

CALIFORNIA ASSOCIATION
OF
INDEPENDENT SCHOOLS

*60th
Anniversary*



1941 - 2001

*"Standards Without
Standardization"*

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FOUNDING MEMBERS



The Bishop's School
Black-Foxe Military Institute
Katharine Branson School
Miss Burke's School
California Preparatory School for Boys
Castilleja School
Catalina Island School for Boys
Chadwick Seaside School
Cumnock School
Flintridge Preparatory School for Boys
Flintridge School for Girls
Sarah Dix Hamlin School
The Anna Head School
Marlborough School for Girls
Menlo School
Midland School
Santa Barbara School (*Cate School*)
Thacher School
Webb School of California
Westlake School for Girls
Westridge School for Girls



STANDARDS WITHOUT
STANDARDIZATION

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CAIS Mission Statement
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The California Association of Independent Schools (CAIS) is a non-profit organization of elementary, middle and secondary schools in California. The Association serves and strengthens its schools by setting standards of academic quality and ethical conduct, by providing for the professional growth of faculty, administrators, and trustees, and by promoting ethnic and socio-economic diversity.

To reach its goals, CAIS engages in a number of important activities. It monitors each school's compliance with membership standards through a professionally-recognized system of evaluation and accreditation. It provides a variety of programs, workshops, and services for teachers, administrators, and trustees to foster professional growth and shared knowledge among schools. The Association also represents the viewpoints and commitments of independent education to the broader community, providing information and leadership on educational issues. It encourages cooperative relationships between and among schools, both public and private, for the ultimate benefit of California's students.

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The 1940's

Setting the Standard, Making Alliances



1940 - '42

At the spring meeting of the Association of Independent Schools of Los Angeles County in April 1939, Professor Hiram W. Edwards of UCLA spoke on the topic of "Articulation of the Private Schools with the Higher Institutions in California." The purpose of this meeting was to bring the private schools of Los Angeles County into closer contact with the colleges and universities. Dr. Edwards was one of three speakers invited to address the assembled group among whose members were: Miss Ada Blake of Marlborough School, Mr. Thompson Webb of the school of the same name, Miss Anne Fitzhugh Parker from Westridge, Mrs. Cathryn Dye of the Brentwood Town and Country School, Margaret Chadwick from the Chadwick Seaside School and Mr. Lowery and Mrs. Rankin from the Flintridge Schools for Boys and Girls, respectively.

Since the early 1880's (and until the early 1960's) the University of California was the sole accrediting agency for the state. Dr. Edwards, since 1936, had been the director of the Office of School Relations. Under his direction a new accrediting process had been adopted, based upon the scholastic success of graduates in the University. Statistical studies and analyses thereof were made of the performance of freshman students at UCLA. Dr. Edwards told the assembled gathering, that private school students, as a group, performed significantly worse than public school students did. He admitted, however, that there seemed to be two distinct groups of private school students and one of them did better than the average public school student.

A second speaker, Miss Florence Brady of Occidental College, emphasized the need for high standards and of teaching students, "how to give a day's work for a day's pay." Further, she said she would "reckon achievement by its relation to the student's ability to do work, not simply by the results obtained."

The final speaker, Mr. Howard

Pattee, Director of Admissions at Pomona College and a man whose work would figure prominently in what turned out to be the results of the evening's program, protested the use of the word "controversy" in speaking of public vs. private institutions. He insisted they worked to a common goal. All the speakers, in response to questions, preferred "definite records of achievement" over "scholastic aptitude tests."

Out of this meeting came the idea of the establishment of an organization of superior private schools with the purpose of raising and maintaining standards in private school education. Attendees contacted friends from schools in other parts of the state, and several formal and informal exploratory meetings were held. On Saturday, October 5, 1940, Miss Ada Blake of Marlborough, chairwoman of the Organization Committee, invited a group of people to her school to formally discuss the creation of such an organization.

Present at this initial exploratory meeting were: Miss Blake of Marlborough, Mr. Vosburgh of the Catalina Island School for Boys, Mr. Squibb of Midland Ranch School, Mr. Barnes of Harvard School, and Mr. M. P. Brush of California Preparatory School. Additionally, since among the general provisions of the new organization was to be the creation of a Board of Standards, (the members of which were to be "bona fide faculty members of California colleges and universities"). Also in attendance were: Dr. Hiram Edwards of UCLA, Professor J. P. Mitchell, Registrar of Stanford University and Dean William R. Nicholl of Pomona College.

The organization was to be unique in that the selection of its members was to rest with this Board of Standards rather than with the association itself. Members would be limited to "those schools whose actual performance met standards higher than those required for accreditation by the University of California." However, through the employ-

ment of "cooperative measures" it was hoped that sub-standard schools "might be encouraged and aided toward improvement."

In late 1940, thirty-seven secondary schools applied for membership and by the time of the first formal meeting of the newly formed California Association of Independent Secondary Schools (CAISS) on Wednesday, March 26, 1941 held, again, at Marlborough School, twenty-one schools had been approved by the Board of Standards. In addition to furnishing information on faculties, curricular offerings, grading standards and facilities, schools needed to show that the collegiate records of their graduates indicated that at least two-thirds of them made a "C" average during their freshman year in college.

The original twenty-one schools were:

The Bishop's School, La Jolla
Black-Foxe Military Institute, Los Angeles
Katharine Branson School, Ross
Miss Burke's School, San Francisco
California Preparatory School for Boys, Covina
Castilleja School, Palo Alto
Catalina Island School for Boys, Avalon
Chadwick Seaside School, Rolling Hills
Cumnock School, Los Angeles
Flintridge Preparatory School for Boys, Pasadena
Flintridge School for Girls, Pasadena
Sarah Dix Hamlin School, San Francisco
The Anna Head School, Berkeley
Marlborough School for Girls, Los Angeles
Menlo School, Menlo Park
Midland School, Los Olivos
Santa Barbara School, Carpinteria (Cate School)
Thacher School, Ojai
Webb School of California, Claremont
Westlake Schools for Girls, Los Angeles
Westridge Schools for Girls, Pasadena

A slate of officers was elected at the meeting, and a proposed constitution presented. Mr. Curtis Cate of the Santa Barbara School was elected the first president of the association. Miss Burke, of the school of the same name, was

The 1940's continued.....

1940 - '42 (cont.)

elected vice-president and the following members of an Executive Committee were named: Mr. Thompson Webb of The Webb School of California, Miss Blake from Marlborough School, Mr. Vosburgh from the Catalina Island School for Boys, Mr. Squibb from Midland School in Ojai and Miss Branson, from the school of the same name, in Ross.

The meeting ended with Dr. Edwards offering a compliment to the twenty-one schools, saying that he had just returned from a visit to "the best Eastern schools" and he had found "the better California schools no whit behind them."

In November, 1941, after opening prayers, the second meeting of the new association was convened by the president of the Executive Board, Mr. Cate, of the Santa Barbara School for Boys, in Carpinteria at his school site. Attending were the original twenty-one members, plus a new member, Harvard School of Los Angeles. Also in attendance were the three members of the Board of Standards and their Executive Secretary, Mrs. K.L. Wright.

