

OUTLOOK

A report from the Council for American Private Education, Washington, D.C.

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ADMINISTRATION'S EDUCATION
PROPOSALS DISCUSSED WITH
MAJOR ORGANIZATION LEADERS

The Carter Administration's "tentative final proposals" for education legislation were presented to representatives of leading education organizations in two meetings held January 11-12. The proposals deal with the Elementary and Secondary Education Act and other programs up for Congressional reauthorization. U.S. Commissioner Ernest L. Boyer outlined the Administration's proposals from the perspective of their impact on services to public school children. He emphasized, however, that the Administration was "extremely conscious" of the private schools and was entirely committed to a legislative program designed to "disencumber" OE officials of procedures which handicapped them in achieving the legislative intent to serve all children. An early meeting with representatives of the Council for American Private Education (CAPE) is planned to discuss matters related to providing mandated services to children in private schools.

The January 11 meeting was with chief state school officers; the January 12, with representatives of organizations, including, in addition to CAPE, the National Education Association, the National School Boards Association, the National Association of State Boards of Education, the National Association of Secondary School Principals, the National Association of Elementary School Principals, the American Association of School Administrators, the American Federation of Teachers, and the National Congress of Parents and Teachers.

OE, EFL MOVE TO PROVIDE
SCHOOLS ENERGY-RELATED
TECHNICAL ASSISTANCE AID

An Energy and Education Action Center is in place within the U.S. Office of Education and an energy conservation service is available to public and private schools, offering advice and guidance on saving energy and reducing related costs. Dr. Wilton Anderson will head the Energy and Education Action Center and "coordinate all education activities that relate to energy problems," Commissioner Boyer announced. Activities will follow recommendations of the Federal Interagency Committee on Education, acting under a Presidential Executive Order as the coordinating body for education programs throughout the Federal government.

The Center will serve as an information and technical support clearinghouse on energy and education and provide technical assistance to schools in the areas of energy standards, projects, and sources of funding to help conserve energy. It will also support training of energy, environmental, and related personnel at all educational levels and support citizen energy education projects through state, local, and regional agencies, through institutions of higher education, and through school systems.

The Public Schools Energy Conservation Service, a program developed by Educational Facilities Laboratories (EFL) in cooperation with the Federal Energy Administration provides a second means for school authorities to get information to help make intelligent choices about energy conservation practices. EFL, operating on a nonprofit basis, has developed an inexpensive computer-based system capable of generating energy use guidelines and providing simple cost benefit analyses of various capital improvements on an individual school basis. EFL headquarters are in Menlo Park, California.

WEEA COMMUNICATION NETWORK
AIDS THOSE INTERESTED IN
WOMEN'S EDUCATIONAL EQUITY

A Women's Educational Equity Act (WEEA), Communications Network has been established by the U.S. Office of Education to "serve the needs of all organizations and individuals interested in women's educational equity,"

according to Dr. Joan E. Duval, Director of the OE Women's Program Staff. The Network will "acquire, select, and store print and other materials and respond promptly to all public inquiries," she adds. It will serve researchers, practitioners, and the public throughout the country by means of information searches, bibliographies, reviews and analyses of current studies and activities in women's educational equity, conference presentations and exhibits, workshops, newsletters, and question-answering services.

The Network's computer data base will be closely coordinated with the Educational Resources Information Center (ERIC) system. Like ERIC, it will be computer-searchable from hundreds of locations across the country. Far West Laboratory for Educational Research and Development, headquartered in San Francisco, is contractor for the project.

In addition to awarding small grants for innovative approaches to the achievement of educational equity for women, WEEA supports an extremely broad range of activities, focusing on every area of education that perpetuates sex bias. Activities include the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; research, development, and other educational activities designed to advance educational equity; development of tests which are nondiscriminatory on the basis of sex; and educational activities to increase opportunities for adult women.

