

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

June 1993 Number 192

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"A Nation At Risk": 10 Years and Counting

A great deal of education analysis and review has occurred since the publication of "A Nation At Risk" in 1983. A series of reports, commissions, legislative measures, and independent initiatives have followed the 32-page "Risk" report, but with very mixed results. Despite greater financial investment in public education, most education experts still agree that much must be done to address the problems outlined in that aging document.

John Goodlad, professor and director of the Center for Educational Renewal at the University of Washington in Seattle, provided input to the effort a decade ago. He has expressed frustration that his advice was not closely regarded since the report was published. He said, "To go on thinking that the schools are our prime educative force that will lead us to nirvana is a mistake and we've got to move toward what we call educative communities," according to an interview with *The School Administrator* magazine.

In the same interview, TheodoreSizer said the level of malaise referred to in "Risk" is still the case today. "The rising tide of mediocrity in this country, I think, has more to put at the door of television and more at the door of dishonest politics." He claimed the report was on "target politically" at the time of its release. "The political judgement of how to express the problem was absolutely sound, that is to overstate it"

If all the report accomplished at the time was public awareness, some believe it served a useful purpose. One member of the commission claimed that was "the most positive thing" about the report, but noted it concretely resulted "in raised standards for high school graduation and raised admission standards at the college level" as well.

President Reagan's first Secretary of Education, Terrel Bell, who commissioned the report, agreed that results were seen. Bell said that besides sounding a warning to the country, States responded with legislation and study commissions to address their own education shortfalls. He said this was also due in part to his following through with a promise to publish state-by-state education comparisons.

"Whether those of us who have been public school leaders like it or not, the private schools will become more prominent and will flourish in the years ahead."

Terrel Bell

former Secretary of Education

However, in the April *Kappan* magazine, Bell wrote, "The top-down initiatives by the states failed to come anywhere near to meeting the expectations of those who sponsored the legislation." He concluded that "A much more massive, system-wide effort is required

that engages parents, neighborhoods, and communities. We had placed too much confidence in school reforms that affected only six hours of a child's life and ignored the other 18 hours each weekday"

Among eight reflections he shared after a decade of reform efforts, Bell believes that "parents and child-care workers must learn to become 'incidental teachers,' so that they can seize the precious teaching moments" of children.

Bell further acknowledges that "whether those of us who have been public school leaders like it or not, the private schools will become more prominent and will flourish in the years ahead. Some states (such as Michigan and Minnesota) are using state funds to provide incentives to private schools. Chris Whittle's Edison Project plans to launch at least 1,000 private schools"

The former Secretary concludes that "Out of this competition, we may find a mix of public and private schools that will be similar to the situation in higher education, where great public universities exist alongside great independent universities -- all contributions to the public good."

He summed up the 10 years since "A Nation At Risk" as "a splendid misery for American education." Despite the disappointments, Bell believes "at least we have stayed with the task."



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**“Risk Report”:
Then and Now**

CAPE Outlook - October 1983:

“[E]ducation exploded as a national issue last spring when the National Commission on Excellence in Education declared the country menaced by a ‘rising tide of mediocrity,’ ... not surprisingly, a great deal of attention will be focused on education.”

CAPE Outlook - May 1988:

“On April 26 Secretary of Education William Bennett presented to the President his report ... *American Education: Making It Work*. The Secretary’s conclusion is that American education has progressed since 1983 and *A Nation At Risk*, but there is still much room for improvement in terms of what students know, what schools teach, and success in reaching disadvantaged and minority students.

CAPE Outlook - May 1991:

“Stating that ‘education determines not just which students will succeed, but also which nations will thrive in a world in pursuit of freedom in enterprise,’ President George Bush presented a national strategy on improvement in education. The broad based strategy, termed as a nine-year ‘crusade’ to move us toward the six ambitious national education goals, was unveiled in a White House ceremony on April 18.

**“Blue Ribbon”
Schools**

by Fay O’Brien

The U.S. Department of Education has announced the Blue Ribbon Schools Program winners for 1992-93. The Secondary Private Schools recognized are listed below. CAPE congratulates the following:

Alabama

Mars Hill Bible School

California

Academy of Our Lady of Peace
Convent of the Sacred Heart
Ramona Convent Secondary School
Saint Joseph High School

Connecticut

Sacred Heart Academy

Florida

Chaminade-Madonna College Preparatory School
Pensacola Catholic School

Hawaii

Seabury Hall School

Illinois

Brethem Preparatory School
Reginia Dominican High School

Indiana

Roncalli High School
Trinity School at Greenlawn

Kentucky

Assumption High School
Saint Xavier High School

Louisiana

Catholic High School
Mount Carmel Academy
St. Thomas More Catholic High School

Maryland

Archbishop Spalding High School
Country Day School of the Sacred Heart-Stone Ridge