The first issue of new business at this meeting was the subject of teacher credentialing. Dr. Thompson Webb reported on a meeting he'd had with Dr. Douglas of the State Department of Education who quoted an opinion by the Attorney General interpreting the term "properly qualified" in state law as saying that private school teachers needed to be "possessors of the regular secondary teacher's certificate."

Dr. Edwards was of the opinion, based on his own interview with the State Department of Education, that all secondary school teachers "be urged to provide themselves" with the "regular secondary teacher's certificate" as soon as possible "before any question of legal enforcement comes up." Mrs. Stanwood from The Sarah Dix Hamlin School suggested that each member school send in to the committee its views on the subject, a proposal that was adopted.

While all parties indicated a willingness to cooperate with the state on this matter and there was even a suggestion

that a member of the State Department of Education "be attached to the Association in some manner," at the third annual meeting, it was reported that the Attorney General had "recalled his stand" that private school teachers should be required to obtain credentials. Dr. Douglas, of the State Board of Education, still tended to think credentials should be required. Yet, he expressed concern that "such a requirement would centralize teaching in the hands of the teacher training colleges and would take away from the schools the freedom of experimentation with new methods." Association members agreed that the subject "should not be lost sight of" and be "brought up every year."

"Out of this meeting came the idea of the establishment of an organization of superior private schools with the purpose of raising and maintaining standards in private school education."

Also noted in the minutes of the first meeting is the concern of Mrs. Stanwood's, that teachers be required to have examinations for tuberculosis and venereal disease. The matter was given to Miss Branson to look into.

After a lunch during which the "Association was generously entertained in the handsome dining room" of the school, the committee took up consideration of advertising. A pamphlet advertising the association had been "distributed in many directions," according to the Executive Secretary of the Board of Standards, Mrs. Wright, who also reported that she had received about ninety inquiries about the association.

There followed "a long exchange of views" as to whether newspaper or magazine advertising was more effective and to what extent this kind of publicity should be continued. It was decided that the association would continue to advertise itself for one more year, this time including the names of member schools and to be paid for by assessing each school the sum of \$75.

Finally, Mr. Howard from Menlo School, presented a proposal which had been made to him to place one hundred students from South and Central America, potentially financed in part by the Rockefeller Foundation. His question about how many schools would be willing to accept up to five percent of their enrollment with these students was met with a favorable response and Mr. Howard was "empowered to proceed with the negotiations." The meeting was adjourned at 4:30 "to take a cup of tea with the President," Mr. Cate.

In addition to the subject of teacher credentialing, the third "Annual Meeting" of the association held a year later, in November, 1942, again at Mr. Cate's school, the formation of two new organizations and CAISS affiliation with each was discussed. Mr. Webb read a letter from Professor Herbert Smith which told of the organization of a National Council of Independent Schools (NCIS). Having modeled its constitution on that of CAISS, it asked if the California association of schools would be interested in joining.

The general feeling was positive, and two items with respect to it were moved and passed. Mr. Webb would send a summary of Mr. Smith's letter to CAISS members asking for comments, and the association went on record as endorsing the idea of a national association so long as the national organization admitted to membership only those schools which were members of state or regional associations.

Mr. Webb, clearly fulfilled his mission for in a letter dated September 1, 1947, Mr. Anson Thacher indicates to Mr. Webb that he would not be sending more than \$50 to NCIS. As he noted he'd said directly to Mr. Herbert Smith, he would have doubled his contribu-

1940 - '42 (cont.)

tion if Mr. Smith had moved his headquarters to Chicago. This, Mr. Thacher thought, was the logical place for it. He ends by saying that it looked to him "as if California had really started something" and he trusted that "it isn't the last thing California would start." He was worried about balancing his budget in 1947, but asserted that he didn't "regret one penny of his CAISS dues."

Another associative relationship that would develop and evolve over the years was with certain private elementary schools. Mr. Lowery from the Flintridge School for Boys early saw the need of an organization, similar to CAISS. There was general consensus that this was a good idea and a committee was formed to study the issue.

The country was now at war and a substantial part of the rest of the meeting was given over to the subject of schools in wartime. Government proposals such as the Victory Plan, the request to step up physical fitness programs and special emphasis placed on math, physics and English were felt to be already answered by the "regular work" association schools did. The boarding schools, in particular, were noted as being "pre-induction centers in the training we give our boys." There was conversation about the advisability of admitting boys to college after completion of the junior year. It was noted that a draftee in college had a greater choice in service options and might find it easier to be admitted to college after military service had been completed. The feeling was expressed that association schools should "help a boy to get as far along as possible with his education before it was interrupted by his military service."

Special note was made in the minutes of the "scholarly and philosophic introduction" Mr. Cate had given at the opening of the gathering and of his gracious hospitality through his term of service as president. Mr. Thompson Webb succeeded him as president of CAISS.

1943 - '45

In 1943, the Annual Meeting be-

" There was conversation about the advisability of admitting boys to college after completion of their junior year. It was noted that a draftee in college had a greater choice in service options and might find it easier to be admitted to college after military service had been completed..."

came a two day affair. Both in 1943 and 1944, it was held at a hotel: the Biltmore in Los Angeles in 1943 and the Sir Francis Drake in San Francisco in 1944. Issues of expanding affiliations continued to be a subject of discussion both years. In December of 1942, at the meeting at which the Board of Standards gathered to make decisions about including new schools into the association, the question of whether or not broader participation among the state's colleges and universities should be encouraged had been raised. A proposal was formulated that increased the three-man board to five and to lengthen the term of office from three years to five. The proposal included the provision that the University of California and Stanford would always be represented. This was presented to the association at the Annual Meeting of 1943 and was ratified.

At the end of the 1943 meeting, a group of schools met to establish what they called the "School Circle Fund." Each of the twelve voluntarily contributed a sum of money above, beyond, and separate from the \$50 annual dues, to employ the services of Mr. Howard H. Pattee who was to serve in a public relations capacity to further the interests of the association. In 1944, Mr. Pattee's services were renewed and he was designated the General Secretary of the Association.

Mr. Pattee's report on his activities was received with general approbation. There was lively conversation about the format of a new booklet to be prepared to advertise the activities of the association and he was asked to have a "suitable emblem" drawn up and to include in the booklet the aims and objectives

of the association. He was given advice as to which of his activities he might emphasize. Among them were:

- relations with public schools and the State Office of Education
- teacher placement
- state legislation affecting schools
- relations with trust officers in banks and educational information agencies
- printing and distributing an association bulletin and listing available college scholarships

The committee on the formation of an elementary schools association reported the following suggestions from their studies of 1943-44. Schools to be placed on an approved list in the association booklet should have twenty children enrolled for a period of five years and go through the sixth grade. A member of the association would make an inspection of a prospective school and then sponsor the school should it be eligible for inclusion.

The list would be reviewed twice yearly and submitted at the Annual Meeting. Two unfavorable votes would prevent a school from being included. Finally, the principal of the school would be required to submit evidence that its pupils had "done satisfactory work" in at least two CAIS schools or at equivalent schools in the East. There ensued a lively discussion, the result of which was that the investigative work of the committee was continued with the request that another report be made the following year.

The war was a continuing topic in 1944. There was a sharing of general concern about the "unrest" of the students with regard to the war. Miss Branson said that her girls were exhibiting a new, more serious attitude and

The 1940's continued.....

