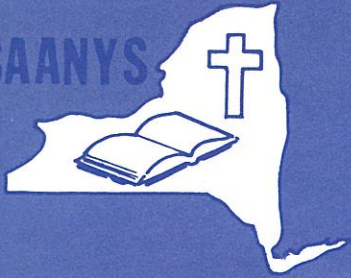


CSAANYS



NEWSLETTER

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE

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Sr. Madeline Powers Named Executive Director

The Executive Board of the Catholic School Administrators Association is pleased to announce the appointment of Sr. Madeline Powers, CSJ, as the new Executive Director of the Association, effective September 1, 1983. Sister Madeline comes to CSAANYS from the Catholic School Office of the Syracuse Diocese, where she has served as the Area Superintendent for Oneida and Madison Counties since 1978. Prior to that she was the Director of Federal and State Funded programs for the Catholic Schools of the Diocese of Syracuse from 1975-78.

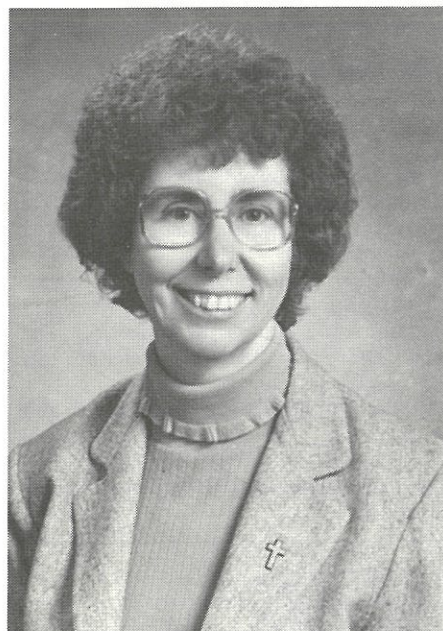
Sister Madeline was principal at St. Ann's School, Syracuse, from 1972-75, and St. Paul's, Binghamton, from 1966-72. Sr. Madeline has taught in the elementary schools of the Syracuse and Albany Dioceses since 1949. She also has had experience at the pre-school level.

Sister Madeline graduated from Catholic Central H.S. in Troy, N.Y. In 1956, she received her Certificate in Institutional Work from the School of Social Welfare at St. Patrick's College of the University of Ottawa. Sister received her B.S. and M.A. in Education from the College of St. Rose, Albany. She has also pursued graduate studies in Administration and Supervision at SUC Cortland, Manhattan College and Fordham University. In 1981, Sister was a guest lecturer on Administration at Manhattan College.

Sister Madeline has NYS Permanent Certification in: Grades N-6, Social Studies 7-9, School Administration and Supervision, and School District Administrator.

In describing her reasons for accepting the responsibilities of CSAANYS Executive Director, Sr. Madeline states:

"Spiritual leadership and my ability to work well with people — principals, pastors, teachers, parents, public school personnel, civic leaders — are probably the greatest gifts I bring to my work. This stems from



Sr. Madeline Powers, CSJ

confidence in myself, in others, in the school apostolate and most of all in my God and Father. This overflows into optimism, concern for others, decisiveness, openness to others and the courage to handle pressure and continue in the face of adversity.

My faith and trust in the Father, my belief that Catholic Schools are a viable and necessary ministry within Church and my experience and skills are the reasons I am willing to assume this position."

NAESP Opposes Tuition Tax Credits

by S. Nancy McNulty, Associate Director

On August 18, 1982, Samuel G. Sava, Executive Director for the National Association of Elementary School Principals, testified before the Senate Finance Committee in opposition to tuition tax credits.

In his testimony, Mr. Sava indicated that this position was determined by the Delegate Assembly, a representative body of members selected through the state associations. A summary of this testimony appears in *Communicator*, a monthly publication of NAESP (Vol. 6, No. 2, October, 1982, pp. 5 & 6).

In perusing a few back issues of *Communicator*, I have found anti-tuition tax credit articles in November, 1981, April, May, August and December, 1982. I have yet to find one article in support. Even those articles which supposedly "report the facts" end with anti-TTC remarks. (*Communicator*, Vol. 5, No. 5, Nov. 30, 1981).

I have written to Mr. Sava and to Mr. Robert Anderson, president of NAESP, to state my dissatisfaction with using *Communicator* as a forum for publishing anti-tax credit articles and with using dues moneys from nonpublic school principals to further this cause. Responding to my letter, Mr. Sava commented that a vote against TTC is not a vote against private education, yet the tone of nearly every article from *Communicator* cited above is negative towards nonpublic schools.

In the past, NAESP has allocated thousands of dollars for action opposing any financial assistance to private or parochial schools. It is important that our Catholic school principals who hold membership in NAESP know how their dues money is being used. One option that we have is, of course, to cancel membership in NAESP. Other options that those who wish to retain membership might choose include:

- Filing a formal request with NAESP

(continued on page 2)

WORKSHOP DATES

Central/Northern April 13, 1983
Bishop Scully, Amsterdam
Downstate April 20, 1983
Cathedral College, Douglaston
Western April 27, 1983
Notre Dame HS, Batavia

Proposed Action Plan: Is our uniqueness in jeopardy?