Good Counsel High School

Hebrew Academy of Greater Washington

Michigan

De La Salle Collegiate High School

Minnesota

The Blake School
Breck School

Mississippi

Lutheran High School South

Missouri

St. Joseph’s Academy

Nebraska

Marian High School

New Jersey

Queen of Peace High School
Rutgers Preparatory School

New York

The Academy of the Holy Names
Saint Catherine Academy
Shulamith High School for Girls

Ohio

Columbus School for Girls
Elyria Catholic High School
St. Francis DeSales High School

Pennsylvania

Central Catholic High School
The Harrisburg Academy
Holy Ghost Preparatory School
Mercyhurst Preparatory School
Mount Saint Joseph Academy
Sewickley Academy

Trinity High School

Puerto Rico

Colegio Radians

Rhode Island

Bishop Hendricken High School
Mount Saint Charles Academy

Texas

Duchesne Academy of the Sacred Heart
Ursuline Academy of Dallas

Virginia

Bishop Denis J. O’Connell High School
Cape Henry Collegiate School
School for Contemporary Education

Washington

Gonzaga Preparatory School

Wisconsin

Milwaukee Lutheran High School

Elementary School Program

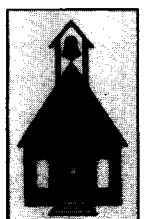
The U.S. Department of Education also announced the Blue Ribbon Schools 1993-94 Elementary Program (BRSP). The program, in its twelfth year, is intended to give visibility to distinctive and strong private and public schools. The Council for American Private Education (CAPE) is proud to administer this program for private schools on behalf of the U.S. Department of Education.

All elementary school principals should have received a letter of invitation for the BRSP by early June of 1993. Along with the letter of invitation was a request for an application. The application will be sent to private schools on receipt of this form. If you have not received this information please write or call the CAPE office: Blue Ribbon Schools Program; 1726 M Street, NW, Suite 1102; Washington, DC 20036; (202) 659-0016.

Please give careful consideration to entering your school in this program. It is not a competition among private schools, for each is different. Those which are recognized are judged to be strong exemplars of schools of their type. Thus, this program is an unusual opportunity to foster broader national understanding of the nature, strength and diversity of American elementary schools.

**Russian Education
Officials Visit
CAPE**

Two high-ranking education officials from the Russian Republic were in Washington in mid-May in meetings scheduled through the U.S. Information Agency



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(USIA). As private education issues were of concern to them, they came to the CAPE office for a meeting with Joyce G. McCray, executive director.

Dr. Edward D. Dneprov is an advisor to the Russian President Boris Yeltsin for "state educational policy and humanistic reforms" and Dr. Elena Lenskaya is the Director for the Office of International Cooperation at the Russian Ministry of Education.

Dr. Dneprov described the emerging growth and interest in private education in Russia and the need for an element of "competition" as a key to improvement in state education. He described their technological status as far behind their American counterparts and the difficulty of sustaining a private system without government funds. He said the Russian parliament some time ago appropriated money to facilitate a "non-governmental" system of schools, but restricted that money follow the student -- not the school.

McCray shared with the officials the history, background and diversity of CAPE member organizations. She also responded favorably to their invitation to further discuss efforts for exchange between private schools in the United States and Russia.

Dneprov and Lenskaya also visited with Department of Education Secretary Richard Riley and other education officials arranged by USIA during their stay in the U.S. USIA is an independent office of the government organized to increase mutual understanding between the people of the United States and the people of other countries.

Legislative Update

Gender Equity

Representative Pat Schroeder (D-Colorado) and 44 House colleagues introduced **H.R. 1793** to "ensure gender equity in education." The measure would establish an Office of Women's Equity in the Department of Education.

The director of the new office would have the responsibilities "to promote, coordinate and evaluate gender equity policies, programs, activities and initiatives in all Federal education programs and offices." Besides information and technical assistance that would be provided through this office, the director would also be able to

provide "grants to develop model equity programs" as well as the funds for the implementation of such programs in schools."

The bill cites three central Congressional findings for the bill's necessity: (1) educational programs are frequently inequitable as they relate to women and girls; (2) such inequities limit the full participation of all Americans in society; and (3) efforts to improve the quality of education must include efforts to ensure equal access to quality education programs for all women and girls.

The legislation would authorize the gender equity office for the next five years with a \$100 million funding level in fiscal year 1994.

"Goals 2000" Bill Advances

Action is expected early this summer by Congress on the Administrations education reform legislation. **H.R. 1804**, the "Goals 2000: Education America Act" will be considered by the House Education and Labor Committee on June 16.

S. 846 was reported from the Senate Labor and Human Resources committee on May 19. Secretary of Education Richard Riley commended the action by the Senate committee by claiming the bi-partisan effort "is not only a victory for the Clinton Administration, it is a victory for teachers, parents, and students across the nation."

Despite strong support in the committee, three GOP Senators voted against the bill: Senators Judd Gregg (New Hampshire), Dan Coats (Indiana), and Orrin Hatch (Utah).

ED Tech

Senator Jeff Bingaman (D-New Mexico) introduced the "Technology for Education Act of 1993" on May 27. Designed to "facilitate a revolution in the way we teach our children", the bill's goal is to improve education by helping students become "more technologically literate and internationally competitive."