1943 - '45 (cont.)

were helping "materially" in the operation of the school. There was also a much greater than usual interest in science, math and current history. Mr. Lowery from Flintridge Preparatory School for Boys noted that the automobile is "still far more dangerous to life and limb than the war has been so far." Father von der Ahe from Loyola High School, a new member of the association, reported that the boys who were working part time in the war effort "put their work ahead of their studies" with a consequent ill effect on the latter.

The program to admit young men directly into college after their third year, proposed at the 1942 Annual Meeting, was reported upon by Professor Mitchell from Stanford (and a founding member of the Board of Standards) and was deemed to be highly successful. Reporting for Stanford and thirty other colleges and universities, he noted that the students had been "thrown into regular freshman courses and all had been able to carry them."

1945 - '49

A major issue in 1945 at the meeting held in June at Marlborough School was relations between public and private schools. The report of the Board of Standards, based on the performance of students in college, indicated that private school ratings had generally increased and those of association schools remained slightly higher than those of public schools.

Professor Spindt, representing the University of California on the Board of Standards reported upon a related issue, teacher supply. During this time the state's population had increased by millions and was in transition from a primarily agricultural to an industrial economy. It was estimated, based on registered births in Los Angeles, for instance, that there would be a forty-seven percent increase in first grade enrollment by 1950.

A general shortage of elementary school teachers was thus expected, accounted for also, by the return of prosperity. Since the social status and salaries of teachers, particularly elementary teachers, was low many who entered

the profession did so with a missionary zeal - a spirit which tends to drop, noted Professor Spindt, in times of prosperity.

Further, the public schools tended to attract more teachers than private schools because of the greater security to be found in them - in particular, tenure and retirement considerations. The freedom from duties outside of class hours was also seen as a plus, giving public school teachers increased opportunity for professional contacts through membership in many associations.

Many members noted an additional problem. There was a widespread misperception among the public that only students unfit for public schools were sent to private schools. Also it was felt that damage was done to CAISS schools as a whole by those private schools which did not pay decent salaries or failed to pay them in full.

The discussion concluded with the agreement that public school principals and college placement agencies did not know enough about private schools and should be kept better informed. This was further seen as "one more argument in favor" of the work of Mr. Pattee, whose services as General Secretary were to be continued.

The committee which had been named to study the feasibility of adding an elementary section to the association listed nine elementary schools as prospective members. The schools were:

Crane Country Day School
Desert Sun School
Francis Parker School of San Diego
Ojai Valley School
Polytechnic Elementary
Town School of San Francisco
Brentwood Town and Country
California Military Academy
Howard School

There was much debate about the requirements for admission to any such elementary section and for the organization of it, so it was voted that the matter be referred to a new committee given the power to act.

One final issue of note in 1945 was a proposed amendment to the constitution raising the annual dues to \$100. Voting on the amendment was to take place the following year.

For the first time, the Annual Meeting of 1946 included speakers. Dr. William Ernest Hocking, professor of philosophy at Harvard University answered the question, "Is This Nation a Democracy?" and Dr. Rudolph D. Lindquist, Superintendent of Santa Barbara City Schools offered thoughts on "Some Needed Emphases in Teaching Citizenship."

The meeting was held in Ojai at The Thacher School where the president of the association, Mr. Anson Thacher, was head of school. Committee reports were also on the agenda. One notable item can be found in the recommendations of the Policies Committee. The motion was made and carried that a statement appearing in the catalog of Westridge School on the subject of fraternities and sororities become a policy of the association. In it, parents were asked to agree that their daughters would not become members of any club that was "exclusive in its membership."

The continuing subject of elementary schools occupied a day and a half of discussion. A newly formed Elementary Schools Association sent representatives to the meeting with constitution in hand. Their purpose was to ask for affiliation with CAISS. A Board of Standards for the elementary association was announced. There were four members among whom were Mr. Thompson Webb and Mr. Anson S. Thacher. Approval on principle was given to the request for affiliation and a temporary committee formed to work out the details. Some of the issues to be worked through had to do with fees, "freedom of participation" and the status of non-diocesan Catholic parochial schools.

1947 saw the inclusion of eight representatives from the new Elementary and Junior High School Association at the Annual Meeting. It was held in San Francisco in June at the Sir Francis Drake Hotel. Gender issues seem to be a prevailing theme in the remarks of

1945 - '49 (cont.)

guest speakers such as Dr. Nevitt Sanford, Professor of Adolescent Psychology at the University of California, who gave a speech entitled, "Masculinity and Momism." Given in response to Phillip Wylie's writing, Dr. Sanford allowed as how the spoiled, self-indulgent and unhappy Mom who takes out her numerous resentments in belittling her son causing him to become effeminate might actually exist, but not to the extent nor the numbers that Wylie asserted.

Dr. Sanford saw the American heritage of the independent and strong woman to be one of our best assets. Close association with women does not necessarily make a man effeminate, he said, rather not having a "right association" with the father was as much a possible culprit. Neurosis and "cracking up in the service" was most likely to be the result of "pseudo-masculinity" and Dr. Sanford saw as a good thing that boys had to be "worked up to fight a war." He saw that conflicts within women in regard to their roles were bound to continue and that schools should think to educate them to be "citizens of the world" as well as "mothers, home-makers, and charm-ers." Likewise, boys' education should be focussed on "reconciling them to a world in which women play such an important part." Their curriculum should include more about cultural topics and subjects that would "bring about more understanding of women."

Other issues at the 1947 meeting were dues assessment and the affiliation between the secondary and elementary sections of the association. The Constitution was amended to assess dues based on the gross earned income of a school from tuition, board, and room. Dues assessed on this basis were to be no less than \$100 and no more than \$1000. Miss Grace Henley of Polytechnic School and Father Von der Ahe of Loyola High School were noted as forming a joint committee of two to write a constitution for the Elementary and High School Associations combined.

Relationships and affiliations between groups continued to be themes

in 1948 and 1949. In 1948, Mrs. Georgia Overton, head of Marlborough School, reported at the meeting held at Occidental College that progress had been made toward the unification of the elementary and secondary associations. Further progress between independent schools and public schools was noted, as well, with CAISS being asked for the first time to "participate in the formulation of legislation affecting private education." She asserted that there was clearly still need for "constant study and alertness regarding restrictions."

An issue first raised in 1946 reappeared in the remarks of Miss Florence Brady, the registrar of Occidental and a member of the Board of Standards who made several suggestions to improve the two associations. Public attitudes toward private schools were based on misunderstanding of "the purpose and functions of the private school." Also widespread in 1948, (as it was in 1945) she noted, "is a very general opinion that private schools are for incorrigibles...for children from abnormal home situations...filled with children who could not hold their own in a public school." Further, "the charge of snobbishness is always made against private schools." Unfortunately, the many private schools that exist which do not live up to the standards of the associations and reinforce these "undesirable opinions."

Miss Brady suggested that there were several schools that should be added to the associations and that there were others which "with a little help and encouragement, meet our standards." Two suggestions were to hold open meetings to which non-members could be invited and the expansion of the Directory to include a longer statement of purpose and more information about individual schools.

