

# cape outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION

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## CAPE'S MESSAGE TO BUSH

Dear Secretary Cavazos:

In reply to your request for a list of priorities to be included in a master plan for education during the Bush Administration, I suggest the ideas listed below. This list assumes that the significant issues of long-standing—equity and excellence in education, at-risk youth, school improvement, literacy, teacher recruitment, 'the forgotten third', basic skills and others—will be a prominent part of your agenda.

1. The major problems in education have been long identified. They've been exhaustively studied and reported. So, I urge your Department to implement research, to follow programs which have had promising beginnings, to support the development of models, to give visibility to reputable studies and knowledge, to encourage talented people to carry out these programs and to make clear to the public and to Congress that educational improvement requires patient, intelligent tenacity which can be measured only imperfectly and only over long stretches of time.

2. Because the budget deficit so limits the Department's ability to fund new programs, let alone adequately take care of existing ones, I urge you to look for new ways to maximize the effectiveness of the federal education dollar. Specifically the President, with your advice, should give direction and focus to the very sizeable expenditures made for education by all of the Departments—Defense, State, Commerce, Agriculture, Interior, HHS, Interior, Justice, Labor, and Veterans Affairs and DEA. In addition to the Department of Education, they too will spend millions annually for education.

In this regard, please urge our "Education President" to require from each Cabinet Secretary a monthly report in answer to the question, "What has your Department done to improve education?" Each Secretary must begin to think of himself as an Education Secretary. Paradoxically this focusing of education funds will cost nothing and could add millions to national priority needs.

3. Because the big problems in education are entwined with those of society, you should not hesitate to engage your office and voice in the national conversation about ameliorating social ills. Poverty, health, housing, employment, literacy and other issues directly and decisively affect education, and its improvement, in turn, contributes to the betterment of social ills. Thus your active collaboration with fellow Cabinet Officers and others working on these problems should be a personal priority.

4. We in private education urge that you give strong support to the public policy goal of giving equal educational opportunity to all elementary and secondary school children. That wealthy parents can get the education they want for their children and poor parents must take the education provided closest to home is a travesty of equity and democracy. It stands in marked contrast to progress which has been made to open up opportunities for all students at the college level. The realization of this goal is critical for school children whose good education is so central to our national well-being.

5. Finally, I urge that you follow the precedent set by your predecessor and get out and around, sound off and stir up toward keeping national and local attention focused on education. With all due respect, I think Mr. Bennett proved you don't have to be right all the time to make a profound impact on constructive thinking. You need only a voice, compelling ideas and the time to exercise them both. I urge you to go forth and do likewise.

Yours sincerely,

*Robert L. Smith*

Robert L. Smith  
Executive Director

January 17, 1989

CAPE's executive director, along with the leaders of four other educational associations, had lunch in mid-December with Secretary Cavazos. He asked each to send him a brief paper listing priorities for a master plan for education for the new Administration.

## REAGAN'S LAST BUDGET

On January 9 President Reagan released his final budget for fiscal year 1990. Thus begins the new budget cycle. President Bush is then expected to submit his budget, a revision of Reagan's, some time in February. In April, if deadlines are met, Congress should adopt its conference report which will guide its actions for the year on the 13 areas of appropriations and on taxes. The budget process extends through October 15 if not later, although the fiscal year starts on October 1.

Secretary Cavazos presented the Reagan education budget request at a briefing on January 9. Although Bush will make changes, given the constraints imposed by the Gramm-Rudman-Hollings requirement that \$35 billion be cut from federal spending, the similarities in the Reagan and Bush priorities and the fact that Cavazos is staying on, it is worthwhile to consider Reagan's budget and ignore the commonly held

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## CAPE CHOOSES NEW EXECUTIVE DIRECTOR

Joyce G. McCray, principal of Friends Seminary in New York City, has been named CAPE's new executive director by its Board of Directors. She replaces Robert L. Smith who will retire at the end of June after 10 years as CAPE's head.

Before going to Friends Seminary, where she was principal for 12 years, Mrs. McCray was high school principal at the Professional Children's School in New York, and director of development at the Ethical Cultures Schools.

She earned her bachelor's degree at Wellesley and her master's at Yale.

