

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

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Leaders of Tomorrow

by Greg D. Kubiak

One day you are speaking with the ambassador of New Zealand. Another day you meet a press panel led by Helen Thomas of UPI. One morning you have a strategy session to discuss the issue of welfare reform. Who are you? A member of Congress? The President? Actually, you could be a student attending the National Young Leaders Conference in Washington, D.C. Now in its tenth year, the National Young Leaders Conference (NYLC) plans a series of 6-day sessions in Washington for outstanding high school juniors and seniors. Selected for leadership potential and scholastic merit, these young leaders of tomorrow are given an opportunity to meet the leaders of today.

The week is packed with leadership simulations in the classroom and interactive meetings with government and diplomatic officials, as well as wonderful opportunities to see the nation's Capitol city. The typical week begins on a Tuesday, when about 350 students come to the 4-H Conference Center in Chevy Chase, Maryland, just outside the District of Columbia. The conference begins with an opening session and keynote address, given by a young, successful leader. Opening speakers have ranged from the assistant majority leader of the Iowa State House of Representatives to the managing editor of Roll Call newspaper to the mayor of South Gate, California. In all cases, the keynote is given by a young and successful

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25th Anniversary Continued

The United States Catholic Conference Department of Education was a founding member of CAPE twenty five years ago.

Outlook continues to feature articles of interest written by members of the CAPE board of directors in celebration of CAPE's 25th anniversary.

Educational Choice: Justice For All

by **Monsignor Thomas J. McDade Ed.D**
Secretary for Education- United States Catholic Conference.

There is a real misconception out there that a private school means a school for wealthy or upper-middle class kids and their families. One needs only to look at an array of schools which are not funded from our public treasuries and see just how inaccurate that statement can be. The profiles of our "private schools" really speak to diversity and in some of our religiously founded private schools, they are anything but private, especially in their service to the poor and children outside their religious traditions.

Let us take for an example the Catholic elementary schools of the Roman Catholic Archdiocese of Newark in New Jersey. 152 elementary schools in four counties of Northeast New Jersey serve children as diverse as they can be. The Catholic elementary schools in cities like Newark, Jersey City, Eliza-

beth, East Orange and Irvington, densely urban populations with much of their student population coming from families earning below the poverty level, have waiting lists. Most of these schools have a majority of non Catholic students, some as high as 90% of the students with a religion other than Roman Catholic. Their ethnic diversity reflects their neighborhoods and in an Archdiocese which has a broad economic spectrum still can count that nearly 40% of all their students are from those classified as minorities.

The service these schools perform for the working poor is tremendous. Very often they are open at 6:30 in the morning to accommodate parents on their way to their places of employment. Finally they are saying good night to other children at six in the evening as their parent/ guardians pick them up on the way home from work. A snow day is problematic, a half day almost nonexistent, because these schools are conscious of their mission to serve not only the student but parents as well. Parents very often

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The invitation to the 6th Annual Legislative Conference omitted the National Catholic Educational Association as one of CAPE's founding members in 1971. We apologize to all of our friends at NCEA for this error.



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leader of their field, (usually between 24 to 29 years old.)

Each week, the "student body" is made up of diverse backgrounds. Usually at least 47 states are represented, and in some sessions, international students are present as well. Urban, rural, suburban cities, and large, small and medium sized schools are represented. Private school students attend in strong proportion to the national percentage of school attendance.

The academic portion of the conference is broken down into "Presidential Group Meetings" (PGM's), classes consisting of about 22 students. In these groups, a faculty advisor helps lead the students through three major simulations, one for each branch of government. This fall, the executive branch activity was a simulation of a foreign policy crisis involving North and South Korea. Students role-play various cabinet, diplomatic or Congressional officials as they give input to the "President", also played by a student. The commander-in-chief then must decide a course of action.

Students also simulate a Supreme Court case, with four students serving as attorneys and the rest serving as "Justices". After arguments on both sides of a hotly debated First Amendment case, the Court must decide. They may determine the constitutionality of a "Hate Crimes" ordinance enforced against an offender who burns a cross on the lawn of an African-American family. Or, they may decide whether a university may deny funding to a student published magazine due to its religious content. In either case, the judicial activity illustrates very clearly that there are two sides to every argument.

The major simulation of the week is the legislative activity in which each student is a member of a Mock Congress. PGM's are assigned various roles, from an amendment-writing caucus to a committee to the leadership of the two simulated political parties. By working through and deciding the fate of a draft bill on welfare reform, students walk themselves along the rough and difficult path of the legislative process.

Intermittent in the intense schedule from Tuesday to Sunday, are wonderful opportunities to hear from and speak to leaders in government and the media. Travelling into

Washington, the NYLC has international and executive branch speakers who share their insights on current events and the call to leadership with their audience. Always a central part of the conference is the opportunity to spend as much time questioning the speaker as being spoken to.

After breakfast at the National Press Club one morning, the conference is privileged to "meet the press." A panel of four or five national media correspondents briefly discuss current events, followed by a rousing round of questions from the students. PGM's also have an opportunity to visit an embassy — with the conference visiting as many as 8 or 10 each week.

