

CSAANYS NEWS

(518) 273-1205

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE
406 Fulton Street • Suite 512 • Troy, New York 12180-3359

Sister Carol Cimino, Associate Director of CSAANYS, has been named Distinguished Member of the Year by the Empire State Society of Association Executives. In nominating Sr. Carol, Sr. Mary Anne Brawley, Executive Director wrote:

"Sister Carol Cimino deserves recognition. She is a tireless worker who completely throws herself into the job at hand. She not only serves the cause of Catholic education well but also is active in ESSAE plans and projects.

Sister Carol is a well known speaker on Catholic educational issues across the U.S. She serves on the National Catholic Educational Association advisory committee for Supervision, Personnel and Curriculum and on the task force for establishing a national database on innovative programs in Catholic Schools K-12.

When Sr. Carol is in the Capital District, she maintains close ties to ESSAE and has served on the Executive Board for several years. Her quick wit and talent for repartee make her a suitable toastmistress for ESSAE dinners.

I recommend Sr. Carol Cimino for the Distinguished Member of the Year Award."

Sister Carol's award was presented during the Annual Meeting and Awards Banquet on Thursday, January 18, 1996 in Albany.

NCEA NAMES NEW PRESIDENT

Dr. Leonard DeFiore has been named president of the National Catholic Education Association (NCEA) effective July 1, 1996.

For the past eight years, Dr. DeFiore has served as the Superintendent of Schools for the diocese of Metuchen, NJ. He also was superintendent for the archdiocese of Washington, DC for many years.

On a personal note, at the 1991 National Congress on Catholic Schools for the Twenty-First Century both Dr. DeFiore and I served on the Political Action, Public Policy and Catholic Schools sub-committee. I was impressed by his political acumen. I feel that Dr. DeFiore is the right person for NCEA at this time in history. We wish him well.

NYS TEACHER OF THE YEAR

Encouraged that we had a 1995 NYS Teacher of the Year semi-finalist Joanne Grimaglio of the Ursuline School In New Rochelle, we urge our administrators to nominate a candidate for the 1996 competition. Any teacher is eligible who has taught for a minimum of five years and who intends to continue in an active teaching career. The nomination should give evidence of exceptional skill and dedication, and should provide testimony of the respect and admiration of the entire school community. The most important qualification is a superior ability to inspire students of all backgrounds and abilities to learn. **Nominations are due on March 8.** Contact CSAANYS for an application.

COMMISSIONER'S STRATEGY

At the December meeting of the Board of Regents, Commissioner Mills proposed our overall strategy which includes the following elements: 1) setting clear, high expectations/standards for all students, 2) developing an effective means of assessing student progress; 3) building the local capacity of schools to enable all students to meet standards; and 4) making public the results of the assessment of student progress through school report cards. The overall strategy will generate many questions that have yet to be answered.

Sr. Mary Anne has been invited to attend a Commissioner's Forum to discuss this strategy and to identify key issues relating to its implementation. If you want a draft copy of these standards contact CSAANYS.

CSAANYS IS INDEBTED TO P.F. COLLIER L.P. FOR THE COST OF PRINTING THIS AND ALL OUR NEWSLETTERS

LOCAL PROGRAM GRANTS

In the Law, Youth & Citizenship Program 1996-97 competition, priority will be given to proposed programs designed to facilitate students' understanding 1) our system of justice; or 2) to further specific elements of the standards of the Preliminary Draft Framework for Social Studies as applied to citizenship education. Proposals from schools without established law-related education programs will be carefully considered from any elementary or secondary school in NYS may submit a proposal for consideration. Applications for funding must be postmarked **no later than Mon, Feb. 5, 1996**. Call CSAANYS for grant application.

BISON Fund

Congratulations to the **BISON Fund** (Buffalo Inner-city Scholarship Opportunity Network) which in its first year of operation raised \$130,000 in scholarship dollars which converted into 215 scholarships for low-income grammar school children in Buffalo.



In the Dec-Jan CSAANYS News we mentioned resolving conflict nonviolently with the "Shuhari" method. One of our members, Sister Roseann Klosterman, CSJ of Sacred Heart School, Utica has successfully incorporated the Korean Martial Art of Tae Kwon Do into the 1-6 curriculum at her school. If you would like a copy of the article describing this program contact CSAANYS ☎518-273-1205.