In 1949, a three-day meeting was held at Mills College in Oakland. After a keynote address from Dr. Lynn White, Jr., President, Mills College answering the question, "Why Should We Try to Maintain an Independent Education?", the association met both as an entirety and as separate sections: secondary

and elementary, in the ensuing days. Reflecting the new unity, the association dropped "secondary" in its name and became the California Association of Independent Schools (CAIS).

In the whole group session, attendees heard panel discussions of such issues as how elementary and secondary schools feel about each other and what sort of curricular relationship should exist between them.

The secondary section meeting talked about driving training (recommended text was *Sportsmanlike Driving* put out by AAA) and listened to Dr. Walker, director of the Educational Testing Service. He extended an invitation for the association to become a member of the College Board; a group made up of about one hundred colleges and some twenty educational associations. He also provided information about a one-day test that tested aptitude in the morning and achievement in the afternoon.

Mrs. Luther Gilbert from the University of California and member of the Board of Standards outlined the ten most common problems faced by students at the university:

- how to learn to concentrate
- how to read more rapidly and efficiently
- how to study a textbook assignment
- how to study a foreign language
- how to budget one's time
- how to take notes on a lecture
- how to use the library
- how to write a term paper
- how to prepare for examinations
- how to take examinations.

She, further, made some recommendations to address these. Making notes and an outline was recommended, as was oral recitation.

The elementary section discussed plans and programs for a Regional Meeting, parent-school relations and testing. Every school present "indicated its willingness to send the Chairman a complete report of each pupil's score, from each grade, for the school year 1948-49 on both the Stanford Achievement and Kuhlmann-Anderson tests."



The 1950's

Getting to Know Us



1950 - '52

In response to many requests that members be given more time "to become acquainted with each other and the work and activities of our own schools," an innovation of the 1950 Annual Meeting was the addition of a session of five-minute reports from each member school. It was noted that the association "now includes the entire education range from Nursery School to College" and that "there are many interesting and valuable developments now going on in our schools that we wish to know about." Suggested topics included how faculty meetings might lead to teacher growth, faculty and student health exam requirements, how best to use audio-visual aids, student government, and whether or not there was a parent organization. Accordingly, two hours were given on the second day of the meeting, which was held at that year at Cal Tech, to twenty-four reports from schools. No one mentioned faculty meetings.

Mr. Lowery of Flintridge reported that annual medical exams were required of both staff and students, including an annual "analysis of listlessness often the result of undernourishment." Miss Lee of Polytechnic explained that the "particular need of Polytechnic" for health exams for teachers "resulted from the fact that they have no limitation on sick leave, some teachers having been absent for as long as six months with no deduction from their salary." Several schools reported having "Mother's Clubs" most of which did not involve "administrative matters" but which were primarily service clubs. One club developed a code of ethics in which strict non-interference in academic and administrative matters was outlined. Miss Merein of Hamlin offered to send copies to any interested members.

Other schools shared their student government programs and structures

and Miss Temple of Westlake outlined in some detail their program of audio-visual education. One hour a week was set aside for films (in grades three through seven) which needed to be requested in June for the following year. She noted that "teachers must organize their year's work in advance for it is difficult to get films unless advance orders are made." United World Films were generally considered to be the best, though expensive. Encyclopedia Britannica films were "trustworthy" and a synopsis of their content accurately given. The program at Westlake was administered on a budget of \$60.00 per year.

Though not on the suggested list of topics, a number of schools shared academic practices. Mr. Howell Webb reported "gratifying" results in the program creating common goals for the "correlation of work throughout each of the major departments." Mr. Burr of the Ojai Valley School was similarly pleased with the results of a program of "concentrated study." Two subjects were carried for four-week periods with two double periods broken by a forty-five minute athletic period. Miss Espinosa of Castilleja School spoke about "after school conference periods" held four days a week and "the Saturday morning study period" which all college bound girls with a weekly average of less than B and all non-college preparatory girls with a weekly average of less than C were required to attend.

Mr. Chase from Thacher also reported on a topic that was not suggested, that of "promotional activity" targeted at alumni. An association of one thousand members had been formed, with dinners being held annually in San Francisco, Seattle, Portland, and Los Angeles. He noted that the alums had been "most helpful," contributing such things as funds for a memorial chapel and scholarships.

Mr. Pattee's annual report noted

that there had been a substantial increase in "the number and variety of office calls" since his last report. This was aided, perhaps, by the fact that after five years of effort a single party phone had been secured for the office (which was located in Claremont). Over 4,000 copies of the Directory, over and above those sent to member schools, had been distributed and numerous requests for "all of the information necessary to operate my own school" had been received.

The report also mentioned that there had been a decrease in the number of positions open for teachers at member schools and that approximately 200 applications were currently on file with approximately twelve positions open. A need was expressed for "a better understanding of the California situation on the part of Eastern teacher placement officers." Mr. Pattee noted that there were still several agencies that seemed to feel that "there are no schools in California that are entitled to their better applicants."

Finally, a recommendation with respect to self-evaluation was made. It was felt that while the Evaluative Criteria developed by the Cooperative Study of Secondary School Standards were planned mostly for public schools, selected units of the criteria might well be used by CAIS secondary schools for self-appraisal and a visiting committee named to check the results.

The practice of member schools giving five-minute reports on their schools was continued for several years, though by 1956 the reports were cut to three minutes in length. In 1951, a number of schools shared successful special projects such as the Business Education Day at The Katherine Delmar Burke School. Classes were suspended for one day while the Chamber of Commerce assisted students in visiting various businesses in San Francisco. There was an

1950 - '52 (cont.)

other day on which business executives returned the visit.

Mr. Rich from the Town School described the school's annual Christmas play and noted that there had been much interest in the sale of record albums from the play. Mr. Burr reported from Ojai Valley that a Farm Project in which, among other things, the boys and girls raised and sold animals and vegetables, gave participants valuable economic training. The raising of vegetables proved "profitable," but the chickens "barely broke even."

The "Magazine[s] for Friendship" plan was described by Mr. Lowery from Flintridge in which magazines were collected and sent to "countries not behind the Iron Curtain." He reported that "so much progress" had been made that the program was soon going to have to hire the services of a paid secretary. Mr. Howell Webb told about the experiment in Bible instruction as a means to improve a school without depending entirely upon the chapel program. One class a week was assigned to each member of the English staff for this purpose.

Miss Mills from Westlake described a program intended to offer senior girls "more than formal preparation for college." Alumnae were invited back to the school to share their experiences in family relationship, budgeting, house-keeping, legal affairs and international relations. Two other girls' schools reported on their experiences with the use of the Evaluative Criteria from the Cooperative Study of Secondary School Standards. Mrs. Mitchell from Marlborough described "how improvements could be gained in a tactful way" and said "teachers were often surprised when they discovered their own weaknesses." Miss Peterson from Westridge said that the standards could be applied to administrators as well as teachers "for it is a method of surveying our philosophy of education." She cautioned, however, that "in order to receive full value from its study much care and considerable time must be taken."

A frequently mentioned issue in 1952 was social standards. Mrs. Chadwick reported "a valiant but losing battle" with regard to lipstick, chewing

gum and bare feet. She described plans to "work more closely with parents in this regard." Parents had proven helpful to Ojai Valley School where they helped to eliminate the problems not only of chewing gum but of comic books as well. Dr. Hinton from Menlo School and College (site of the meeting) was sympathetic but "did not feel that boys of today were such a bad lot after all."