Bob Smith, commenting on the appointment, said "I've known Joyce McCray for over 12 years and couldn't be happier about her appointment. CAPE will be in good hands."

**BUDGET** (continued from p.1)  
"dead on arrival" prognosis. What follows is a discussion of his budget request for programs affecting the CAPE community. There are many other programs funded, including several for the handicapped, for migrant children, homeless children, adults lacking basic skills, vocational education, research, and higher education to name a few. It is important to note that 40 percent of the total FY90 Reagan education budget request, \$8.8 billion, is for grants, loans and work-study opportunities for over 6 million financially needy college students, with Pell grants receiving more than half of that request. Two programs which are related to education but come from other departments' budgets are Head Start, funded under Health and Human Services and ASHAA, the asbestos loan and grant program funded under EPA.

In fact, 85 percent of federal dollars spent on education, or \$18.7 billion of the \$21.9 billion is allocated either to programs serving the disadvantaged and the handicapped or to needy college students. Twenty-eight percent of the total is for the "at-risk": poor, minority, illiterate, limited English proficient, homeless, migrant, immigrant and refugee students.

Chapter 1 receives \$4.7 billion of the \$6 billion for the at-risk. Consequently Chapter 1 would serve 5.7 million disadvantaged elementary and secondary students with special needs, 100,000 more than in 1989. Included in the Chapter 1 figure is the same \$19.8 million for capital expenses for private school students as was allocated in FY89.

Chapter 2 receives a slight increase from FY89, bringing it back up to the FY88 figure of \$478.7 million. In compliance with PL 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, allocations are made to states based on total public and private school enrollment in a state, adjusted for the number of students who are of higher than average difficulty to educate. Much

of the increase in Chapter 2 is directed to school improvement programs. The National Diffusion Network and the School Recognition Program both receive increases, as do drug prevention programs.

Programs to strengthen the teaching of math and science receive an increase, especially those serving the "underserved." The Fund for the Improvement and Reform of Schools and Teaching (FIRST), also targeted to the disadvantaged, was level-funded. Leadership in Educational Administration (LEAD), a program partially funding centers for school administrators to upgrade their skills, received a lower request, but the 51 existing centers were funded under the condition that they gradually wean themselves from federal funds.

Magnet schools are to receive the same \$113.6 million as they received in the FY89 appropriation. The Fund for Innovation in Education includes technology education, computer-based instruction and health education, and the request provides level funding. Title IV of the Civil Rights Act, which provides assistance to desegregate school districts is also level-funded.

*Outlook* will report on the Bush budget request if there are any major changes, and will also report on related Congressional activity.

### *SchoolMatch*

*SchoolMatch* is a service connecting families to schools which serve their needs. The database currently lists nearly 16,000 public school districts and over 7,000 private schools throughout the United States. Also included are over 1,100 private schools located outside of the country. Their Advisory Board includes educators of all sorts, and several f142SchoolMatch data will soon be available in all public libraries on CD-ROM.

CAPE's reporter spoke with the Vice President of the Private *SchoolMatch*

Allan Forsythe, a former independent school teacher and headmaster. CAPE agreed that the benefits to our community of getting all of our schools into the system would be enormous, and referred Mr. Forsythe to Market Data Retrieval for the discs of our *Private School Directory*.

We encourage those schools not already in the database to fill out the questionnaire they should be receiving some time within the next year. This will include them in the matching process. Schools not completing the form might be included in more general listings, but are unlikely to be recommended because of insufficient information. Schools do not pay to become part of the database, and the information given is self-reported and verified.

The service works as follows. Parents complete a family profile answering questions indicating their priorities in choosing a school. They rate the importance of grade range, environmental setting, religious orientation and observance, school specialty, arts, athletics, discipline, remedial and study skill offerings, test scores, community service, cost, financial aid, competition for admission, academic rigor, class size, school size, faculty degrees, computer and library facilities. Parents then are sent a list of schools matching those priorities. Included on this list is the school's grade range, religious orientation, school specialty, boarding or day status and student gender. Parents are also sent guidelines for visiting and evaluating the school.

When industry relocates school choice is a major concern of employees, and increasingly matching schools to family preference is becoming a part of the relocation package. The cost of *SchoolMatch* is \$97.50 and is commonly paid for by the employer who often pays \$40,000 to move a family. If you wish to contact Allan Forsythe, he can be reached at Blendonview Office Park, 5027 Pine Creek Drive, Westerville, Ohio 43081, (614) 890-1573.

