

CAPE OUTLOOK



What Makes Teachers Tick? A partial disclosure

Nearly every educator readily acknowledges that the key to the quality of any school is its faculty. Yet one of the major ironies in education is that we know a great deal less about school teachers than we do about school asbestos or school lunches.

A new study done under the auspices of Teachers College, Columbia University and funded by the Dodge Foundation, "Teachers in Public and Independent Schools," provides a much needed snapshot of 243 secondary public, independent and boarding school teachers in New Jersey. Among its interesting findings is this one: Private and public school teachers "are coming from" quite different places and spend only some of their in-school time in the same ways.

About half of the public school teachers interviewed had undergraduate degrees in education compared to about a quarter of the independent-boarding school group. And about 70% of independent school teachers and nearly 85% of boarding school teachers had undergraduate degrees in an academic or art field compared with slightly less than 50% of public school teachers. Clearly an important factor in these figures is the public school teacher certification requirement in New Jersey, which, though greatly liberalized in 1985 to encourage undergraduate majors in academic subjects, still governed the professional training of most public school teachers.

All teachers agree that the three most important reasons they entered teaching are the influence of teachers they've had, a desire to enrich young people's lives and an interest in knowledge and learning. They make this momentous decision when they are, on an average, 17 years old. Most of them agree that in the first year it's sink or swim.

All teachers spend a minimum of nine hours a day on their jobs. But whereas the weekly classroom teaching time of public school teachers exceeds that of independent day school teachers by the hour, the latter

(continued on page 2)

Congress Repeals Discriminatory Provision Against Private Schools

Private education scored a major victory for equitable treatment in the National School Lunch and Child Nutrition Programs by convincing Congress to repeal a discriminatory provision which limited participation of private school students. The successful effort led by CAPE member organization, the U.S. Catholic Conference, eliminates tuition limit restrictions on students of certain private schools from receiving school lunch and other child nutrition benefits. The tuition ceiling was imposed on elementary and secondary private schools by the 1981 Budget Reconciliation Act as one of numerous measures to reduce the federal budget. In the 1986-87 school year any private school which charged a tuition of \$2,000 or more was excluded.

Frank Monahan, USCC Director of Government Liaison, said the new provision of the National School Lunch and Child Nutrition Acts, acknowledges "the reality that private schools, including those which charge higher levels of tuition, tend to enroll significant numbers of lower income students, many from minority groups, who are on scholarship." Furthermore, he added, the new law reverses "the idea that, in the private sector of education, schools can be either wealthy or poor according to the level of tuition they charge."

The elimination of the tuition restriction was signed into law as part of a funding bill signed by the President on July 12th.

Mr. Monahan went on to note that the recent successful efforts "to convince Congress to treat students of private schools equally with students of public schools" has had the effect of turning around the precedent of designating private schools "wealthy-or-poor-according-to-tuition" in other federal programs. An example is a new teaching scholarship program for gifted students which permitted those receiving benefits to teach in any public school but restricted private school participation to only those schools serving poor children.

CAPE and its member organization schools appreciate the efforts of Representatives Richard Durbin of Illinois, Silvio Conte of Massachusetts, Augustus Hawkins of California, and Dale Kildee of Michigan, and Senators Quentin Burdick of North Dakota, Thad Cochran of Mississippi, and Tom Harkin of Iowa for their work in repealing the tuition limitation in the child nutrition programs.

What Makes Teachers Tick? (continued from page 1)

spend five more hours per week helping individual students and planning for the classroom. State and local regulations imposed on public school teachers appear to be more pervasive and intrusive to teachers than the administrative requirements of independent schools.

Surveyed teachers from private and public schools agreed that understanding students and knowledge of subject matter are the most important qualities needed for excellent teaching. However public school teachers rank knowledge of teaching methods and techniques as more important to quality teaching than do the independent school teachers and give themselves low grades for imaginativeness. Private school teachers, in turn, rate the role of the love of learning as more critical to excellence in teaching than do public school teachers and grade themselves low for knowledge of teaching techniques and methods.

Making a difference in the lives of young people is what all teachers like best about their work, whereas low pay is what they like least. Independent school teachers cite the professional ethos of their school as a source of professional satisfaction about twice as much as do public school teachers. All teachers report that higher salaries, enhanced social status and greater possibilities for career advancement would provide strong inducements for them to stay in their jobs.

In conclusion the study made recommendations about attracting more able people into the profession:

1. Stress the idealism and adventure in teaching because the vast majority of teachers believe they are making a contribution both to society and to their own happiness.

2. Increase salaries and stress the "comprehensiveness" of the teaching job as a key to its interest and enjoyment.

3. Provide far better training and support for first year teachers.

4. Provide the working conditions that allow people to succeed and gain significant satisfactions because, as Chester Bernard once said, the organization pays people only for certain of their work activities and it's the whole person who comes to work.