S. 1040 is divided into five titles. The primary title would establish an office of Educational Technology within the Department of Education to coordinate technology-related education activities. Other sections would provide for "State Technology Planning Grants", information dissemina-

tion and training assistance, and research, development and assessment.

In his statement introducing the bill, Bingaman said, "Creative uses of educational technology -- computers, state-of-the-art software, video programming, VCR's video discs, and telecommunications links - can transport the student into an intellectual Disneyland. Imagine a video journey to exotic locations to learn about geography, history, or current events; or a live link with Shuttle astronauts to discuss scientific experiments. Access to these tools can inspire a generation of youth to become engaged in the educational process."

The legislation also has a specific provision allowing for the participation of private school children. The section, consistent with standard Elementary and Secondary Education Act language, was included at the request of U.S. Catholic Conference and CAPE officials.

National Service

House and Senate committees are expected to act soon on President Clinton's national service initiative. **H.R. 2010** and **S. 919** will be considered in early June.

In addition to the cornerstone section of the bill which provides student loan forgiveness in exchange for national/community service, the measure includes provisions which offer support for school-based and community based service learning programs. The bill's \$400 million funding would be divided between state service commissions, education grant awards, and direct grants from the National Volunteer Trust.

CAPE is monitoring the legislation to insure that private school service learning projects can develop partnerships within new innovative opportunities.

Choice for D.C.

A bill was recently introduced to "improve the quality of education in the District of Columbia by allowing choice for parents of elementary and secondary school students." **H.R. 2270** was proposed by Representative Tom DeLay (R-Texas) on May 26.

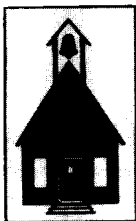
The DeLay bill cites three primary findings as a rationale for testing choice in D.C., including the low test scores and graduation rates and the per pupil expenditure ranking nearly double the national average. It would authorize parents to be granted a "voucher

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that equals the cost of the average per student expenditure."

While the superintendent of D.C. schools has not commented on the DeLay bill, he has spoken in favor of public school choice.

Capenotes



• The **National Diffusion Network (NDN)** continues to provide support for the dissemination and implementation of exemplary educational programs through the U.S. Department of Education. CAPE's Private School Facilitator Project (CAPE/NDN) is a part of this effort.

Many private schools have undertaken major efforts to establish new goals and curricular frameworks for the humanities, science, mathematics, and environmental education. The NDN needs more exemplary programs for schools to consider.

A private school with a program that might qualify for the network is encouraged to contact CAPE/NDN for procedures to follow to have its program considered as a part of the network. Professional and financial assistance is available to assist with the process of evaluation and validation.

For more information on NDN, contact

Dr. Charles Nunley at the CAPE office, 1726 M Street, NW, Suite 1102, Washington, DC 20036, (202) 659-0177.

• The **American Horticultural Society** is taking registrations their national symposium entitled "Children, Plants, and Gardens: Educational Opportunities." The three-day conference will take place August 12-14 at the National 4-H Conference Center in Chevy Chase, Maryland.

This international gathering is designed for educators of Pre-K through 8th grade as well as other professionals and adults interested in creating or enhancing educational gardening programs. Workshops, exhibits, and keynote addresses will examine using the garden as a living classroom for interdisciplinary education and teaching science and environmental education.

For more information on the conference, contact the Society by writing 7931 East Boulevard Drive, Alexandria, Virginia 22308-1300 or calling toll free, (800) 777-7931.

• Copies of **Private Schools of the United States** are still available from CAPE. The directory is published by Market Data Retrieval and lists all CAPE-affiliated private schools. Call CAPE to order your copy.

• The U.S. Department of Energy will fund **Summer Teacher Institutes** in mathematics, science, and technology education at 16 federal laboratories. The four-week, hands-on summer study institutes are open to middle and high school teachers at labs funded by the Environmental Protection Agency, the Smithsonian Institution, and the Departments of Commerce, Energy and Interior.

Institute topics will include: earth and space science, aerospace education, basic science concepts, as well as particle physics and cosmology. A total of \$4 million is available to fund study and stipends for 750 teachers.

For more information, contact Cindy Musick, Office of University and Science Education, U.S. Department of Energy, 1000 Independence Ave., SW, MS ST-512, Washington, D. C. 20585, or call (202) 586-0987.

• **SAVE THE DATE:** The 4th Annual CAPE Legislative Conference will be March 15-16, 1994. Mark your calendars now to participate in this growing annual event which includes White House and legislative briefings, Congressional visits and the Annual CAPE Education Leadership Award banquet. Further information will be provided in upcoming issues of *Outlook*.

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a coalition of 14 national associations serving private schools K-12
 Editor: Greg D. Kubiak Executive Director: Joyce McCray
 [ISSN 0271-1451]

Outlook is published monthly (September to June) by the Council for American Private Education. Annual Subscription is \$10.

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 1726 M Street, NW, Suite 1102
 Washington, DC 20036

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