LEARNING TECHNOLOGY GRANT

We are happy that 97 Catholic Schools are to share in the Learning Technology Grant Program. Congratulations to you and the 39 districts to which the grants were awarded.

HANDS ACROSS THE WATER

Hands Across the Water, an international teacher-exchange program, has announced its 1996-97 destinations: Australia, England, Japan, New Zealand, the Netherlands, Russia, and Sweden.

Participants will spend two to three weeks living and working with a host teacher or school administrator in the foreign country. Later in the year, the foreign host teachers will come to the U.S. All public and private school educators are eligible to participate.

For applications, call or write Erik Mollenhauer, Educational Information and Research Center, 606 Delsea Dr., Sewell, NJ 08080 ☎609-582-7000.

START THE NEW YEAR RIGHT

Making resolutions is easy, but keeping them isn't quite so simple. Want a few tips?

- Make sure the resolution is realistic and achievable.
- Make the resolution positive - to do rather than to avoid
- Don't make too many resolutions
- Set some benchmarks for checking on your progress
- Try not to get discouraged if you're not having success
- Persevere - if the resolution was worth making it's worth it to "keep on keeping on"

A DOSE OF OLD-FASHIONED 'HOW TO'

In elementary school Japanese children are taught to "chunk" tasks into parts, to organize their notebooks, to notice details, never to skip steps in math problems, to follow procedures to get from point A to point B, all the more when B is an unknown. In short, they are taught how to learn. They are also taught to organize themselves, so that remembering their rucksack becomes their own "responsibility" in the first weeks of the earliest grades. It is a matter of discipline - not of a moral or social sort, although there is altogether plenty of that in Japanese schools as well. We used to call this study skills. The signal difference in Japan is the daily dose of old-fashioned how-to, the training in being trained. We used to teach this in American schools.

It was rote learning, boring details, tedious routines, to be sure, but school - and life - is like that. And knowing how to get from point A to point B prepared generations of children to manage tasks in the classroom and, later, in the workplace. They may not have known about the Civil war - I didn't - but they had a better chance of knowing how to find out about it if the need ever arose. And if the need never did arise, they could use their skills for other things, notably on the job, where American workers were once considered tolerably trainable.

Work habits are socially neutral. Everyone, from the inner city to the outer reaches, can learn them. They do not inhibit, nor are they inhibited by, diversity of cultural background, and they can do their job independent of the so-called breakdown of the American family. They are not hard to teach either. They are best learned early, from kindergarten through 6th grade. Visit a 1st-grade classroom in Japan in April, which is the beginning of a child's elementary school career, and watch how even the most rudimentary (new) habits are formed; "put the milk bottle in the center of the desk (so that it will not be knocked over)" - it takes three days before every milk bottle sits in the middle of the desk, not to be mentioned again. It's nothing subversive or oppressive in such a habit. More important, we know that the youngest children welcome structured tasks: It gives them what we now psycho-habitually call a sense of control.

Had I one wish, I would turn all the three-horned dinosaurs into three-ringed notebooks, the content standards into this-is-the-way-one-does-it learning, and the lower grades into kingdoms of skill. (Carol Gluck in Education Week)



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THE STRATEGY FOR RAISING STANDARDS

by Sister Mary Anne Brawley, Executive Director

At Commissioner Mills' Education Forum "The Strategy for Raising Standards" held on January 25, 1996 one hundred educators met with the Commissioner and in small groups to discuss the state of education in New York State. I was one of the invitees and attended the forum.

This state has a tradition of rigorous standards which have served well the better student. However the standards for lower performing students have not always proven successful in preparing individuals for the work world or post-secondary training.

For that reason, the Commissioner proposes raising exit standards by making all students sit for regents examinations. So, within the next 5 years, gone are the RCTs from secondary schools while the PEP, PET and Oc. Ed. Proficiency at the elementary and middle levels are under review.

The practical considerations raised by these proposals have not been ironed out. There will be, no doubt, much debate on all of this. Classroom teachers, especially, should watch for opportunities to be heard.