The study concludes that "schools, by their treatment of teachers and the public, in the attitudes they hold, have failed to acknowledge that, as the shapers of character and the transmitters of culture, teachers are indispensable to society."

Chapter 2 - A case study in localized innovations

On July 16th CAPE sent its reporter to hearings before the Senate Subcommittee on Education, Arts and the Humanities on the reauthorization of Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA). Chapter 2, the little brother of Chapter 1 which has so occupied our private school attention since the *Aguilar v. Felton* decision, is actually the ECIA program reaching the greatest number of private school students. The benefits of Chapter 2 are wide and diverse, though private schools have used these funds primarily for extra library books, instructional materials, and equipment (mostly computers). There are a host of other Chapter 2 programs which could enrich our schools and communities, as the following speakers illustrate.

Actor Richard Thomas spoke on behalf of the John F. Kennedy Center for the Performing Arts in Washington. He sought continued and increased funding from the Secretary of Education's Arts in Education Discretionary Fund of Chapter 2. The Kennedy Center generates outreach programs across the country. One of its four education programs, the Alliance for Arts Education, conducted a survey finding that in 1980 two states had a high school graduation requirement in the arts, whereas in 1987, 27 states have such a requirement. Federal funding of Kennedy Center education programs has met with matching and in-kind local support of six times the federal amount. Thomas reported that "The Alliance for Arts Education is the *only* national network of volunteer parents, artists and arts professionals working with teachers and school administrators to advance and improve arts education in our schools in accordance with local goals mandates," and that the Center's Programs for Children and Youth has presented free low-cost performances for two million young people and their families since its inception, and held 28 arts festivals this year. Currently only 5% of school-age children are served under these programs.

Mrs. Elliot Richardson, chairman of Reading is Fundamental (RIF), asked that her organization continue to be funded under Chapter 2 for their voluntary Inexpensive Book Distribution program. Local funds match federal funds three to one, making books available to millions of children in every state. Distribution

(continued on page 4)

COUNCIL FOR AMERICAN PRIVATE EDUCATION/1625 Eye Street, N.W., Washington, D.C. 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: The American Lutheran Church • American Montessori Society • Association of Military Colleges and Schools of the U.S.A. • Christian Schools International • 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.

Legislative Update

After returning from a short July 4th recess, Congress turned its attention again to the Iran-Contra Hearings, budget, appropriations and trade issues among others. On July 21 the Senate passed its version of an omnibus trade bill aimed at improving America's competitiveness in the world economy which includes a \$1 billion education component. The education amendments reauthorize grant programs designed to improve mathematics and science instruction, extend the Chapter 1 program aiding disadvantaged students to secondary school students, create a drop-out prevention program, and create initiatives in foreign language instruction, vocational training, adult literacy and school-business partnerships. In April the House approved its version of a trade bill which includes similar education components with programs in math, science, foreign languages, vocational education and adult literacy. Although some of the education provisions in the trade bill mirror programs reauthorized under other House-passed legislation, House-Senate conference committees will eventually work out the differences between the trade bills and any disparities between the various reauthorizing bills.

Senate hearings have continued on elementary and secondary education programs which expire in the next year. On June 26 and July 16 testimony was heard by the Senate Education, Arts and the Humanities Subcommittee on Chapter 1 and Chapter 2. (See related story.)

Before its annual summer recess which is scheduled to begin on August 8th, members face a heavy workload.

Recent Action...

Fiscal 1987 Supplemental Appropriations, P.L. 100-71

This funding bill includes a provision which eliminates the restriction on private school eligibility in the National School Lunch Program and other child nutrition programs. (See related story.)

Unrelated Business Income Hearings - The House Ways and Means Oversight Subcommittee completed a series of hearings on unrelated business income, focusing on the tax treatment of tax exempt entities including schools and colleges. Nonprofit education groups and others including Independent Sector, the umbrella group for charitable organizations, testified against changes in the law.

Civil Rights Restoration Act - On May 20, by a vote of 12-4 the Senate Labor and Human Resources Committee passed S.557, a bill which restores the scope of civil rights laws narrowed by the U.S. Supreme Court's *Grove City v. Bell* decision. In that ruling, the Court found that federal anti-discrimination laws apply to only specific programs receiving federal funds rather than to entire institutions. It is pending business before the full Senate and may come up at any time. The House Education and Labor Committee has not yet scheduled action on the companion bill, H.R. 1214 introduced in February by Committee Chairman, Rep. Augustus Hawkins (D-CA).

