

CAPE OUTLOOK

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Asbestos Update

Congress is now taking up the matter of asbestos abatement in schools, and there are two areas of legislation to watch in the next few weeks. One is extension of the October 12, 1988 deadline for inspection and submission of management plans. The other is funding for asbestos abatement.

Since February Congress has seen seven bills to extend the October 12 deadline. They all propose what is called "blanket extension," which means that the date would simply be pushed back. CAPE favored this blanket extension, but several school groups opposed it, contending that it could well encourage delays in the process of removing the health threat, and that a blanket delay would reward negligence on the part of delinquent schools. CAPE has been meeting with these groups, all members of the Asbestos-In-Schools Coalition which wrote the AHERA regulations with EPA, and with Senate and House staffers in the interest of winning a compromise for an extension to which most could agree. In the process CAPE testified before a House subcommittee in March on the need for more time to effectively handle the asbestos problem. We heard from schools across the country that many could not possibly comply by October 12 for various reasons despite their "good faith efforts."

It appears that a compromise is soon to be reached. Both the Senate and the House have marked up bills which would defer the October 12 deadline. Schools would apply to their Governor for deferral. Both bills state that this application would be due by September 22, 1988. The deferral request would require accompanying evidence of the schools' efforts in meeting compliance with the Asbestos Hazard Emergency Response Act (AHERA). A new deadline for the management plan would be set. Implementation would still begin on July 9, 1989 as the law currently states.

As to federal funding for abatement, Congress is currently debating funding levels for FY 89. The House approved an increase for the Asbestos School Hazard Abatement Act (ASHAA), authorizing \$65 million, up from last year's \$40 million. The Senate has approved only \$40 million. CAPE has worked together with the other Asbestos-In-Schools Coalition members to seek higher funding for this program. We thank those who made calls to their Congressmen for this purpose.

Should you need information on the status of either of these timely items, please call the CAPE office.

Schools and Colleges Think Together About Liberal Education

What does a liberal education mean for high schools? What should it mean? And is that any different from what it should mean for colleges? These questions were posed to 33 participants at a spring conference at Troutbeck, New York, sponsored by the Education Leadership Project of the Christian A. Johnson Foundation. The response, "Liberal Education, A Concept for American High Schools," developed over three days of highly spirited discussion among presidents of liberal arts colleges, public and private school heads and association leaders—educators who all too rarely talk to each other.

There was wide consensus all students are entitled to a liberal education: a curriculum of English, foreign language, math, science, art and physical education. It was also widely agreed that such an education transmits values, enhances critical thinking and helps students to know themselves better. But what the liberal arts offer students became a central theme of the symposium. As the chairman put it, using an analogy from physics, "if the content were the atom and the student the force that splits it, liberal education would be the new energy that is released from the reaction in the form of knowledge, skills and values"—a modern version of Plato's theme that liberal learning makes for goodness.

The report's recommendations grew out of those major initial agreements: liberal arts and sciences should be at the core of every school's curriculum; knowledge about technology and of our global interdependence should be included, and ethical learning inheres in the study of the liberal arts.

Symposium members, not surprisingly, took a hard line on standardized testing. It rarely measures the interrelationships of knowledge and it scarcely tries to assess the affective aspect of a liberal education. It needs an overhaul.

And the report recommended variety and flexibility in the teaching of the liberal arts. Classes, ideally held as seminars, should be used for "acts of discovery" by leaders and students, using texts rich in depth and meaning.

What struck one participant was the sense that colleges and schools reached these points of agreement for different reasons. For school people discussions about the value of liberal learning are infrequent; for some they're quite rare. So the contributions of the school heads were invigorated by a relative freshness of views. For college people on the other hand, liberal education is a stable part of everyday life. So for the college presidents the symposium provided refreshment and renewal, and a chance to share ideas with a brand new set of colleagues with unpredictable attachments to liberal education.

School representatives spoke relatively more about the affective side of liberal education, and college people more about the intellectual capital which accrues. But the significance of this symposium is that it happened at all, and that schools and college heads found themselves together on education's highest ground.

Private School Facilitator Project: A Forecast

The Private School Facilitator Project is looking ahead to its second year. By the end of the summer the Project will have directly assisted over 100 private schools from Hawaii to New Hampshire. These schools will have adopted 17 programs from the National Diffusion Network (NDN) ranging from "Philosophy for Children," an elementary school enrichment program to improve reasoning and creativity through reading and discussion, to "Physics: Teach To Learn," a grade 12 program using computer simulation.

The Project will continue to sponsor demonstration adoptions to introduce the NDN to segments of the private school community. It will also collaborate with State Facilitators and NDN program directors on new initiatives to serve private schools.

This coming school year Project personnel will continue to meet with private school administrators and teachers in meetings and conferences around the country. In addition mailings should reach over 20,000 schools by the end of September.

The Project serves as a resource to convey the benefits of the NDN to the private school community. It is designed to build relationships that enable the competent State NDN Facilitators to serve private schools as they have served public schools for 14 years.