"Mrs. Chadwick reported 'a valiant but losing battle' with regard to lipstick, chewing gum and bare feet."

By 1955, a Committee on Social Standards had been formed and developed a report that was presented to the Annual Meeting in an evening session. The report was accepted and referred to a Publication Committee to be appointed by the President. All CAIS members were "urged to send in their suggestions." At the Executive Committee meeting the following September it was suggested that the publication be titled, *Let Us Agree*. A pamphlet with this title was published in 1956 and "collected a set of guiding principles which may be used at home, at church, and at school." Four categories were named covering social activities, family cooperation, driving cars and drinking alcoholic beverages.

The section on social activities noted that "lights out" had no place at a "well-ordered party," a girl should be a high school junior before going anywhere with an escort unchaperoned, slumber parties were a "questionable form of entertainment" and young people who wanted to get something to eat after an event should take no longer than thirty minutes doing so. "Going steady" was discouraged as "a handicap to social development."

Parental responsibilities were outlined clearly, particularly in the areas of driving cars and drinking alcoholic bev-

erages, and students were reminded that they represented the school wherever they went. "Behavior in cafes, movies and other public places is noticed by unexpected observers," the pamphlet explains, and it "either builds up the reputation of the school or tears it down." *Let Us Agree* continued to be published by the association until 1960 when it was voted to suspend publication with the note that each member school was advised to "rewrite their own codes of social procedure." However, the minutes of the Executive Committee in June 1963 note that Mrs. Rugg, who succeeded Mr. Pattee, submitted a revised version of *Let Us Agree* which was accepted by the committee "with enthusiasm and wit." A printing of 10,000 copies was authorized.

Several successful experiments were noted in the school reports of these years. Thacher allowed the boys "greater study freedom," Brentwood invited parents to a faculty meeting, Katherine Delmar Burke addressed the social standards issues through panel discussions with mothers from each grade and began holding parent-teacher conferences. The teaching of spelling at Francis Parker changed in that lists were no longer being used and one period a day of creative writing was being included.

Efforts by faculty and students to improve things were noted by two schools. Miss Chestnut from the Town School for Boys described the successful efforts of a faculty committee to raise the salary scale to "conform roughly" to that of the San Francisco public schools. Mrs. Mitchell (*Marlborough*) reported that the Student Council had developed an Honor Code that was signed by each girl in a formal ceremony.

Mr. Pattee's reports during this period noted a continuing increase in the number of calls made to the CAIS office. Approximately one-half of the inquiries concerned students who would not be eligible for member schools. Thus, it was noted that a constant effort was continuing to be made "to clarify in the minds of Public School Officials and the public in general the fact that our Association is not made up of schools for problem children." As part of the

1950 - '52 (cont.)

work in this regard, Mr. Pattee wrote an article titled "Standards Without Standardization," published in the April, 1951 issue of the Secondary Education Board Bulletin. He would also be offering a summer school course in the School of Education at Stanford on "The Organization and Administration of Independent Schools." The latter was described as "an experiment on the part of Stanford University to see what interest, if any, exists ...to investigate the place of Independent Education in the general American scene."

1953 - '59

Notable issues in these years included the establishment of a Code of Ethics for member schools, relationships with state agencies, testing, and teacher associations.

Mr. Pattee reported in 1953 that the Board of Health had requested an opinion from the Attorney General with respect to the role of the State Board of Health in overseeing infirmaries in private schools. He recommended that CAIS "work closely with the State Board of Health...so that no legislation or control might develop which might be detrimental to member schools." CAIS objected to imposing the same licensing requirements on infirmaries as for a general hospitals and eventually "was able to recommend a new definition of school infirmary as applied to independent schools."

Another worry came in the form of talk about the possibility of legislation being presented at the 1955 session of the legislature that would establish a State Commission for the Accreditation of Private Schools. In 1956, came a variation on the original idea. It would create a new state agency called The Intermediate Unit that would not certify private schools but work closely with public school boards and schools. The Unit would have the power to supervise curriculum in private schools to see that it "conformed to the State pattern." CAIS

went on record as opposing certification and any kind of curriculum supervision.

Also in 1956, CAIS approved a statement of policy that rejected the receipt of any state or federal tax money. The statement expressed the belief that "the particular contribution of the independent school would be lost if any part of its educational program were financed directly through public taxation."

Under investigation in these years was the possibility of future incorporation of CAIS on a non-profit status. A legal opinion was sought and it advised that the association "have a larger proportion of non-profit members before incorporating." By 1956, the Executive Committee and the Executive Secretary were directed to meet with the law firm of O'Melveny and Myers for the purpose of "discussing the matter of incorporation." It was an issue that would not be resolved until the next decade.

"...the particular contribution of the independent school would be lost if any part of its educational program were financed directly through public taxation."

With respect to the Code of Ethics, the report of the committee responsible for formulating it and the Code itself was approved with one change. Number three was to read, "A school will not knowingly seek to enroll any pupil who is enrolled in another school." It was voted that all active heads of schools would be required to sign the Code, that copies be kept with the Executive Secretary, and that it was the Secretary's responsibility to call this to the attention of schools where there had been an administrative change.

Also on agendas during these years were discussions and reports about testing. At the 1955 Annual Meeting held at Occidental College, Dr. Glenwood

Walker of the Educational Testing Service reviewed the results of four consecutive years of collecting data from CAIS schools for the purpose of setting up norms for independent schools. Over 5,000 students were tested in twenty-five association and nine non-member schools. There was discussion about the value of continuing the program. Points mentioned in favor were:

- provides a unifying factor for evaluating the work of the schools
- provides a common denominator for pupil transfer
- provides a basis for development of Western independent school norms.

Additionally, an interest in participation in "Advanced Standing" tests was noted in 1955 and the sum of \$100 was appropriated so that CAIS could be represented at the Advanced Standing Conference held at Exeter. In 1956, a proposal was made to send a questionnaire to member schools concerning their use of them. Mr. Pattee in his 1957 Annual Report noted that "of the eighteen Association schools that give the high school diploma, nine offered Advanced Placement courses in eight subjects with an enrollment of fifty-two pupils."

Mr. Pattee also noted that year that three years earlier, in 1954, on the recommendation of the Elementary Board of Standards, CAIS began to require elementary schools to participate in the CAIS Testing Program. Yet, only half of the schools were doing so. He expressed the opinion that the requirement should either be enforced or dropped. In addition to the points mentioned above as to the value of the Testing Program, Mr. Pattee pointed out the continuing fact that "the only source of public information about the academic rating of private schools consistently shows them as the lowest of all types of schools." Further, CAIS was the "only group of independent schools in California that can

1953 - '59 (cont.)

present continuous evidence of academic achievement" and "the leading independent school group in the country" in its "attempt to establish regional norms."

The possible addition of student test scores to college grades as a means of evaluation of school performance for accrediting purposes was discussed in 1958. However, the Board of Standards was generally of the opinion that "high school and collegiate records provided a good, uniform yardstick...one that is consistent, fair and objective." Therefore, while testing was recommended for the purposes of a school's self-evaluation, it was not considered a necessary addition for secondary schools. Part of Mr. Pattee's concern about the low rate of participation of the elementary schools in the Testing Program was that there was no similar yardstick for elementary schools. He said that if the requirement to include elementary schools was removed then it would be "important some means be set up to evaluate a school on other than subjective enumeration of self-rated items." Accordingly, in 1959, a Committee on Elementary Standards was formed to study the issue.