Elementary School Recognition Program to be Held in 1987-88 School Year

In early September the principals of over 16,000 private elementary schools will be sent invitations by CAPE to participate in the 1987-88 Elementary School Recognition Program sponsored by the U.S. Department of Education. The program, in its 5th year for private schools and 6th for public schools, is intended to give visibility to distinctive and strong schools. It is open to all private schools as follows:

1. The school must have been in operation since at least 1982.

2. The school must be a nonprofit 501(c)(3) institution and have no litigation pending concerning that status.

3. The school must not have received recognition during the 1985-86 Elementary School Recognition Program.

Private schools interested in participating in this year's program must complete and return the nomination form "tear sheet" by September 30th. Nomination forms will be mailed on a rolling basis as requests are received. Completed forms must be returned to CAPE postmarked on or before November 23, 1987. CAPE will arrange to have the forms screened initially by a committee appointed by school associations or, when an association chooses not to do peer reviews, by a Secretariat convened by CAPE. Further screening is done by a Private School Panel. The result of this process will be a set of nominee private schools to be considered within the overall public/private school program. Public schools will be nominated by their respective state departments of education.

The next step, in January, will be a meeting of a National Review Panel convened by the Department of Education to determine which private and public schools will receive site visits. These two day visits by two educators will take place in February, March and April. Final recommendations of schools to be recognized are scheduled to be made at the end of May, 1988. The number of private schools to be recognized will bear a reasonable relationship to their percentage among all American elementary schools and will represent a national profile of private schools.

Capenotes

On behalf of its constituency, CAPE...

...is pleased to announce that the role of Catholic elementary and secondary education will be the focus of a special program planned for Pope John Paul II's pastoral visit to the U.S. in September. The program, entitled "Catholic Education: Gift to the Church, Gift to the Nation," has been coordinated by CAPE's member organization, the National Catholic Educational Association and is scheduled to take place in New Orleans on September 12th.

(continued on page 4)

Chapter 2 Innovations (continued from page 2)

locations range from schools, libraries and daycare centers to migrant labor camps, hospitals and housing projects. She reported that the Reading is Fundamental program achieves remarkable results in improving children's attitudes toward reading, in how much and how well they read, and in parents' involvement.

There were three witnesses to testify for the positive use of television in the classroom and outside. Michael Mello, Director of Instruction from Portsmouth, Rhode Island's School Department estimates that "television is the most cost-effective medium of instruction," and "provides instruction to nonpublic school children without constitutional concerns." He urged allocation of Chapter 2 funds for "cooperative efforts between state departments of education and local public television stations." Susan Farmer, CEO and General Manager of WSBE-TV, spoke for the National Association of Public Television Stations, seeking a stronger commitment to educational telecommunications funding under the ECIA for classroom equipment, up-to-date quality programming, and programs for teachers and administrators for instruction on using this technology and for continuing education. Finally Mert Koplin, Chairman of the Board of CEL Educational Resources, dazzled the audience with a demonstration of his *Video Encyclopedia of the 20th Century*, with short clips on the history of aviation and the history of civil rights legislation. He made history come alive with his segments of documentary film, showing how learning is enhanced. He too addressed the low cost and high effectiveness of learning through television.

Chapter 2 has clearly become a critical player in educational improvement and innovation, and its benefits—in school and out—are affecting private school students and families in new and exciting ways.

Capenotes (continued from page 3)

On behalf of its constituency, CAPE...

...said a very fond and deeply grateful farewell to Kellen Flannery early in August just before the birth of her first child. Kellen has been at the vital center of most of CAPE's work since she joined the CAPE staff in September 1983 and her knowledge, warmth and almost unbelievable range of talents will be impossible to replace.

...welcomes to its staff Carol Ruppel, formerly a teacher at Gonzaga High School in Washington D.C. and Miss Hall's in Pittsfield, Massachusetts, a Congressional reporter for the Minneapolis Tribune and a consultant and teacher of Spanish with the Organization of American States in Jamaica.

...participated in a meeting on July 9th sponsored by the Department of Education's Center for Education Statistics. The meeting, entitled "Creating Partnerships on Private School Education," covered a range of issues concerning data collection in private schools. Discussion focused on three topics: the outcome of the School Staffing Survey field test and plans for a full scale survey in the Winter of 1988; a report commissioned by the Center for Statistics entitled "Assessing and Reporting Diversity Among Private Schools"; and the potential use of private school association data bases in developing a common data set.

...reports good news from the Commission on the Bicentennial of the U.S. Constitution that Xerox Corporation and Nabisco will each contribute \$500,000 to fund "A Celebration of Citizenship" September 16. This contribution will pay for all of the educational materials being provided to the nation's public and private elementary, middle and secondary schools. For further information on activities sponsored by the Commission, contact: Sheila McCauley, Commission on the Bicentennial of the U.S. Constitution, 734 Jackson Place, N.W., Washington, D.C. 20503. Also, CAPE is interested in learning what Constitution related activities private schools are sponsoring.

CAPE OUTLOOK

COUNCIL FOR AMERICAN PRIVATE EDUCATION
1625 Eye Street, N.W.
Washington, D.C. 20006