While always concerned about fostering high quality education in our schools and at the same time recognizing the overall educational jurisdiction of the Board of Regents of the State of New York, CSAANYS raises very serious concerns about the Proposed Action Plan for improving educational standards in the state.

In a recent report, "A Study of Schooling," John Goodlad offered recommendations for improving American schools. Among his recommendations he lists decentralizing of authority.

If public school principals and teachers could experience a greater sense of autonomy from state and district restraints, including legislative mandates, special programs and the accompanying paper work, their expertise might be more professionally utilized.

Recent intrusions into classrooms by the federal and state governments for the purpose of enacting education reforms through increased testing, accountability programs and financial equalization are eroding local control of schools.¹

Although Goodlad's study was limited to the public sector, implications can certainly be made for Catholic schools.

Catholic schools have traditionally enjoyed a position of educational autonomy and independence different from their public school counterparts.² It was often this very autonomy coupled with a deep sense of caring that allowed Catholic schools to embody characteristics of "effective" schools (e.g. dedicated teachers, strong leadership, a clear sense of educational mission, an orderly environment for learning) identified in recent research.³

In a nonpublic school study prepared by Donald A. Erickson, Professor of Education at Simon Fraser University, in June of 1978 for former Commissioner of Education Ewald Nyquist, it was noted that:

Regulations for nonpublic schools in several states seem irrationally conceived. They apparently represent a rather unquestioning extrapolation of guidelines developed for public schools rather than a studied consideration of the unique costs and benefits of the nonpublic schools to which they are applied.⁴

Erickson goes on to say that extrapolation would bear justification if nonpublic schools were in all significant respects similar to public schools.

However, it has long been recognized that there are fundamental differences between public and nonpublic schools.

Nonpublic schools are particular rather than comprehensive schools. Their philosophies, their curricula, their faculties, their facilities all reflect these particular missions. Each school has a distinct and unique character. If these differences are truly understood, it logically follows that nonpublic schools should not be subject to many of the same requirements and regulations as public schools lest their identity be lost.⁵

The Board of Regents has often expressed the view that elementary and secondary education in New York State should provide diversity of opportunity for parents and students.

On May 27, 1971, the Regents adopted a statement which in part reads:

"The Regents are committed to respect and protect diversity in the educational institutions of the state. Pluralism has stood our citizens and young people in good stead. The private institutions of the state, of both sectarian and nonsectarian sponsorship, have provided an option for education meeting at least minimum standards of quality and affording opportunities for innovative design.⁶

And as recently as July 6, 1978, Chancellor Black made the following statement:

"The Regents are well aware that in education, as in virtually every other facet of civilized society, full and fair competition among institutions is the surest guarantee not only of the quality of the process and the product itself, but also, in the longer view, of human freedom. Where education becomes a monopoly of the state, government is sure to follow suit. The potential domination of a monolithic system of schools and colleges is a certain threat to any democratic system. If we have learned nothing else from history, learning *this* truth, and conducting our affairs accordingly, could be the greatest service we might perform for the public."⁷

It seems to follow, then, that the Board's policy-making and supervisory responsibilities should reflect this support for diversity.

If the primary purpose of the Proposed Action Plan is to offer a treatment for the "ills" of the schools in New York State, then it would appear appropriate to identify those ills before suggesting a cure. We must ask the questions: Where is the proof that the Catholic schools in New York State are not offering quality education? Where are the statistics that show that SAT scores for Catholic high school students are declining?

Nonpublic schools are governed by the constituencies they serve. Their financial support is derived almost entirely from private sources rather than from public funds. Their financial well-being depends directly on their satisfying the parents whose children they educate. They are, therefore, continuously accountable to their parents.

To sustain and improve the quality of their programs and facilities, nonpublic schools have developed their own instruments and agencies for evaluation and accreditation (e.g., Middle States Association of Colleges and Schools, the National Catholic Educational Association, the New York State Association of Independent Schools, and individual Diocesan plans for self study and evaluation).

Apart from the philosophy of uniqueness and autonomy other areas of concern regarding the Proposed Regents Action Plan studied by the CSAANYS Executive Board at the September Meeting include: uncertainty as to which provisions apply to our schools, the requirement to follow state approved syllabi, increased time, foreign language and computer requirements and changed Regents Diploma Requirements. The Board feels that it is imperative that the Regents be made aware of the concerns and points of view of the nonpublic school educators. CSAANYS encourages its members to take every opportunity, to provide input to the members of the Board of Regents.