STRONG SCHOOL HEADS, SMALL
CLASSES, STABLE FAMILIES
DETER SCHOOL CRIME: NIE

In a given month, some 2.4 million secondary school students have something stolen from them, 282,000 are attacked; 120,000 teachers have something stolen, 5,200 are attacked, 1,000 of them requiring medical

attention. About 6,000 teachers have something taken by force, weapons, or threats. Similarly, in a given month, 25 percent of all schools are subject to vandalism (average cost \$81), and 10 percent of all schools are burglarized (average cost \$183). Even so, the authors of the "Safe School Study," undertaken by the National Institute of Education, report that the rate of violence in the schools appears to have leveled off and the incidence of vandalism may have begun to decrease.

The study was based on a mail survey of over 4,000 public and private schools, onsite surveys of 640 public schools, and case studies of 10 public schools. "Strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehavior," the study states. Also, small classes, courses that students find "relevant," and stable families keep the rate of violence and vandalism down.

ØBK CONFRONTS PROBLEMS
OF DECLINING STANDARDS

Deteriorating academic standards and their impact on liberal education have been a source of much concern to the constituents of Phi Beta Kappa, an honorary

society whose members are selected on the basis of high academic achievement. According to the lead story in The Key Reporter (Autumn 1977), the problem of grade inflation, indicative of declining standards, is serious on "most campuses" and has its roots in the "abolition of distribution and general education requirements." The "basic definition of liberal learning" is threatened, says the article, by curriculum changes that eliminate required work in the humanities, social sciences, natural sciences, foreign languages, and mathematics. To meet the problem of declining standards, Phi Beta Kappa has tightened its membership standards. Many chapters have raised the minimum grade point average necessary for membership and consider, in addition to grades, the breadth and difficulty of candidates' academic programs. Current indicators show the deterioration rate slowing.

ESTY TO SUCCEED POTTER AT
NAIS; WEISS, MONSON AT AMS

New executive heads have been named by two of CAPE's member organizations to succeed retiring incumbents. The American Montessori Society (AMS) has selected Bretta Weiss to serve as National Director, following the retirement of Cleo Monson; the National Association of Independent Schools (NAIS) has appointed John C. Esty, Jr., President, following the retirement of Cary Potter.

Ms. Weiss, magna cum laude and Phi Beta Kappa graduate of Ohio University, received an M.A.T. from Manhattanville College in New York. A public relations specialist, she has served as administrator in Montessori schools and is currently AMS Administrative Assistant. Mr. Esty is a graduate of Amherst College, Phi Beta Kappa, with an M.A. from Yale. He will come to NAIS from his current position as Staff Associate for Education of the Rockefeller Brothers Fund. Prior to that he was Associate Dean at Amherst College, Headmaster of the Taft School, Senior Staff Associate of the Education Development Center, and Research Associate in Education at Harvard University.

"POVERTY CORE" CHILDREN IN
PORTLAND BORROW GOLDFISH,
SNAKES FROM SCHOOL LIBRARY

Children need lots of time to "munch their way" through a collection, says librarian Marj Bernhard, whose system of checking out plants, goldfish, tambourines, hermit crabs, and drum majorette pom-poms, leads children to borrow "twice as many books" as before the system was initiated. "I negotiate to determine how long an item will be on loan," she said. "Two days," suggested a second-grader recently, checking out dress-up clothes and old jewelry. When a child returns an item, Bernhard recommends books in the same category. At her suggestion, teachers no longer assign book reports. Instead, a child must discuss his book with someone else who read it.

Seventy-five percent of the students at St. Francis of Assisi, an independent Catholic school, come from the immediate neighborhood, the inner city poverty core of Portland, Oregon. There are 100 students in grades 1-8. "We believe in life-long education," said Bernhard, so it is important that "we lure children" into the library to instill curiosity and excitement in reading. "We have created a warm and loving atmosphere; we read to the children; we talk and listen; play checkers; and," she continued, "because the majority are disadvantaged, we encourage them to borrow items they don't have at home."