We have a sizeable number of Catholic secondary schools here which offer a regents track only. Perhaps the administrators of these schools will share their strategies. Are you selective in admissions policy? Do you use mastery learning techniques? Are your students meeting the challenge without undue stress and/or frustration?

One oft-repeated criticism of our Catholic schools is that we succeed because we are accepting only the "cream of the crop." I don't think that's the case but I'd like to hear from our members to confirm my bias.

SHORTAGE AREAS FOR FEDERAL SCHOLARSHIP & LOAN RECIPIENTS

Benefits may be available to teachers at your school who are fulfilling the service obligation of the Paul Douglas Teacher Scholarship Program or are repaying Stafford Loans or Supplemental Loans for Students. The borrowers under the two loan programs may be able to defer their loan repayment for up to three years, and the former Paul Douglas scholars may be able to reduce the length of their service obligation.

To obtain this reduction, the teachers must have their principal certify that they are teaching full-time in an approved shortage area.

- Bilingual Education (Elementary/Secondary)
 - Foreign Language (Elementary/Secondary)
 - Special Education (Elementary/Secondary)
 - Autistic
 - Emotionally Disturbed
 - Multiple Disabled
 - Teaching of English to Speakers of Other Languages (Elementary/Secondary)
- If you have any questions contact Stanley S. Hanse, Jr., at 518-486-1319.

IMPORTANT TAX\$ INFO FOR PARENTS

A key goal of the 1996 Earned Income Credit Campaign is to get the word out to the 4.5 million low-income workers that the credit is worth more money - up to \$3,110 this year for some families. For a copy of an EIC fact sheet (in English or Spanish) contact CSAANYS 518-273-1205.

I wish to thank all our members who sent cards (and gifts!) to congratulate me on the recent award I received from the Empire State Society of Association Executives. It's one thing to be recognized, but it's even better to receive the support and encouragement of our own members. Thanks for your generosity!

Sister Carol Cimino



TRANSPORTATION REMINDER

ALL transportation requests for 1996-97 must be filed by parents of non-public school children by **MONDAY, APRIL 1, 1996**. It is virtually impossible to file late and still be granted transportation.

CSAANYS is indebted to P.F. Collier L.P. for the cost of printing this and all our newsletters.

*New Frontiers
for
Catholic Schools*



An Institute on Catholic Education will be held July 8 & 9, 1996 at The University of Rochester, Rochester, NY. For further information call 716-275-7833.

FRAMEWORK DRAFTS

Occasionally we get questions about the Framework Drafts issued by the SED as part of the New Compact. Every school should have a copy of each of these: Arts; English Language Arts; Health, Physical Education, & Home Economics; Languages Other Than English; Math/Science/Technology (in process of being rewritten); Social Studies. These "frameworks" are now referred to as preliminary standards. There are 7 all together but Career Development & Occupations Studies has not been distributed yet.

If you are still without one or more of these 6 issued, call your local BOCES or Public School District Office.



MINNESOTA MOVES!

Gov. Arne Carlson of Minnesota in his State of the State Address outlined his plans to loosen teacher-tenure laws, lift state mandates on public schools and finance programs to turn around inner-city school systems.

It was Mr. Carlson's controversial school-choice initiative that took top billing in the speech. The governor said he wants to hand out tuition vouchers to low-income families in the state's largest cities, giving them the option to send their children to non-public schools. "With choice, we not only get more freedom, we get more competition", the governor said. "The truth is that competition spurs excellence. I pledge today: Minnesota parents will have school choice."

Et tu, Pataki?

The 1995 Empire State Survey found that a clear majority (54%) of New Yorkers would favor a program which "would allow parents to send their children to the public, parochial, or private school of their choice and use state and local tax dollars to pay for all or part of it." Even more New Yorkers (60%) believe that school choice would improve the quality of education.

The ball is clearly in the governor's court! What can we expect? Contact your local legislators with your opinion.

WISCONSIN WISDOM

An article in the Wall Street Journal reported "A University of Wisconsin study finds that 50% of public school teachers in central Milwaukee send their children to private schools. In Milwaukee County overall "it was 23.4%. In suburban Waukesha, 13.8%. These numbers are higher than the average for all households. What do these teachers know that other parents ought to know, too?"

