

## Parochial School Cutback Will Burden Public Schools

Harrisburg, Pa. — (NC) — A study released here under the sponsorship of the Pennsylvania Catholic Conference warns that the "now distinct possibility" of drastic reductions in parochial school population throughout Pennsylvania "spells severe economic hardship . . . and grave disturbance" for the state's public schools.

Copies of the report were made available to the governor and members of his administration, members of both the State Senate and House of Representatives, and other public and education officials. It says there are "five fundamental realities" which must be faced:

—Non-public education—embracing 23% of all elementary and secondary school pupils in the commonwealth and effecting tax savings to the total public — is an important factor in the economy and educational future of the state.

— Any substantial reduction in number of the non-public school population spells economic hardship to Pennsylvania and grave disturbance for public schools.

— Non-public education in Pennsylvania cannot much longer meet the cost of serving the public in spite of any desires or sacrifices on the part of its supporters.

— Many public school districts of the commonwealth are faced with too severe financial difficulties to permit their accommodating substantial additional population resulting from school population in non-public schools.

—The solution of Pennsylvania's educational crisis is to afford non-public education a measure of support, within strict constitutional limitations, to enable it to continue to render service.

The report comes against a background of repeated warnings by Catholic officials in this state that the public schools should be prepared for a large influx of Catholic pupils, whom the parochial school systems can no longer afford to accommodate.

Archdiocesan officials in Philadelphia recently blamed a new contract won by striking lay teachers for the fact that the archdiocese will be forced to charge tuition in Catholic schools. The move is expected to result in a diminished number of students. Meanwhile Catholic school officials here as elsewhere are proving for some sort of public assistance to Catholic school youngsters.

The Pennsylvania Catholic Conference, for whom the report was made, is the central agency for the eight Catholic dioceses in the state.

**Parents' Double Burden**  
 The report says that parents who are taxed for public education

but also pay to have their children enrolled in non-public schools can no longer be asked to shoulder both burdens without help. It says these parents pay \$250 million yearly to educate their children in non-public schools, and without benefit of tax relief.

The report insists that recognition must now be given to public service rendered by all schools, public and non-public alike, in their search for financial resources to maintain their operations. In this respect, it is similar to a study conducted recently by the U.S. Chamber of Commerce, which said:

"We recommend that the government consider continuing to finance education for all children — but that it offer them, as an alternative to public education, financial support for private education up to the amount of the average expenditure per pupil in local public schools."

The conference paper draws attention to a number of non-public schools throughout the state which have announced that they will not reopen in September. It maintains that further curtailments is a "stark reality."

"Any measurable shift of the non-public school population into the public schools of Pennsylvania would result in near chaos in many school districts," the study says.

## Teachers Union Planned For Chicago Archdiocese

Chicago — (NC) — Formation of a labor union to represent Religious and lay teachers in Catholic schools was announced here. To be known as the Archdiocesan Teachers Federation, the organization is one of the first of its kind in the United States.

Some 40 teachers, both lay and Religious, signed up as charter members at the first meeting.

Oscar Weil, executive secretary, Illinois Federation of Teachers, was the principal speaker. He exhorted the teachers to "go out and sell this program to your fellow teachers. Get them to form organizing

committees in their own particular schools."

Robert Keeley, an English teacher at Hales Franciscan High School and a member of the newly formed organization's steering committee, said the union would be independent but would undertake a two-month study on whether to affiliate with the American Federation of Teachers. He also said that a convention will be called in October to which all archdiocesan teachers will be invited.

James Keane, steering committee chairman, said the union wants professional working conditions, welfare benefits and wage increases.

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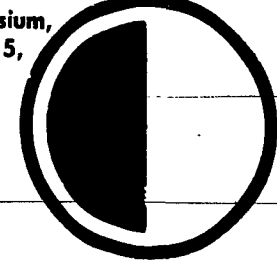
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## Innovations Are Fine if Well Analyzed

By MELVIN P. HELLER

(Now teaching at Loyola University, Chicago, Dr. Heller earned a national reputation as an educational innovator when he was assistant director of the Educational Research Council of Greater Cleveland, where he planned and guided projects for 28 school districts. In this article he warns that many would-be innovators, caught by the lure of Federal money, are playing the game of grantsmanship as an end in itself.)

In the furor raised by those who clamor for innovations in education, many shabby efforts are put forth as solutions to major problems. Any sensible educator can analyze the folly of unsound approaches, but one result of this analysis should be a bona fide innovative effort of his own. If it were, then even the charlatans might provide inspiration for effective educational change.

The spirit of innovation, of course, does not involve willy-nilly, blind alley forays into the unknown, nor is any innovation in and of itself sacred. Innovations should be planned carefully before they are attempted. To some administrators, the lure of grants and publicity overshadow the value of the innovation.

Money is available from Federal and private sources to stimulate changes in education, but because money often calls the tune, many educators in both public and non-public schools are playing the game of grantsmanship as an end in itself. To many of these educators, innovations have become synonymous with financial support. As a result, conservative educators are laughing in the wings as adventurous money-seekers develop programs which have questionable merit. Moreover, those who are unsuccessful in receiving grants raise the cry that they cannot do anything new in their schools without the extra money. This lament should be ignored.

It is ludicrous to assume that the availability of dollars can suddenly transform otherwise unimaginative teachers and administrators into creative geniuses. The essential feature of all innovation is the human resources of ingenuity. Leadership which emphasizes ingenuity is not the monopoly of the rich. That being said, it remains a fact that the number of educators involved in innovations is pitifully small. To wait endlessly for the best time to act is a guarantee of mediocrity. Some caution is wise; extreme caution is a deterrent to progress.