NOTES:

1. Bauch, Patricia A., "Implications for Catholic Education from Goodlad's 'A Study of Schooling' ", "Momentum", September, 1983, p. 15.
2. Ibid., p. 16.
3. Ibid., p. 16.
4. Erickson, Donald A., "State Responsibility and Nonpublic Education", New York State School Finance Law Study Project, June, 1978, p. 2.
5. Mason, Appleton A., "A Study of Relationships," September 25, 1978, p. 4.
6. Ibid., p. 3.
7. Ibid., p. 4.

John Paul II Urges Continued Commitment to Catholic Schools

On October 28, in an address to a group of U.S. bishops making their "ad limina" visits to the Vatican, Pope John Paul II urged a continued commitment to Catholic Schools.

The Holy Father based his comments on the concept that Catholic Education is so closely related to the essential mission of the Church—to communicate Christ. The aim of Catholic Education, as described in the new Code of Canon law, is to help people "to arrive at the fullness of Christian life" (Can. 794:1). It is concerned with the whole person, requiring that the physical, moral and intellectual talents of young people be cared for so that they may attain a sense of responsibility and the right use of freedom in order to take an active part in the life of society. (Can. 795)

The bishops were told that Catholic Education constitutes a "privileged chapter in the history of the Church in America" in a number of significant ways:

- Evangelization—making generations of people feel part of the ecclesial and social community
- Formation of Catholic laity
- Fostering of vocations
- Development of high quality citizens who contribute to the well-being of the country
- Furnishing an excellent witness to the Church's commitment to cultures of every kind

Pope John Paul II offered an expression of gratitude to the parents who have supported the whole system of Catholic schools; to the dioceses that promote educational programs and offer financial support; and to dedicated teachers—lay and religious—who championed the cause of helping young people to reach maturity in Christ. The Pope offered a special word of gratitude to religious and women religious in particular, who "blazed a trail in Catholic Education at all levels, helping to create a magnificent educational system from elementary school to university."

Continuing his address, John Paul commented on the roles of parents, teachers and bishops in the education ministry. The first educators of children are the parents. In the new Code of Canon Law, the whole treatment of education begins with the word "parents". In the eyes of the Church, and before God, their obligations and rights are unique, as are the sustaining graces they receive in the sacrament of marriage.

At every level of Catholic Education the importance of the Catholic teacher and of Catholic doctrine is felt. The Catholic school must commit itself to the Word of God as proclaimed by the Catholic Church and as an expression of the Catholic identity of each school.

The pastoral leadership of the bishop is pivotal in lending support and guidance to the whole cause of Catholic Education to be inspired by the great ideal of communicating Christ.

In conclusion, Pope John Paul referred to the prophetic appeal of Paul VI to the American bishops:

"Brethren, we know the difficulties involved in preserving Catholic schools, and the uncertainties of the future. And yet we rely on the help of God and on your own zealous collaboration and untiring efforts, so that the Catholic schools can continue, despite grave obstacles, to fulfill their providential role at the service of genuine Catholic education, and at the service of your country." (address of Sept. 15, 1975)

TAX CREDITS TABLED!

On November 16, the Senate voted 59-38 to table tax credits which had been offered as an amendment to HR 290 (Olympic Funding Bill). Although this vote was a major setback, the tuition tax credit bill was *tabled*—not killed!

Over the next few weeks, the United States Catholic Conference (USCC) will be analyzing the vote, meeting with the advisory committees and other coalition members to assess future actions. USCC encourages letters of thanks, and where appropriate, letters of dissatisfaction, over the vote. In their words: **WE MUST CONTINUE TO LET OUR ELECTED OFFICIALS KNOW THAT WE WILL HOLD THEM ACCOUNTABLE FOR THEIR VOTES.**

PARENTS FEDERATION— First Annual Convention

- Being a Catholic parent in a secular society
- Financial stability for the parish school
- Keeping your school *Catholic*
- A successful parish *team*: parent, pastor and principal

These are only a few of the excellent topics offered by the NYS Federation of Catholic School Parents' first annual convention to be held at the Roosevelt Hotel in New York City on March 30, 31 and April 1, 1984.

Fr. William J. Byron, SJ, a leading spokesperson for Catholic education in America, will be the keynote speaker.

For further information contact your local home school association. All Catholic school parents in the State are invited and encouraged to attend.

NEWSBRIEFS

• **Catch on to Computers** — Turn Post cereal box tops into Atari computers. General Foods and Atari Inc. sponsor the program which makes a large range of Atari equipment available for a specific number of Post cereal proof-of-purchase seals. For More Information: Catch on to Computers, PO Box 34451, Kankake, Ill. 60902.

• **Suggested Reading** — *In Search of Excellence—Lessons from America's Best Run Companies* by Peters & Waterman, published by Harper & Row. Examines the modern corporate world with implications for school systems preparing students to live in the "Information Age".

The WORD was made flesh
He lived among us
We saw his GLORY
(Jn. 1:14)

His becoming one
of us
Has made all the
difference



CSAANYS staff wishes each of you
and your loved ones the gentle
blessings of CHRISTMAS and a
hope-filled NEW YEAR!