STANDARDS & ASSESSMENT

Commissioner Richard P. Mills is hosting a series of free interactive satellite teleconferences on standards and assessment. During the last hour of the teleconference, Commissioner Mills and other panel members take comments and questions from the satellite audience on a toll free 800 number. There is no charge to receive these teleconferences.

Call the SED's Communications Office 518-474-1201 for information on how to tune in and participate in your area. Here is the schedule for the next four teleconferences;

- ✓ **March 5: Learning Technology**
- ✓ **March 26: Languages Other Than English (LOTE)**
- ✓ **April 17: Inclusion**
- ✓ **May 1: Inclusion**

GROUPING STUDENTS WIDENS ACHIEVEMENT GAP

Studies have already suggested that when schools group students by ability, the achievement gaps among students widen. Why?

University of Wisconsin researchers conducted a 2-year study of 1,564 8th & 9th graders in high-level, regular, and low-track English courses in 10 schools. Their idea was to examine the classroom climate and the nature of the instruction that took place across varying levels of classrooms.

They measured the frequency with which students were off-task in their classrooms, whether teachers posed questions for which there were not predetermined answers, and the frequency and kinds of discussions that took place in those classrooms.

In honors classes, there were more discussions and students participated in them more frequently. These differences, they determined, contributed to the learning gaps among the classes.

More interesting, however, was that teachers in all the classes posed about the same number of open-ended questions. The difference was that the questions in the honors classes had more to do with the ideas and issues encountered in the texts the class was studying. Teachers of the remedial classes asked more unrelated questions such as, "How do you feel about test-taking?"

73.4% of the questions in honors classes had to do with texts, only 31.3% of the questions in remedial classes were literature-based. The researchers found a similar pattern for the discussions that took place during their visits.

"This indicates that the practice of ability grouping must be reconsidered." At the least, educators could take steps to improve the instructional atmosphere in classes for low-achievers.



"Unless you take up your cross daily you can not be my disciple."

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NEVER SAY DIE

by Sister Mary Anne Brawley

I am completing my twelfth year in the CSAANYS office. One consistent effort during these dozen years has been to see legislation enacted which would afford some financial support to parents of Catholic School students. There have been numerous attempts at both the state and national levels. Legislation has been introduced but rarely gets out of committee for vote.

On the national scene we recently saw the most sustained and visible congressional debate over school vouchers in recent memory. For the first time, a majority of lawmakers went on record in favor of the idea. "There's majority support in this Congress for vouchers," said John F. Jennings, director of the nonpartisan Center on National Education Policy "It's a watershed in that it showed opponents having to go to a filibuster to stop it."

"You've got a Congress that's more favorable toward vouchers. That's no surprise," said Jeanne Allen, the president of the Washington-based Center for Education Reform. Such support is evidence of the fact that public education, especially in the inner cities, is failing many children. Many see the need to give low-income families alternatives to poor performing public schools.

Organized opposition to any efforts toward choice in education is well funded by the major teachers' unions. Once again the nonpublic school community must "get its act together" if we are to empower our parents to strive for justice for themselves and their children.

Enclosed with this CSAANYS NEWS is a membership renewal form for the 1996-97 school year. This is especially useful if there is to be a change of administration in your school. Renewing now is a help to the new administrator and insures uninterrupted service.

On the day after Labor Day, September 3rd, we will have a drawing for \$150. for those members who have renewed by that date!

THE STATE OF LEARNING

As reported in the April CSAANYS NEWS this year's New York: The State of Learning, a report to the governor and legislature on the status of the State's schools includes a chapter on Nonpublic Schools. The following information on instructional technology and media resources available in nonpublic schools may be of interest to you. Remember these statistics reflect the entire nonpublic school community, not just Catholic schools.