The question of teacher credentialing came up again in 1953 when the Executive Committee voted, "in view of the pending legislation pertaining to the certification of teachers," that it be the policy of CAIS schools "to require of all teacher applicants their particular situation with regard to the California credential, and to ask them to give full reasons therefor in case of revocation of any such credential." In 1956, in response to a request from a state committee (noted in parenthesis as being the first time CAIS had ever been asked), a committee was

"...our teachers don't know each other and it would be well if they did."

formed to investigate credential requirement revisions. Mr. Pattee felt it wise to "make a further study" status of CAIS teachers with respect to credentials and degrees and keep current information on file. The Executive Committee agreed.

Teachers were also on the agenda in a couple of other areas. A discussion of whether or not teachers should be given the full responsibility of Regional Meetings ensued. An additional meeting had been set up in 1957 - one held in the north and one in the south. After the first year, the practice was to appoint a special chairman to plan them, often the head of the school that hosted the meeting. Teachers were always involved in the planning, but it would be twenty-three years before the planning was

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done entirely by teacher committees.

A meeting of teachers organized by teachers for teachers took place in Pasadena in 1956 and great interest had been shown in organizing a teacher association within CAIS. Several heads of school saw this as a sign of strength. The aim of the Pasadena meeting was "to do a better job through shared expe-

rience" and a comment in the Executive Committee minutes was further recorded that "our teachers don't know each other and it would be well if they did."

Late in the decade, a need for clarification of the word "independent" was discussed. The suggestion was made that CAIS membership be limited to "those schools that are not dependent on larger organizations for their decisions and activities." A motion in 1959 to require that each member school submit a statement of its educational philosophy and its process of self-evaluation did not pass. It was another issue that would not be resolved in the 50's.

In 1957, Mr. Pattee, in his Annual Report, took stock of CAIS from what he saw as a "Fifteen Year Plateau." He noted that he had discovered a few "secrets" about CAIS schools. "One secret is to be able to work twenty-four hours a day, another is to be willing to hold against all the forces that press toward mediocrity. Perhaps the most subtle of all is learning how to live with a deficit, and not only that, but to make it work for you!" He concluded that

even with the success CAIS was enjoying as the first independent school group "to see the need for cooperative activity" in understanding independent education, there was still "no room for complacency." He

said, "The increasing numbers and proportion of independent school pupils demands a greater effort on the part of each of us to interpret our policies and activities in a way that will strengthen the continuing position of the independent school as an integral part of the American system."



The 1960's

These Times of Changing Moral Standards



1960 - '62

Incorporation remained an issue under discussion during these years – but with no resolution. The main objectives for incorporation were to permit tax deductible gifts and to exempt CAIS from taxation. The law firm of O'Melveny and Myers recommended and the Executive Committee agreed that CAIS should incorporate as a "trade association" and also as a foundation in order to accept tax-free gifts and disburse them to the nonprofit members of CAIS.

As the issue involved a change to the Constitution, a unanimous vote of the members was required. Although only three schools voted against the measure, an additional eleven abstained and the measure lost. It was then voted that the recommendation be presented to the membership by mail ballot.

The Constitution was amended to create an Executive Committee which would consist of eleven members, including the five elected officers of the association (plus the immediate past president) and additionally, five members elected at-large.

Mr. Wallace Burr from Ojai Valley School, who was the president of the association in 1961, reported on his attendance as the official CAIS representative at the NCIS meeting. He noted two trends developing: that there would be more money becoming available for the development of independent schools and that there would be closer cooperation with public schools and the Federal government. He expressed caution, however, saying we should be "constantly aware of the dangers involved and the constant possibility of losing our identity and independence."

A change in the accrediting organization for California secondary schools was proposed during this period. Howard Pattee served as CAIS representative on the organization committee. At the Annual Meeting in 1961, CAIS went on record as approving the

proposed constitution of the Western Association of Schools and Colleges and further recommended that all CAIS secondary schools participate in the accreditation program. Mr. Pattee was to continue as the official representative of CAIS and was directed to keep all members informed of developments.

A committee formed to make an analysis of the job of the Executive Secretary in 1960 reported back that a prime factor in the success of the total work of CAIS was the continuity provided by the position. Any sharing of this work among the various officers of the association was deemed to be entirely impractical not only because the entire work load could not be handled this way, but because of the "many and varied claims upon the time of the school administrator." Thus no "economies" could be found and, in fact, any alteration would result in increased expense.

Not only did the committee recommend that the present organization should continue but that "careful consideration [be] given to provision for additional funds for office help in the work of the Association which is constantly expanding." It was noted, for instance, that "the Board of Elementary Standards required clerical work beyond any earlier experience for purposes of evaluation alone." Mr. Pattee's 1961 Annual Report noted that there had been over 1,110 requests, by mail and telephone, for information about CAIS schools. This was in contrast to the "fewer than 300 requests" noted in 1957. There also had been over sixty requests for information from non-CAIS schools and from people wanting to open their own schools. "A few," Mr. Pattee noted "have wanted to join before finding a site..." Most of those hoping to start their own schools were parents "who are not satisfied with their local public schools." Mr. Pattee saw it as a "constant problem" to ascertain how much of his time

should be given to the owner or trustees of a new school. Since about half of the requests had come to him as referrals from CAIS member schools, he declared it "a problem we all face."

1962 was the last Annual Meeting attended by Mr. Howard Pattee who, along with his wife, served CAIS for twenty-two years. He retired in 1963. Mr. Daniel Dewey (*Anna Head*) offered a resolution of appreciation and good wishes, basing it among other things on his "choice of wife who has turned out to be a paragon in the collection of funds." He also praised the "patience, understanding and genuine concern for the welfare of what may have seemed at times to be an anarchic situation." Mr. Pattee, in responding to the standing ovation, compared the growth of CAIS to the growth of a human being. He said that "as a child grows he begins to think about persons other than himself and about issues other than his own," so CAIS, "by seeing itself in the larger and extended field of independent education can move into a more effective and valuable period of institutional maturity."

The controversial subject of testing in elementary schools was often on the agenda. Mr. Pattee's Annual Report in 1960 notes that a total of 4,195 students in twenty-two out of forty-two member schools had been tested over the full range of grades from kindergarten through grade twelve. By 1961, he noted that 6,525 pupils had participated and that the average CAIS student was performing at the 80th percentile of the national norms with the lowest mean score being at the level of the 62nd percentile.

A report was made in 1962 on a special study that had been done comparing CAIS norms with ERB norms. Mr. Paul Squibb, emeritus head of Midland School, Chairman of the Board of Elementary Standards, emphasized the

1960 - '62 (cont.)

importance of the program. He saw it as making it possible to compare schools that "in many respects were unlike as far as equipment, daily programs, and classroom procedure are concerned." By the end of the decade, participation in testing through one of the approved programs at least every two years became mandatory in CAIS elementary and junior high schools.