### Analyze New Ideas

Rather than spend so much time waiting for innovations to be tested scientifically, the modern educator can be his own evaluator of what is best for his school. Many of the procedures used in schools today have never been evaluated conclusively, yet we blindly accept them as "the way." Quality education is impossible if basic assumptions are not analyzed in the light of the current scene. The educator need not accept those zealous who strike him as too bold—the self-styled experts in innovation who use the medicine man approach for educational ills—but the reaction of categorical rejection is illogical. There is a great deal of sense in most innovations, but the educator must determine for himself how this sense is applicable in his school situation.

For example, there are many who reject team teaching. Al-

though many schools employ this approach in one way or another, it is not an overstatement to say that the majority of schools are not involved in team teaching. This approach can be considered as an umbrella under which all other innovations can be implemented harmoniously, but the potential of team teaching still has not been realized.

Certainly, this approach is not a panacea, but its promise is tremendous. It seems strange that so few schools are engaged in team teaching when its major achievements have been amply demonstrated: it fosters professionalization of teaching, individualization of instruction, and the improvement of the curriculum.

**Answering Objections**  
 But is it possible that some

of the advocates of team teaching have discouraged other educators who are reluctant to permit the abuses of the approach in their schools? Must team teaching, which includes unscheduled time for teachers and students, lead to teacherless situations where non-angelic children will be free to devise inventive means of destroying the school? The professional staff does not lose control over curriculum and student personnel when team teaching is correctly utilized. The staff merely exercises the control in a mature, professional manner. If more effort were spent in assuring educators that the abuses can be controlled and that these abuses are not inherent in team teaching, perhaps acceptance and implementation of it would occur more readily.

Those who advocate innovation do not have to be convinced of the value of change. It is the other fellow who has to be convinced. Perhaps a worthwhile innovation would be a realistic, honest portrayal of the advantages and disadvantages of an innovation by those who serve as spokesmen for the change. Once the picture is drawn clearly, the professional judgment of educators will be required. If the innovative approach is as beneficial as its supporters maintain, greater acceptance in the schools is a foregone conclusion. At a time when the challenge of excellence in education has never been greater, Catholic schools can and must become leaders in meeting this challenge.

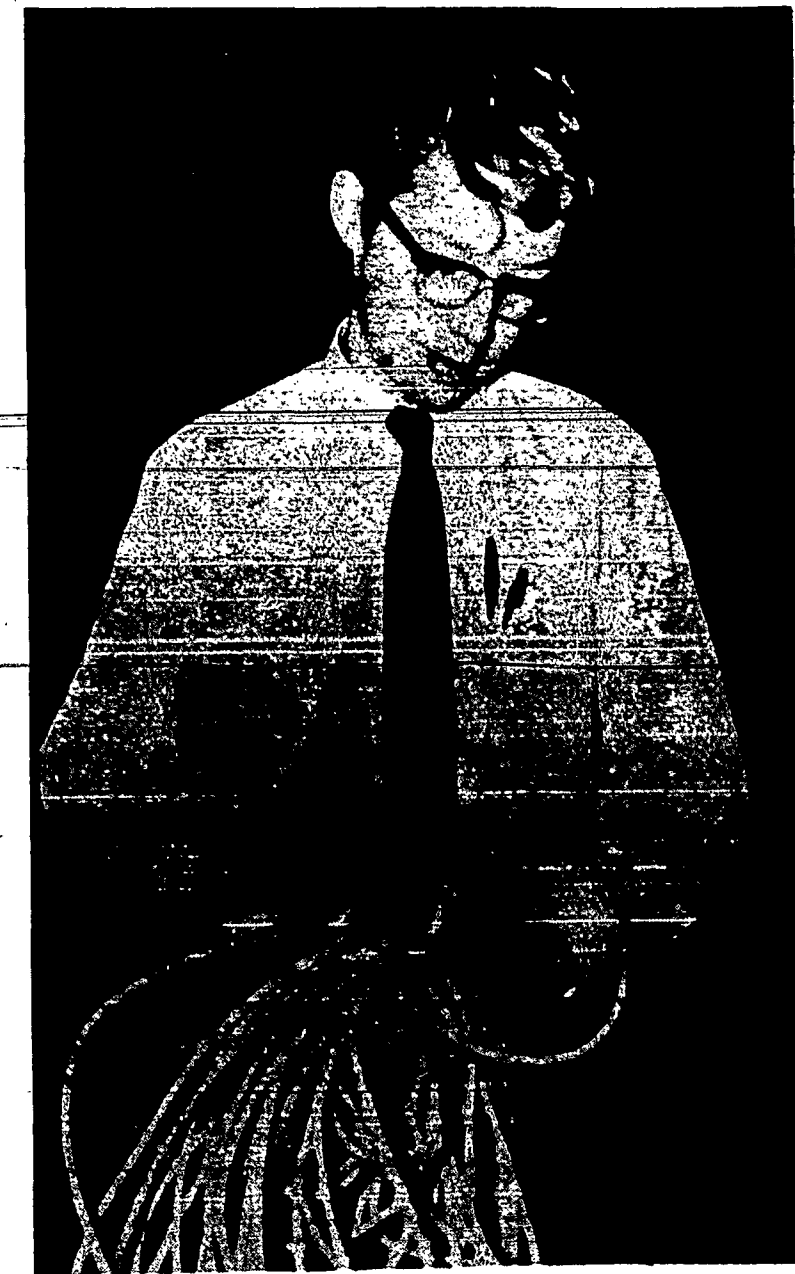
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