From the beginning the Private School Facilitator Project has stressed that private schools not only have much to gain from the NDN but much to offer. The Project identifies programs and practices developed in private schools that could enhance the offering of the NDN. A key goal of the program is to foster an exchange between creative public and private school educators.

Two such programs developed in private schools teach social responsibility through theory and practice. "Learning About Parenting," is an innovative program which originated at the Germantown Friends School in Philadelphia and has spread to many other private and public schools. It combines academic inquiry about parenting with observation of real life parents, infants and toddlers. The second program, developed at Gonzaga College High School in Washington, DC combines required community service with an academic course in social justice and personal responsibility.

NDN validation guarantees quality in education programing. To become validated a program has to be good, and to prove it. Validation requires careful evaluation, and the Project plans to devote more of its time to assisting private schools through the required process.

The most practical limitation on private school adoptions of NDN programs is the availability of funds to pay for in-service training and materials. NDN programs tend to be modestly priced, but still more expensive than some schools can afford. Consequently the Project will redirect some of its energies to developing resources to pay part of the costs. A small investment can buy a great deal for a school in terms of staff development and improved education through the NDN.

To receive information on the NDN or the Private School Facilitator Project or to contact us with your information, call Frank Delany or Lydia Roberson at (202) 659-0177.



One Last Stop For Jackson's Campaign

Jesse Jackson would double the federal education budget. "Out of every federal income tax dollar, we currently spend 55 cents on the military and two cents on education. By eliminating military waste and controlling the arms race—and by making corporations and the wealthy pay their fair share of taxes—we can double the funds available to build quality schools for all our children." (His income tax increases would affect those individuals earning over \$125,000 a year.)

Jackson sent three representatives to speak for his education agenda before the Committee for Education Funding on June 1. His primary spokeswoman was Lee Perry, formerly on the faculty of the Harvard Graduate School of Education. She was joined by the lawyer for the District of Columbia's Committee on Education and Libraries and the legislative director to Congressman Charles Hayes.

The Committee for Education Funding put it to Jackson just as it had put it to Dukakis and to Congress: Education is always the number two priority, lagging behind something else. What about Jackson's commitment? Jackson claims education comes first. He calls it "our first line of defense" and a matter of national security.

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Jackson would fund Head Start and other preschool programs at a level high enough to provide for every eligible child, and would work to ensure greater availability of quality child care and preschool education for all. He contends that the Reagan administration has cut federal support for education by 20 percent. He believes that all compensatory education programs must be fully funded, and that the federal government must invest more in the schools with greatest need to offset local economic disadvantages.

He would expand programs which address drug abuse, sexual responsibility and high school completion. He would make schools training centers for parents and others, because our society does not provide adequate training for those who don't choose to attend college. He would link education to job training, but he would also help to set a tone valuing education for its own sake. Thus he would encourage those who have found other options more attractive to consider higher education. Education should not pose a threat to families, causing the "educated" to divorce themselves from their origins. People should be encouraged to come back to school. Education fosters self-respect for all.

During the Reagan years aid for university education has shifted from grants to loans, and this is too burdensome a shift. He would reverse that trend. He would encourage campuses to speak out against racism. But his general focus is on aid to the poor, regardless of minority status.

Jackson would establish a billion dollar teacher corps offering scholarships for teaching candidates to be paid back in years of service. He believes in paying teachers more, and in investing in better in-service training. He would like to enhance schools' physical plants to improve student safety and morale.

Recognizing the improbability of winning the Presidential nomination for 1988, Jackson's people were asked what sort of influence he would bear on the Democratic platform committee. The answer was that Jackson won 30 percent of the popular vote, and that Dukakis cannot win without him.

Legislative Update

S. 2024 and H.R. 3893—The Asbestos Hazard Emergency Response Act would be amended to extend the deadline for schools to file inspection and management plans. Schools would apply for a deferral with their Governor's office. The bill was reported out of the Senate and House committees and should soon be scheduled for conference to work out any differences.

H.R. 4800—The House and Senate Appropriations Committees marked up their HUD and Independent Agencies bills. The House approved \$65 million for asbestos abatement under ASHAA; the Senate, \$40 million, the FY 88 level. The bill should soon be scheduled for conference.

H.R. 4638—The House and Senate passed a corrective bill which would change the effective date for revisions of most federal elementary and secondary programs under the Hawkins/Stafford School Improvement Act (P.L. 100-297) from July 1 to October 1, 1988. Schools would continue to receive payments for Chapter 1 and Chapter 2 grants under previous legislation until October 1. The bill is awaiting the President's signature.

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H.R. 4783—The House passed the FY 89 Labor, Health and Human Services and Education Appropriations bill providing \$135.8 billion for those departments. The bill would provide \$4.7 billion for Chapter 1 compensatory education for disadvantaged students, and \$30 million to help districts cope with Chapter 1 delivery services for eligible private school students. It would provide \$489.5 billion for Chapter 2 block grants. The Senate Appropriations Committee marks up its bill on June 23. The bill then goes to conference.