Always a highlight of the week is visiting the floor of the House of Representatives. The NYLC is a select organization with repeated invitations to visit the historic chamber and hear from a member of the House. After that meeting, students have appointments with their Senators and Member of Congress, as well as time to fully tour the Capitol building, the Library of Congress and the Supreme Court.

The power-packed schedule does have time for some fun too. Students enjoy a night tour of the monuments in Washington as well as a private performance by the "Capital Steps", a musical comedy, political satire group. And a "Farewell Dinner/Dance" is planned for their last night in Washington at the Omni-Shoreham Hotel, to celebrate their week in the nation's capitol and the new friendships they have made.

The NYLC is sponsored by the Congressional Youth Leadership Council, a non-profit, non-partisan educational organization founded in 1985. With over 300 Members of Congress serving on its Honorary Congressional Board of Advisors, the mission of the Council enjoys great support. And with over 60,000 alumni of the program to date, there is a strong investment in our leaders of tomorrow with this wonderful week of learning opportunities.

Private school principals, counselors and teachers are encouraged to nominate their students to the NYLC. For admission, tuition and other information, contact the NYLC at 1511 K Street, NW, Suite 842, Washington, DC 20005; (202)-638-0008.

Greg D. Kubiak, former editor of CAPE Outlook, recently served as a faculty advisor for the NYLC.

Justice

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work more than one job to give their child an excellent education in a safe and secure atmosphere.

Yet there are those who have no choice. They are unable to afford the \$1000-2000 range of tuition these Catholic schools charge. Diocesan and school development programs have grown and often do make a big difference. Yet financial assistance is not always able to make up for what a parent can pay. And so many parents are faced with no choice. No choice to decide which school is best for their child. No choice in selecting a safe learning environment. No choice at all!

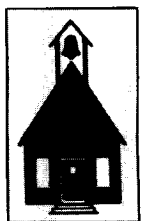
Stereotypes are unjust, unfair and do not present an accurate picture of reality. Catholic schools stand very often shoulder to shoulder with other denominational and non denominational private schools who make a heroic effort to open their doors to a rich ethnic and economically diverse student population.

The challenge that American education faces is one in which we must remove the barriers and allow all parents to choose what is best for their children. How often we have heard that education will help to break the cycle of poverty in our country. Yet we continue to force parents to have no choice in deciding what is educationally advantageous for their children because they are poor or simply cannot afford to pay tuition.

All children have a right to a quality education. It is a matter of justice, the "justice for all" we proclaim when we proudly pledge allegiance to the flag. The injustice of it all is that every parent is not afforded the opportunity to choose the best possible education in a safe and orderly environment for their child. That is the heartache of it all.

Sometimes I fear we have lost the child in education. We speak passionately about the system, what has served best in the past, the rights of teachers, a new curriculum, being future oriented. Yet we fail to recommit ourselves to the central focus of all education: the child. This is not to say that teachers do not have rights and that we should not be educationally current with only the finest curricu-

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lum. We clearly recognize that in many places and in various areas of the country our schools are in trouble. Who gets hurt? The kids and the parents who come this way but once. There is no second chance for these children while we keep arguing around the child and their parents, reinventing the same old system, locked into the stereotypes of what "private" schools are, and not looking toward real systemic change which focuses on the reason for schools: KIDS.

Progress has been made. Heroic efforts have experienced small victories, not only for an idea but for children and parents, especially the poor. An educational choice bill has been passed and signed in Wisconsin. Although it is in the Courts, it is a first. The United States House of Representatives has passed an appropriation of a five million-dollar scholarship bill for poor children in the District of Columbia, a national first with a long way to go. Choice bills in Pennsylvania, New Jersey and other States are under serious consideration with hopeful prospects. Each year the momentum is increasing. Each year the votes get closer. Each year more and more people hear the message. Each year the opportunity for parents to choose draws nearer. Yet the road toward achieving educational choice will be fraught with challenges which reflect not only a sincere lack of knowledge, but a biased and grossly inaccurate view of whom and what "private", "independent", "non-public" schools really are and whom they serve. That is one of the challenges the private school community faces: the need to tell our story and the choice we offer America in its quest for quality education for all children.

Ernest L. Boyer Dies

Ernest L. Boyer, 67, died on Friday, December 8, after a three-year battle with lymphoma. He served as U.S. Commissioner of Education and was president of the Carnegie Foundation for the Advancement of Teaching. He was an adviser and confidant to presidents and other political figures and the author of several books which continue to influence the nation's education. His most recent book is *The Basic School: A Community for Learning*.

CAPE presented Boyer with the 1995 Education Leadership Award at a dinner last

March. The citation, approved by the CAPE Board of Directors, read in part: "You help shape the public policy debate so that teaching and learning are central and so that each student is provided opportunity and access. ... You bring to your role as educator those central values of respect for each individual and for community. Your creativity and vision inform your perspective and decisions; your leadership inspires us."