- On average, nonpublic schools had 8.6 microcomputers for every 100 students. Public schools had 9.3 per 100 students.
- 27% of these microcomputers are "new generation", that is, able to use software, incorporating some graphics and sound.
- The remaining 73% (mainly APPLE IIs) lack the memory and computing power to use contemporary educational software. 26% of nonpublic schools have CD-ROM players.
- Nonpublic schools had 2.6 television sets for every 100 students.
- 6 in 10 nonpublic schools have access to public television; fewer than 3 in 10 have access to cable television. Interestingly 86% of public schools have access to public television and 77% have cable reception. (ed. note: An area to explore for equity)
- Nonpublic schools had an average of 22.8 library books per student. Public schools had 15.7 per student.

THE FEDERAL RESERVE video package contains 4 programs on one tape, 10 lesson plans in a 3-ring binder, and 9 supporting posters. The fast-paced programs and accompanying material explain the role of the Fed in the economy. The Federal Reserve video package is available at no cost to you by sending your name, and your school's name, address (no P.O. Box #'s please), phone, and fax to:

The Federal Reserve Bank of Kansas City, Public Affairs Dept., PO Box 419442, Kansas City, MO 64179, Fax 816-881-2569.

Included in this mailing is our 1996-97 Workshop Offering Brochure. We suggest that you plan early so that we are able to accommodate your requests.


REVISED RESEARCH REPORT

We have recently up-dated Research Report #22 **SEARCHING FOUNDATIONS**. If you want a copy just contact us ☎518-273-1205 and we'll send it to you.

PARENT POWER

The U.S.C.C. Dept. of Education has just published its spring issue of **Parent Power**, a newsletter for Catholic School Parent organizations. It is available in camera-ready format for re-distribution to parents. Watch your diocesan office for further information or call CSAANYS ☎518-273-1205.

PUT READING FIRST

 America's most urgent task is getting people to read - whether it's a book, the sports page, or even the comics. That was the core message contained in U.S. Education Secretary Richard Riley's "State of American Education" address.

Americans recognize the need for computers, Riley said, "But you can't cruise or use the Internet if you do not know how to read. And that, to my mind, is our most urgent task."

A 1994 government report showed 41% of all 4th-graders, 31% of all 8th-graders, and 25% of all 12th-graders achieved low scores on reading tests.



GAS DEREGULATION

Prior to the 1980's, there was only one choice for telephone, electric and gas service. After all, there was only one telephone wire, one electric wire and one gas line. The deregulation of long distance telephone changed that. Today, you may have MCI, Sprint, AT&T, or others at lower rates than 15 years.

Before 1985, all of the gas that America burned was sold by gas producers to interstate pipelines, who resold it to utilities. Beginning in 1987, interstate pipelines began selling natural gas to anyone who will pay their transportation charges. All of these changes caused the price of natural gas to fall but you may not have seen that price reduction in your gas bills.

Natural gas prices have not fallen because there is still one monopoly seller of natural gas in many areas - your utility. Without the incentive of free and open competition, monopoly prices are often higher than market prices. Many states, including New York, allow customers to buy from someone other than their utility. If you want further information you may contact:

**Energy Services of New York,
ATTN. Todd Loucks, P.O. Box 848,
Oneonta, NY 13820.**

...That's not so smart. A recent nationwide survey has found top-achieving high school students surprisingly willing to cheat. Seventy-six percent of 3,351 students sampled from *Who's Who Among American High School Students* admit to having cheated, says Paul Krouse, the Lake Forest, IL, publisher of the list. Students in *Who's Who* earn A's and B's, rank among the top 10% in their class, and are involved in school and community activities.

STOP, LOOK & LISTEN

Not noticing something that has been around you for along time is perfectly acceptable, within reason. The problem comes when we can't discriminate between that which is important and that which is not. In the maintenance business, this happens all the time.

That is why this is a good time of year to list repairs, replacement, etc that you'd like to see accomplished during the summer months.

Everyone on the staff needs to keep his/her eyes open for problems even if it isn't a problem, that is part of his or her responsibility. However, this change in thinking must take place at the top before it can take place anywhere else. So be alert!