1963 - '69

Mrs. Sara Lewis Rugg from Santa Barbara succeeded Mr. Howard Pattee as Executive Secretary of CAIS in 1963. Mr. Pattee continued as Secretary Emeritus until his death in 1967.

CAIS and WASC

In 1963, Mr. L. W. Hedge, head of the accrediting commission for secondary schools for WASC, gave a brief history of the organization and noted that it included 690 schools. Mr. Hedge said that "a school should be evaluated on the basis of its own philosophy and how well it achieves it." He explained the various instruments used by WASC in evaluating schools and affirmed that they were used "to help a school live up to its potential."

Although Mr. Pattee was not present at the Annual Meeting in 1964, his report was circulated and gave rise to a discussion of accreditation procedures. After it, the Executive Committee was asked to investigate the possibility of CAIS becoming the accrediting agent for its own schools. Ray Ede from Army and Navy Academy was appointed the new WASC representative and a committee of three was appointed to evaluate the WASC Evaluation Criteria.

Mr. Hedge again addressed CAIS members at the 1965 Annual Meeting. He characterized WASC as a "service" organization rather than a "police" effort. He stated that it was "vital" that teachers in schools be "personally and deeply involved" in the accreditation process and that student participation was also important. It was also noted that year that even though the University of California was no longer an ac-

"The discussion was closed with the observation that 'alternatives to WASC might prove very unpleasant for independent schools.'"

crediting agency, Mrs. Walker would continue to submit annual reports on the performance of CAIS graduates during their freshman year to the Annual Meeting.

Mr. Hedge declared that there was a need for more independent school people to serve on accrediting committees, "especially as such people cannot be sent far because of travel expenses." He asked that CAIS members willing to serve contact him in July and August when teams were formed. When Mrs. Rugg asked if some of the questions in the evaluation could be "altered to be more suitable for independent schools," Mr. Hedge said that was possible. He was further asked when a new school might apply for accreditation and the reply was that it could be done "as soon as there were a sufficient number of graduates of the school to determine success in college."

By 1966, Mr. Hedge reported that 999 secondary schools had been accredited by WASC. He estimated that about 97.5% of all public high schools and most of the Catholic schools were in that number. He stressed the great benefit he saw to schools in doing a self-evaluation by all its constituents and further stressed "the need for school policy to be in writing, and for long range planning and continuity."

In 1968, Mr. Ede (*Army and Navy Academy*) reported that all but three CAIS secondary schools were WASC-accredited. He named two benefits to accreditation. The first was a reiteration of Mr. Hedge's point that the process of self-evaluation involved for a school was valuable and instructive, and the second was the recognition accorded a school when its graduates applied to out-of-state colleges and universities. He further noted that the University of California had announced that it was going to

require "a score of at least 500" on the SAT for students coming from non-WASC schools and that he felt this policy should be supported. A motion to do so passed.

There were still complaints that the questions on the WASC forms were not relevant enough to independent schools, and some new ones about the expense. There was also a feeling that more teachers should be included on visiting committees and that there should be a majority of independent school personnel on evaluation teams that visited independent schools. The latter feeling was not universally held, however, as several expressed the thought that having public school personnel was useful in that "it led to the education of public school personnel!" The discussion was closed with the observation that "alternatives to WASC might prove very unpleasant for independent schools."

In 1969, the Executive Director of WASC, Wesley Berry, attended the Annual Meeting to report on WASC activities in Hawaii, Wake Island and Guam, as well as in California. He also "gave a thorough discussion" on the "proposed amalgamation" of the Northwest Association and WASC. However, because of "political, structural and effectual" reasons this move was "being regarded with extreme caution by all." After Mr. Ede, gave his report, there was discussion about the possibility of WASC evaluating elementary schools. It was reported that one sixth through eighth grade school had already requested and received WASC accreditation.

CAIS and NAIS

Concern was expressed in 1964 about another organization of which CAIS was a part. NCIS was now called the National Association of Independent Schools and the concern expressed

1963 - '69 (cont.)

by Mr. Robert Ricklefs of the Robert Louis Stevenson School (the CAIS representative to NAIS) was about a perceived lack of communication between regional associations and NAIS and also between themselves. In 1965, it was reported that Mr. Willis Stork from Polytechnic School would meet with NAIS to discuss ways it could support regional associations. His report in 1966 noted that NAIS had sponsored a sex education seminar at Princeton "on which there is an eight hundred page report" and that there were plans to offer other seminars on important topics. Further, a promise had been made to hold the annual conference outside of New York every third year.

CAIS representation at the NAIS annual conference increased in 1967 and there was even some discussion of whether or not "the money spent for the Regional Meetings could not be better spent in sending delegates from member schools to NAIS meetings." The question was referred to the Executive Committee. Since so many were going, it was suggested that Mrs. Rugg investigate the possibility of chartering a plane to the meeting - which, true to the earlier promise, was being held outside of New York, in Houston.

Mrs. Rugg reported on her attendance at the Executive Secretary's meeting held at the same time. The discussion centered largely on the "problems of independent education and co-existence with public education." A number of states reported both "unfavorable legislation" and difficulties with their State Departments of Education. Mrs. Rugg felt that the CAIS yearly review of secondary schools by the Board of Secondary Standards, and the testing program "had impressed many in the State Department" and probably accounted for our easier time of it.

Her perception was that CAIS was "the most active association in the country and one that other associations took as a model." She mentioned as an example how some of the other associations had made use of CAIS evaluation materials. She noted another California

distinction in that it was the only state that had a female Executive Director.

CAIS and Its Teachers

Increasingly, teachers were being represented at the Regional Meetings. Special mention was made of the 200+ teachers who had attended the Northern Regional Meeting, many of whom had demonstrated special programs, such as methods of teaching French and a particular music program at Marin Country Day School. It was urged that "every consideration be given to recommendations made by teachers" for program items. In 1967, President Ricklefs (*Robert Louis Stevenson*) announced the members planning committee, made up of a combination of school heads and teachers, and pointed out that "the Executive Committee was resolved" to make these meetings "a vital force in the Association."

In 1966, CAIS began sponsoring, in addition to the two annual Regional Meetings, three-day seminars for teachers on special topics. The subject of the first seminar was English. Mrs. Rugg reported at the 1967 Annual Meeting that eight-five people from eighteen schools had attended a history seminar held that year. There was some discussion as to why attendance wasn't higher and the consensus was that "as much publicity as possible should be given to future seminars," and that heads of schools should "act on faith" and "push" their teachers to attend seminars. The seminar for the next school year was to be on foreign languages. A planning committee of school heads and teachers was announced. Additionally, individual schools offered day-long subject matter meetings in 1967, such as the mathematics meeting at Flintridge and the science meeting at Marlborough.

CAIS and "Disadvantaged Students"

A general discussion of the future aims and goals of CAIS in 1964 pointed out "that independent schools in general are not interested in the socially deprived and their problems" and there was some discussion as to what ways

CAIS might help to remedy this. One suggestion was that "able Negro students at the junior high school level" might be identified and money for scholarship purposes might be obtained from foundations. Schools could let the Executive Secretary know if they would be willing to "accept culturally deprived children." The American Indian Foundation was noted as one such organization that provided support for such schools.