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A coalition of 14 national organizations serving private schools (K-12)

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# WHITE HOUSE WORKSHOP on CHOICE

Backed by strong words of support from President Reagan and President-elect Bush, the final White House workshop of the Reagan era, "Choice in Education," convened in early January. Most of the public and private school educators, state and federal policy-makers and others hardly need convincing. They agreed that opening up all public schools in a state or smaller area to all students is a good idea and that we should get on with it. Two major concerns were expressed.

Any school district planning to open up its schools to parental/student preference must prepare carefully to assure meaningful and attractive choices for all students. And any real choice plan should include all schools, private and public. Little attention was devoted to implementation issues. Problems involved in including private schools in a choice plan were not confronted except for the familiar reminder that with public funding (vouchers) goes public accountability.

Early in the day a Harlem educator, Reverend Gregory McCants described what happened after his district introduced choice through 24 alternative schools. Parental involvement increased, racial balance improved dramatically and students actually began to enjoy going to "their school." Responding to Al Shanker's question as to why such an excellent plan hadn't been tried elsewhere in New York City Reverend McCants said that leadership was the key and it was in short supply.

Secretary Cavazos, in brief remarks said that "we believe in the principle; we recommend the practice" and urged that "we really examine choice possibilities."

John Chubb, a Brookings Institution researcher, whose writings linking school improvement with school management have raised tough, important questions for the education establishment introduced Governor Perpich of Minnesota with a brief overview of his findings.

"The more a school is subject to extensive central control by politicians and administrators, the less students learn," so the key to school reform is "to make schools more autonomous." Autonomy depends not on "top-down changes from the top administrators but on "bottom-up consumerism." A system of choice could change the quality of public schools. He called the state-wide system of open enrollment in Minnesota "the

most important educational advance in the last decade" in introducing its political godfather, Governor Perpich.

Quipping that "introducing choice was like moving a graveyard: there wasn't much internal support for it" Perpich said the plan had resulted in more new courses in the schools, links with colleges and learning centers and an educational hotline for parents. Eight districts have contracts with private schools to educate dropouts. He acknowledged his plan is starting slowly with only about 400 students involved this year and an estimated 1,000 next year. Minnesota has 525,000 students. Other Perpich comments: Choice gives parents a chance to tell principals what they need. It helps both good and bad students and it forces schools to tell parents a lot more about their programs.

Charles Glenn, a Massachusetts Education Department official, voiced the major caution about choice, that it must be introduced with care and "is very strong medicine." It is possible under a choice system for some schools to get better and some to get worse. "If you wouldn't put your child in a school, would you require other people to put their children in that school?" There are 351 school districts in Massachusetts. Only 28 of those districts even offer affordable housing to families earning incomes under \$50,000. Glenn said that justice is a big issue in developing choice plans. Relatively few middle and lower income people can "choose with their feet" (i.e. move to a better school district). So all school choices must be attractive if there's to be justice in the system.

Although there were many who left the workshop with a strengthened belief that choice is the only way for public education to go, others discovered that choice is not a panacea and that the work required in a district to see to it that meaningful choices exist for all students will be long and hard, like moving the graveyard.

Some private school educators wondered why private schools were not featured in the day's deliberations. Parental choice after all, makes private schools possible. It's an educational idea which they feel they "own."

It is well to remind ourselves that good ideas in education are in relative short supply and no one has a monopoly. Offering parents a choice of public

schools gives them the opportunity to assess school differences and to decide which school can best serve their child. Private school educators should welcome the fact that this question will become part of every parent's priority check list. All schools will benefit.



Joyce McCray

## CAPENOTES continued

\***TOBACCO:** *The Winnable War* is a videocassette featuring U.S. Surgeon General C. Everett Koop, who says "The number of patients that have been diagnosed since 1981 with AIDS equals the number that die every month from tobacco." The tape discusses the hazards of tobacco addiction, including the risks of passive smoking. For a copy send \$10 to Times and Seasons Tobacco—Dept. E, Television News and Feature Services, Church of Jesus Christ of Latter-day Saints, 25th floor, 50 East North Temple St., Salt Lake City, Utah 84105.