CAPE joins the educational community is mourning the loss of a great leader and educator.

Teacher Forum Explores Professional Development

Finding effective ways to increase excellence in teaching and learning through continuing education programs for teachers provided the focus for the 1995 Goals 2000 Teacher Forum recently sponsored by the U.S. Department of Education. Portions of the conference were broadcast from Washington, DC via satellite to over 250 downlink sites, enabling school communities from across the country to participate. More than a hundred of the nation's top public and private school teachers participated in the meeting.

Teachers were asked to discuss the types of professional development strategies they thought would be most helpful to themselves and their colleagues; the resources they believe are most important for supporting career-long professional development efforts that will contribute to improved teaching and learning; and what an ideal professional development plan would look like. The department hopes to develop a national recognition program for high-quality professional development models.

Legislative Update:

Lobby Reform Legislation

Under the Lobby Reform legislation, charities that have elected to come under the 1976 lobby law may disclose their lobbying activities based on IRS definitions of lobby-

ing rather than under the definitions of lobbying in the Lobby Reform Act. Independent Sector, of which CAPE is a member, fought hard for that provision, which will make it possible for electing organizations to avoid reporting under two different sets of lobbying definitions, one for the IRS, the other for the lobby reform rules. Independent Sector has just completed an analysis of the Lobby Disclosure Act, which is available upon request. Call Independent Sector, (202)-223-8100.

Congressmen Istook (R-OK) and McIntosh (R-IN) withdrew their proposed amendments to the Lobby Reform bill. Independent Sector states, "The withdrawal of the amendments ends, for now, the biggest threat in decades to charities' right to speak out on behalf of their causes, communities and clients.....The victory came as a direct result of the incredible grassroots response to the legislation. While the immediate battle is over, the issue will, without a doubt, be raised again by Congressmen Istook, McIntosh, and Ehrlich (R-MD) whose zeal for muting the voices of charitable organizations continues unabated."

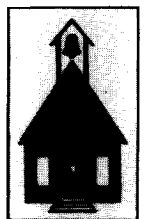
Welfare Reform

The Senate Approved the conference report on HR 4 on December 22, 1996, 52-47. The House approved the measure on December 21, 245-178. The measure appears headed for a veto by the President.

The legislation would revamp the welfare system by replacing federal guarantees for the Aid to Families with Dependent Children program, the major cash welfare program, with block grants to states. It would cap total federal funding and place limits on the amount of time a recipient could receive welfare benefits before having to find work.

Budget Reconciliation

On Wednesday, December 6, 1995, President Clinton vetoed H.R. 2491, the FY96 Budget Reconciliation Act, and then immediately submitted to Congress a new plan to balance the budget in seven years. The new budget plan calls for a \$36 billion



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investment in education and training over the next seven years. In contrast, H.R. 2491 cut education by \$30 billion over the same time period.

No agreement was reached, however, and the second government shutdown began at midnight, December 15. The U.S. Department of Education is affected since the appropriations bill which funds the Department remains stalled in the Senate. About 4500 works are furloughed. ED employees who remain on the job include presidential appointees and those working on Direct Student Loans.

DC Appropriations and Vouchers

Vouchers are a small but politically explosive part of the House's \$15 million school reform package for the District. With proposed funding of \$3.6 million, the program would allow an estimated 1,500 low-income students to attend schools of their choice. (See November *Outlook*) House conferees rejected a Senate proposal to drop education overhaul from the bill, HR 2546. James T. Walsh, (R-NY) chairman of the House Appropriations' DC Subcommittee, made it clear that the voucher provisions would be in

any House plan and James M. Jeffords, (R-VT) chairman of the Senate DC Appropriations Subcommittee, made it clear that could draw a filibuster.

Capenotes

► The U.S. Holocaust Memorial Museum will be conducting two national conferences for middle and high school teachers in 1996. The Arthur and Rochelle Belfer National Conference for Educators will be held on July 7-9 and 14-16 at the Museum. Both conferences are designed to introduce educators to rationales, strategies, and approaches for presenting the Holocaust to students. Applications will be available in early January. The application deadline is February 29, 1996. For information contact Sylvia Kay at (202)-488-2639, or write to Dawn Marie Warfle, U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024.

► CAPE is one of the sponsors for a conference March 17-19 in Washington, DC organized by the Consortium for School Networking. The conference will address current initiatives to promote educational applications on the National Information

Infrastructure, particularly in light of state and federal efforts to deregulate telecommunications service providers. For more information contact CAPE, (202)-659-0016 or write CAPE at 1726 M Street, NW, #703, Washington, DC 20036.

SAVE THE DATE!

Plans are underway for a grand celebration for CAPE's Silver Anniversary in conjunction with CAPE's 6th Annual Legislative Conference.

Mark your calendars now! The 25th Anniversary and Legislative Conference will kick off with lunch on Tuesday, March 12, 1996 followed by legislative and White House briefings. The special celebration will be Tuesday evening, March 12, 1996. On Wednesday, March 13, participants will visit with their congressional delegations to discuss the issues.

Don't miss the festivities!

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