CSAANYS is indebted to P.F. Collier L.P. for its sponsorship of this and all CSAANYS Newsletters

NOT QUITE THERE

Recently the governors of the United States met to check on the goals for education set by governors in 1989. These GOALS 2000 have a long way to go based on progress to date:

GOAL

- (1) All children will start school ready to read.
- (2) High school graduation rate will be 90% minimum.
- (3) Students in grades 4,8,12 will demonstrate competency
- (4) Teaching force will have access to staff development opportunities
- (5) American students will be 1st in the world in math & science
- (6) Every adult will be literate
- (7) Every school will be free of drugs, violence, guns & alcohol
- (8) Every school will promote parental involvement

PROGRESS

- (1) 82% of 3-5 yr. olds from higher income families are in preschool programs; 45% from low income families
- (2) Rate remains 86%
- (3) 24% of 4th graders and 28% of 8th graders are "competent"
- (4) 63% of teachers have degrees in main teaching assignment
- (5) no comparison has been done since 1991
- (6) no literacy study since 1992
- (7) drug use is up to 33% from 24%
- (8) 77% of parents attended a parent-teacher conference

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Learning Technology Grants

Learning Technology Grants Program Request for Proposals/1996-97 School Year to plan and implement new teaching and learning technologies for the benefit of all students have been distributed. While only public school districts and Boards of Cooperative Educational Services (BOCES) are eligible to receive funding under the Learning Technology Grant Program, nonpublic schools must be substantially and equitably involved in the development of each proposal, as required by law. All proposed activities must benefit both public and nonpublic school students.

It is anticipated that funds will be available as part of the SFY 1996-97 State budget for \$3.28 million. Priorities in the selection of applications include: the use of classroom technology for restructuring teaching and learning; building the technological capacity of Schools Under Registration Review (SURR); encouraging networking and collaborating with other educational institutions.

Proposals must be received by the State Education Department by 5:00 pm on November 15, 1996. Projects selected for funding will be announced in early December 1996.

ICE AND SNOW LOADS

Winter brings a heightened awareness of the problems excessive ice and snow can create. Excessive snow loads are usually the result of wind creating large snow drifts. Snow drifts can create concentrated loads in excess of the loads imposed by uniformly distributed snow. Winter rain storms and ice buildup can further increase roof loads. Large roofs are more prone to snow drifting because there is a larger volume of snow available for drift formation. Another potentially hazardous condition occurs where snow can slide off sloped roofs onto lower roofs.

The New York State building code prior to 1979 did not even consider snow drifting. Fortunately, few roof failures occur without warning signs. Warning signs of structural roof problems include roof leaks, cracks in walls and ceilings, and excessive sagging of structural roof elements or ceilings. Signs of structural roof problems are usually more visible during periods of heavy snow loads. School personnel should include roof inspections during such periods as part of the annual visual structural inspection process.

The roofs of older buildings which have been reinstalled for energy conservation must also be reevaluated to satisfy current codes. Added insulation may increase the probability that more snow stays on the roof longer, thereby increasing snow loads when there are multiple storms.

Two means of solving excessive snow load problems are to reinforce roof areas of large potential snow accumulation or remove to maintain snow loads at acceptable limits. Repeated overloading of roofs can significantly weaken the roof structure over time. Your best insurance against structural damage from excessive snow and ice loads is to keep a watchful eye on your roofs this winter. Do not forget to check roofs for plugged drains and ice accumulation under the snow.

On Tuesday, October 22, CSAANYS lost a long-time active member with the sudden death of Brother Bill Stoldt, C.F.C. president of Iona Prep in New Rochelle. We offer our sincere condolences to Edward O'Neil, Iona principal, and the entire school community of Iona Prep.

IAQ KIT

BEWARE OSHA (Occupational Safety and Health Act) does not have IAQ (Indoor Air Quality) standards for non-industrial work environments; ie: schools. There is no compliance requirement for schools. However if you do wish to check the IAQ in your building the EPA (environmental Protection Agency) has a kit for this purpose. (see October CSAANYS NEWS) Your diocesan office should have further information or call CSAANYS 518-273-1205.

Telecommunications Act

The Telecommunications Act of 1996 mandates that all schools and libraries should have access to advanced telecommunications services at affordable, discounted rates. If you want to learn about the Act download from EdLiNC Website - <http://www.itc.org/edlinc>.