\***BOOK IT!**'s Adopt-A-School program provides partnerships between local businesses and elementary schools to promote learning activities. **BOOK IT!** awards free pizza to student readers who meet their reading goals. For information call 1-800-4-BOOK IT.

\**Drug Prevention Curricula: A Guide to Selection and Implementation* was just released by the Office of Education Research and Improvement of the U.S. Department of Education. It advises on current thinking on the subject and how to choose an effective, comprehensive curriculum which includes parent involvement and community support. It is a most useful resource available free from National Clearinghouse for Alcohol and Drug Information, 600 Executive Blvd., suite 402, Rockville, MD 20852; (301) 468-2600.

# CAPENOTES

\*The National Endowment for the Humanities announces its Teacher-Scholar Program for Elementary and Secondary Teachers. Teachers submit proposals for an academic year of full-time independent study in a topic of the humanities. One teacher will be selected from each state to receive a stipend equivalent to a salary of up to \$27,000. Contact Linda Spoerl at NEH Teacher-Scholar Program, Division of Education Programs, NEH room 302, Washington, DC 20506; (202) 786-0377.

\*Bruce Keuning, Superintendent of Bellflower Christian Schools (CSI) and past president of the California Association of Private School Organizations (CAPSO) represented American private schools last year at the Congress of Pacific Area Private Schools in Bangkok, Thailand. During the four-day meeting he was given a hero's welcome by local and regional private school educators. The highlight of the meeting was a personal visit with the Prime Minister of Thailand. Teaching values and morals and employing technology in education were high on the agenda of all representatives. Anyone who would like to attend next year's meeting in Manila in late November (at his/her own expense) should notify CAPE.

\*The Secondary School Recognition Program will send site visitors to those schools nominated for visits some time between February 13 and April 7. Schools will be notified of the results on May 22 and the ceremony will be held in September.

\*The Drug-Free School Recognition Program will send site visitors to nominated schools between January 16 and March 16. Schools will be notified on April 28, and the ceremony will take place in May.

\*Petroleum Product Rebates: "The U.S. Department of Energy has accumulated a sizeable fund amounting to several billion dollars resulting from the collection of fines from oil companies who have violated crude oil price controls." Anyone purchasing the following refined petroleum products from August 1973 through January 1981 is eligible for a refund of about \$40 per 100,000 gallons: gasoline, diesel fuel, heating oil, propane or other refined petroleum products. Refund requests must include a proof of purchase, and should be sent in duplicate to Subpart V, Crude Oil Overcharge Refunds, Office of Hearing and Appeals, U.S. Department of Energy, 1000 Independence Ave., S.W., Washington, DC 20585. Deadline is October 31, 1989. (*Private School Law Digest*, NCEA, December 1988)

\*The Marie Walsh Sharpe Art Foundation announces its summer seminar scholarship program available to all artistically gifted high school juniors in 27 states. It is an intensive two-week institute, taught at Colorado College by artists-in-residence who present college-level drawing and painting instruction, art history, criticism and appreciation. For information including a videotape call Patty Westfall collect at (719) 635-3220.

\*Educators for Social Responsibility is a national teachers' organization offering curricula and teacher development "addressing the socially significant controversies of the nuclear age." Their materials are designed "to encourage student participation in society." One and two-week summer seminars and workshops are offered for teachers. Contact ESR, Professional Services Program, 23 Garden St., Cambridge, MA 02138; (617) 492-1764.

\*The Vermont State Board of Education has adopted a proposal to assess student performance on the basis of "work portfolios" as well as test scores. It derives in part from the research of Howard Gardner (*Frames of Mind, The Theory of Multiple Intelligences* reviewed in *Outlook*, April 1988) according to which standardized tests fail to bring out the more complex aspects of learning and that broader, more qualitative measures are needed.

\* Louis Harris conducted a survey for Metropolitan Life and found that comprehensive school health programs given over several years of a child's education are of great benefit. Students who took health classes report lower alcohol and drug use, and feel more in control of their own health. The survey indicated that parents are often unaware of their children's risk-taking behaviors. For information about the survey or about Metropolitan's health education program "Healthy Me" contact them at 1 Madison Ave., New York, NY 10010; (212) 578-5548.

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