H.R. 4768—Congressman Tauke (R-Iowa) introduced Choices in Child Care on June 8, a bill that would reduce the tax burden of low and middle-income working parents through child care certificates. The certificates could be used for church-based or family-based child care as well as for other forms. The bill would also authorize block grants for states to address quality and availability needs at state and local levels. It would offer tax incentives to businesses to meet employers' child care needs.

The Senate has held hearings in May and June on Senator Kennedy's Smart Start bill (S. 2270) for the development and expansion of preschool services and on Senator Chiles' Pre-kindergarten Early Dropout Intervention Act (S. 2034).

The House Ways and Means Oversight Subcommittee is currently developing its recommendations for changes in the unrelated business income tax as a result of input derived from an open hearing on May 19 and from reactions to that hearing. It is now clear that these recommendations will move very slowly if at all in this session of Congress.

Understanding the Principals of Democracy

President Reagan and Secretary Bennett have asked CAPE to encourage our schools to adopt the following concurrent resolution adopted by Congress last December (a concurrent resolution is not signed by the president, and does not have the force of law):

Whereas the adoption of the Declaration of Independence in 1776 and the signing of the United States Constitution in 1787 were principal events in the history of the Union;

Whereas the Federalist Papers embody an eloquent and forceful argument made in support of the adoption of our republican form of government;

Whereas these documents stand as the foundation of our form of Democracy, providing at the same time the touchstone of our national identity and the vehicle for orderly growth and change; and

Whereas the survival of the Republic requires that our Nation's children—the future guardians of its heritage and participants in its governance—have a firm knowledge of its principles and history: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That the Congress encourages State and local governments and local educational agencies to include among the requirements for secondary school graduation a thorough knowledge and understanding of the Declaration of Independence, the United States Constitution, and the Federalist Papers.

Capenotes

*The Council of Chief State School Officers (CCSSO) has released "Foundations of American Citizenship," a handbook prepared by university humanities scholars for the purpose of strengthening citizenship education in schools. It contains course syllabi for teachers, encouraging discussion on writings from Plato, de Tocqueville, Jefferson and others using the Socratic method. Copies are available through the Council of Chief State School Officers at 400 N. Capitol St. N.W., suite 379, Washington, DC 20001.

*CCSSO and the National Aeronautics and Space Administration announce a national competition to name NASA's replacement space shuttle orbiter, scheduled to make its first flight in 1992. Teachers may enter their students by completing an application during the fall. Contact Bill Shepardson at CCSSO at the above address; (202) 3783-5109; 783-5113.

*The National Diffusion Network announces a publication describing 13 outstanding science education programs for elementary and secondary schools. They cover such areas as conservation, geology, anthropology and physics. Copies of *Science Education Programs That Work* are available for \$1.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Include stock no. 065-000-00328-7.

*Schools may apply for a National Endowment for the Humanities grant to conduct intensive, four-week institutes and one-year follow-up activities focusing on texts and ideas in the humanities and the most effective ways of teaching them in elementary and secondary schools. Contact Jayme Sokolow, Division of Education Programs, NEH, 1100 Pennsylvania Ave., N.W., Washington, DC 20506; (202) 786-0377.

*The Department of Education announced the winners of its Drug-Free School Recognition Program. Three private schools were recognized: Saint Joseph School in Redding, CA, St. Edward Confessor in Synosset, NY and St. Charles School in Lima, OH.

*The National Assessment of Educational Progress (NAEP) found in its study of computer competency that computers are seldom used in subject areas, that computer competence correlates to socioeconomic factors, and that many of those providing computer training to students lack adequate training themselves. Copies of the report are available for \$14 from the NAEP, P.O. Box 6710, Princeton, NJ 08541.

*The American Association of School Administrators has published a very useful booklet for parents and teachers, "Self-Discipline: Helping Students Succeed." It aids parents in helping their children to set goals and achieve them, and teaches that talent, brains and connections aren't enough. Copies are available in bulk from AASA, Dept. 500, 1801 North Moore St., Arlington, VA 22209-9988; (703) 528-0700.

*The U.S. Census Bureau reports that the high school dropout rate for black students went down from 27 percent in 1975 to 17 percent in 1985. College attendance for blacks aged 18 to 21 remained at 25 percent. The hispanic dropout rate went from 31 percent in 1975 to 29 percent in 1985. The white dropout rate went from 15 to 14 percent, while college attendance rose from 35 to 39 percent.

*The New York Public Interest Research Group (NYPIRG) reports that the Scholastic Aptitude Test (SAT) provides little prediction of academic success. NYPIRG found high school grades three times more reliable as predictors. The report is available for \$5 from NYPIRG, Publications Dept., 9 Murray St., New York, New York 10007.

*The American Field Service seeks host families for students from one of 74 participating countries. Call 1-800-AFS-INFO.

*The Rockefeller Foundation is accepting applications for its Scholarships for Foreign Language Teachers in the High School. The project, based at the University of Pennsylvania, awards up to \$4,500 each to 100 teachers for eight weeks of study in the U.S. or abroad. Contact them at 3808 Walnut St., Philadelphia, PA 19104-6136; (215) 898-2745. October deadline.

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