Loss is not a problem, according to the librarian. "I've stopped notifying parents when a loss does occur," she said. "It's the child's responsibility. I negotiate again to determine the kind and amount of work that should be done to 'pay' for the item." A first-grader recently negotiated to straighten two shelves.

The idea of checking out such items as hand puppets, pieces of art, and small printing presses has so intrigued the children that recently the student council surveyed each child to determine what other items should be added to the library. Lists were made; priorities set. Each student developed his own fund-raising project. There were popcorn sales and paper drives. One hundred dollars were raised. Now the library also checks out calculators, games, telescopes, rhythm sticks, and small snakes. Children are even allowed to borrow the school's old athletic trophies. Any child at St. Francis, says Bernhard, can be a football hero for "a day, or two, or maybe even three."

GOV. BUSBEE SETS GEORGIA
"PRIVATE EDUCATION WEEK"

The Georgia private schools make a "significant contribution to the education system in our State by providing many of our young people with excellent educational opportunities," wrote Governor George Busbee, proclaiming January 29 through February 4 "Private Education Week." There are approximately 75,000 elementary and secondary students enrolled in Georgia's private schools.

NEEDMOR FUND GRANTS CAPE
\$20,000 FOR DEVELOPMENT

The Needmor Fund granted CAPE \$20,000 first-year support to develop a program to identify private school advocates and to plan continuing development activities to make CAPE financially self-sufficient. The Toledo-based private foundation, established in 1956, believes the strength of our society is dependent upon development of each person's potential to the fullest extent possible and that education and the enhancement and protection of individual rights are basic to this goal. The Fund is also interested in the environment and provides support for preservation and conservation efforts.

N.Y. INDEPENDENT SCHOOLS,
PARENTS LEAGUE COOPERATE
IN FAMILIARIZATION PROJECT

For interested New York City parents, students, and school officials, Independent School Day (ISD) is "suddenly a welcomed tradition." The second annual ISD, sponsored by The Parents League of New York, provided an opportunity for parents and students to meet with representatives of League schools, pick up catalogues and applications, add their names to mailing lists, and discuss the schools. Each participating school had its own table. Many parents, expecting only to collect pamphlets, found themselves in discussions with heads, directors of admissions, and other administrative officials. Having representatives of all League schools in one place, not having to make a series of visits and phone calls, "saved me a lot of time and fussing," one mother remarked. A Boarding School Day will be held in the fall of 1978, according to Peggy Bradt, Executive Director. Six hundred attended ISD, held this fall in the auditorium of Temple Emanu-El.

The Parents League serves as a liaison between New York independent schools and is a service organization for parents. Approximately 200 schools and 1,700 parents are members.

COUNCIL SERVES 90 PRIVATE
SCHOOLS THROUGHOUT EUROPE

Controlled by groups of parents, sponsored by agencies of government or major companies, managed by religious orders or affiliated boards of trustees, or, in some instances, owned privately, the 90 member schools of the European Council of International Schools are found in cosmopolitan centers and in mountain villages throughout 21 European countries. They are all independent of any state system of schools and are "international" in the sense that they offer either a curriculum typical of a country other than that of the host country, or one in which the culture and educational practices of two or more countries are represented. In most schools, instruction is in English.

Organized in Switzerland in 1965, the association is now headquartered in Surrey, England. W. Gray Mattern is Executive Secretary. Among other purposes, the Council fosters cooperative efforts to provide better educational services, promotes intercultural understanding and international friendship, and provides opportunities for professional growth and organization for administrators and faculty.

OUTLOOK is published monthly (September through June) by the Council for American Private Education. Annual subscription \$6. Council members: The American Lutheran Church • American Montessori Society • Association of Military Colleges and Schools of the U.S. • 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 • National Union of Christian Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference. Associated state organizations in Arizona, California, Georgia, Kansas, Maryland, New Mexico, Oregon, Puerto Rico, Tennessee, Washington, and Wisconsin.

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