D.C. 20037 or call (202) 862-0121.

For a copy of the Department of Education's "One on One: A Guide for Establishing Mentor Programs", write the Department of Education, Office of Private Education, 400 Maryland Avenue, SW, Washington, D. C. 20202.

▶ The McDonald's Corporation offers the "McDonald's Catalog of Educational Resources" to interested educators free of charge. It offers a variety of educational resources and films to teachers on subjects for all grade levels including the environment, nutrition, health, and safety, drug

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abuse prevention, career planning and more. Many items are at low cost.

To receive a catalog, write: McDonald's Educational Resource Center, P. O. Box 8002, St. Charles, Illinois 60174.

► The National Center for Education Statistics (NCES) has released figures recently on the U. S. Elementary and Secondary student-teacher ratio for public and private schools. In 1991, it is projected that the public elementary ratio is 18.5 students per teacher compared to 15 in private schools. By the year 2000, NCES estimates those figures will be 16.9 and 13.9 respectively.

Over the same period, secondary public school figures indicate a 14.8 ratio in 1991 compared to 11.3 in private schools. The estimate for the year 2000 is 14.8 and 11.4.

► More than \$25,000 is being offered in Rand McNally Geography Teaching Awards to teachers who have created innovative and effective geography-related teaching methods through 1991. The program is open to educators who teach Kindergarten through 12th grade, and have developed an outstanding learning activity that improves geography awareness among their students.

This year's awards will be divided into three grade-level divisions: K-5, 6-8, and 9-12. Judges recommended by the National Council for Geographic Educa-

tion will select first, second and third place award recipients in each division, who will receive \$5,000, \$1,000 and \$500 respectively, plus Rand McNally classroom materials and a beautiful lead crystal globe.

Deadline for entries is June 1. Entry forms and information will be supplied upon request by writing: Rand McNally Geography Teaching Awards, P. O. Box 654, Skokie, Illinois, 60076-0654.

► Video programs of the National Diffusion Network are scheduled to be shown via satellite. In all, 22 one-hour programs are being broadcast on Thursdays at 1:00 p.m. Eastern Time from January 3 through May 30. Some of the programs to be shown include "Hands-On Elementary Science" Parts I-V, "Institute for Creative Education", "Physics Resources and Instructional Strategies for Motivating Students", and "Institute for Political and Legal Education".

NDN continues to provide support for the dissemination and implementation of exemplary education programs through CAPE's Private School Facilitator Project.

For the satellite broadcast schedule and any information on the National Diffusion Network, contact the director of the Private School Facilitator Project, Dr. Charles Nunley, at the CAPE Office, (202) 659-0177.

► Youth Service America announced the availability of a new book, **The Adventure of Adolescence: Middle School Students and Community Service** by Catherine A. Rolzinski. The book explores the experiences of seven middle school youth service programs as they challenge their participants to change their visions of themselves from takers to givers, from observers to active members of the community. In front-line interviews and through her personal site visits, the author gives a sense of the fun and learning that typify these community service programs which give life to the Martin Luther King, Jr. ideal that "everybody can be great, because everybody can serve."

Youth Service America's activities, funded by private and foundation gifts, include a number of resources to promote the ethic of service among America's young people. Much of it's work in advocating thousands of youth service programs is recognized on "National Youth Service Day", which will be next celebrated on April 23.

For more information about Youth Service America and for ordering **The Adventure of Adolescence**, write to YSA at: 1319 F Street, N.W., Suite 900, Washington, D.C. 20004 or call (202) 783-8855. Copies are on sale for \$14 and bulk rates are available.

COUNCIL FOR AMERICAN PRIVATE EDUCATION 1726 M Street, NW, Suite 1102, Washington, DC 20036 (202) 659-0016, fax (202)659-0018

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 Editor: Greg D. Kubiak Executive Director: Joyce McCray
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 1726 M Street, NW, Suite 1102
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