Looking for the World's Oldest Map

Rand McNally is offering \$10,000 in Maps, globes, and atlases to the K-12 school district, private school, or diocese that finds the oldest world wall map.

Rand McNally will provide schools with a checklist of political shifts, name changes, and other clues to help teachers and students determine just how old their wall maps may be. Some of the things to look for, according to the checklist, are maps that refer to modern-day Iran as Persia or Cape Canaveral as Cape Kennedy.

Every school that enters the Oldest Wall Map Hunt will receive a folded world map, and schools that send in an old map for verification will receive a map on a spring roller as a replacement.

The nationwide hunt for old maps kicks off Nov. 17, the beginning of National Geography Awareness Week; schools will have until Feb. 14 of next year to enter. A winner will be announced in early April.

To request a kit with complete rules, entry forms, and other information, call Rand McNally at 800-678-7263.

Elementary School Principals' Academy

NCEA will again host the National Catholic Elementary School Principals' Academy this summer in Washington, DC. The program is open to all Catholic elementary school principals who have completed as of now at least five years of experience as a principal. Participants must finance their travel to and from Washington. The Academy covers the cost of housing, board and all other expenses. Academy will be held July 6, 1997 to July 10, 1997.

Applicants are required to complete an application and submit four letters of recommendation. To receive an application, phone 202-337-6232; FAX 202-333-6706 or CONNECT: NCEAELEM. Applications are due Jan. 10, 1997.

Mini-grants of up to \$500 to conduct global education projects for this school year are possible through a grant to NCEA from the Longview Foundation. For information call (see above). Applications are due December 16, 1996.

"GENDER EXPERTISE"

Mount Elmore Institute, PO Box 241, Montpelier, VT 05601 has a new newsletter, "Gender Expertise," which has been developed for educators and administrators. It will focus on issues of respectful gender behavior in school, and some of the things teachers, principals, guidance counselors and parents can do to reduce and eliminate sexual harassment and gender discrimination.

For further information contact the institute at the address above or call 802-229-0100.

Graduation & Diplomas

Secondary School principals are urged to give close scrutiny to the October SCHOOL EXECUTIVE'S BULLETIN page DC 3 on Graduation and Diploma requirements.

Two items of interest to our schools - although not directly applicable to them - are: 1) The legislation which will allow small city districts to vote on the school budget. This has previously not been the custom in New York State. 2) The proposal to change State law to allow as a local option that 180 days of instruction be scheduled over 12 months rather than 10 months in any school year.

CONTEST WINNER!

As announced in our May 1996 CSAANYS NEWS we have had a drawing for \$150. awarded to a member school administrator who renewed before Labor Day. This year's winner is: Judy Talbot, principal of Queen of Heaven School, West Seneca. Congratulations!

Box Tops for Education

General Mills Inc. has launched a national program called "Box Tops for Education" in which it pledges to give schools 15-cents for every box top collected from any of the 37 General Mills cereal brands.

Each school that participates can collect up to \$10,000 cash for computers, library books, or anything else it needs.

All K-6 public, private, parochial, and military schools in the U.S. are eligible for the program, which runs until March 31. More information is available by calling (800)228-4816 or by checking the World Wide Web at http://www.box_tops4education.com.

RESPECT THE STUDENT

Ralph Waldo Emerson wrote "*the secret of education is respecting the pupil*". Vanetta Whitaker writes in Education Week that parents, especially in urban America, deserve respect, not patronizing.

Whitaker, former teacher, principal and assistant superintendent in the Los Angeles public schools says that parents of children in inner city schools will respond to schools with meaningful agendas framed in the content of parental values.

Families in impoverished areas are interested in the education of their children, whether or not these parents frequent the school. As Catholic educators we have a good track record with urban children and their parents. Our schools provide these meaningful agendas focused on a system of values recognized as solid. Let us continue to be the best choice for urban families.

FUNDING RESOURCES FOR NONPUBLIC SCHOOLS

At the recent New York State Conference for Nonpublic School Administrators a handbook on Funding Resources for Nonpublic Schools was distributed. If you did not attend this Conference (we regret that didn't) but would like a copy of the handout contact CSAANYS 518-273-1205.