By 1965 reports were being given about summer programs held for "disadvantaged students" which involved "regular students." Programs at Thacher, La Jolla Country Day and Midland Schools were mentioned. In 1967, Mr. Twichell, headmaster of Thacher, made a "comprehensive report" on a program called "Open Future" which added the Claremont Colleges and the Los Angeles and Compton school boards to the aforementioned schools in a joint effort which resulted in summer sessions held at Westridge, Webb, Midland and Thacher Schools. Four foundations and CAIS were thanked for their underwriting of the project. Mr. Twichell noted that students and teachers at Thacher had found "work with the disadvantaged to be a magnificent experience."

At the Executive Committee meeting in April, 1968, Mr. Bert Hammond, Executive Director of what had become Project Open Future (POF), reported that 180 students were participating in what was planned to be a five year program and that sixty-five additional students were to be added in 1968-69. Sixty percent of the students were identified as "Negro" and thirty-eight percent as "Mexican" with thirty percent living "below the poverty level" and sixty percent "on the fringe."

Participants, at a ninety-five percent rate of attendance, had been involved in five weeks of summer sessions at CAIS schools and in eighteen Saturday sessions held at the Claremont Colleges ("for continuation of the work and assistance begun in the summer session"). Mr. Hammond reported that "the goal of the program in the strictly educational sense is to place hundreds of

1963 - '69 (cont.)

disadvantaged Negro and Mexican youths in first class colleges with the abilities to succeed. Wider goals of understanding and integration are of course obvious."

He further noted that the Claremont Colleges were "enthusiastically" assuming more and more of the financial and administrative burden. POF became part of the Colleges' Center for Educational Opportunity in 1969 and encountered financial challenges when the support of two foundations was not renewed. CAIS continued its support and seven CAIS schools were actively involved (Westridge, Westlake, Cate, Thacher, Webb, Midland and Dunn) in the program at the end of the decade.

CAIS and Sacramento

Mrs. Rugg's 1965 Annual Report stressed that CAIS must "obtain an organized means of knowing what was going on legislatively in Sacramento." It reflected,

among other things, a discussion held by the Executive Committee in which several noteworthy points were made.

- The value of the Board of Standards and documentation of the professional activities of CAIS.
- The concern that should registration of private schools be required, it become a function of the Board of Education as opposed to some other branch.
- There should be clear and constant awareness that California independent schools have "never enjoyed the understanding of the general public in a degree commensurate with our contemporaries in other geographic areas of the country" and that there are private schools in California "operating on premises which would eliminate them from membership in CAIS."
- Full information regarding this legislative situation should be made known to the trustees of member schools, including "the facts of life as they pertain in our competition for secur-

ing strong teachers and then holding onto them..."

She described an Illinois booklet describing how private and parochial schools in that state worked together "for better recognition" and mentioned that she had contacted the Association of Private Colleges and Universities for information. She also emphasized that the testing program which established the standards of CAIS schools was "of utmost importance." Mr. Burr (*Ojai Valley*) reported that the testing and executive committees concurred recommending that a minimum testing program be adopted in grades one through ten, to be conducted by the Educational Records Bureau, and administered not less than every other year.

Teacher credentialing issues came up in Mr. Rothermel's (*Marin Country*

consensus - and hope - that CAIS could "obtain special consideration by virtue of its own sound educational policies and ethics" and that CAIS was "well thought of by the State Department of Education."

CAIS is Incorporated

Also in 1965, Mr. Dunn, of the school of the same name, reported on the proposed incorporation of CAIS. He gave the reasons for incorporation as being

- individuals as officers and member schools are protected from legal liabilities
- greater tax flexibility
- proprietary as well as non-profits could be members
- CAIS could be engaged in lobbying

He stated that incorporation papers were ready to be filed with the Secretary of State and his motion to do so was passed unani-

"...student involvement in their schools, in school and educational policy, is a vital and growing movement."

Day) report that same year on the hearing for bill #776 in the state legislature. The bill would require "state registration of all non-public schools." As it turned out it did not meet with committee approval. However, the issue of teacher credentialing had come up in the discussion. Mr. Rothermel was of the opinion that "CAIS should take the initiative for some credentialing program for its own teachers before the state does it for us." Accordingly, it was suggested that the Executive Committee work on setting standards for teaching credentials "along the model of the State of Illinois Association."

Another, bill #405, regarding teacher certification came up, as predicted, the following year. It required that any teacher teaching in a public or private school in California must possess a BA degree. The bill was killed, but the issue was still alive. Another bill would have required that private schools report any criminal arrests of teachers to the state Board of Education. There was general

CAIS and "These Times of Changing Moral Standards"

Two associations of note are mentioned in the minutes of the 1967 Annual Meeting. Mr. Munger, associate head at Midland School, reported on the Council for Religion in Independent Schools (CRIS) and said that the organization had offered to send staff west for three months to help organize student conferences on religion. A discussion about how student interest might be encouraged ensued. Three possible topics mentioned were

- Why religion?
- Eastern and Western religions compared
- Possible religious implications in the "hippie" movement

There was a general feeling expressed that heads of schools should try to develop "meaningful religious dialogue" in their own schools prior to having discussions with others about it.

1963 - '69 (cont.)

Mr. Munger was asked to continue to serve as liaison with CRIS and to form a committee to consider the "problem of religion in independent schools." Interest remained strong in 1968, with the observations being made that CRIS was "a strong influence in New England schools" and that "in these times of changing moral standards, school people certainly need and can use such help as CRIS tries to provide."

Also mentioned was a conference of CAIS students that had been held at Robert Louis Stevenson School a few months prior. One hundred three delegates representing twenty-one schools were present. They formed an association, wrote a constitution and by-laws, elected a slate of officers and planned "five or six regional forums to meet throughout the state next year." Mr. Ricklefs, head of Robert Louis Stevenson, was very supportive, urging his colleagues to cooperate with the group and saying that "student involvement in their schools, in school and educational policy, is a vital and growing movement."

Mrs. Rugg's 1968 Annual Report emphasized that "amidst the present stresses and turmoil school heads must remember the good being done at their schools, and must continue to strive for the best development of each individual." Some of the stress she may have been referencing turns up the following year in a note that Mr. William Webb of Dunn School reported that 18% of the students at Midland had been expelled that year (1968-69). After a lengthy discussion, he was appointed head of a "three man committee" to plan meetings on the subject of drug abuse to be held at Marlborough in the South and Marin Country Day School in the North.

And Finally...

In 1963, Mrs. Rugg suggested that CAIS gather information from our schools comparable to the NAIS report on faculty salaries and benefits, student scholarships and tuition and so on. The idea was very favorably received and she was authorized to send out a confidential questionnaire with a cover letter urging compliance. It was noted in the minutes of the October 1964 Executive Committee that no significant conclusion could be drawn from the survey because fewer than 50% of schools had responded. The statement was made that all schools should participate to the best of their ability because "research is important and is initiated in the best interests of member institutions."

At the February 1968 Executive Committee meeting, it was announced that many trustees of CAIS schools wanted to have a Trustee Meeting. The committee agreed with Mrs. Rugg that it should be a meeting separate from the Annual Meeting. Therefore, when the association met at the Biltmore in Santa Barbara the following June, plans were made for a meeting to be held in November and a committee appointed to plan it. No more than three trustees from each school were to attend and "topics of general interest and concern"

were to be on the agenda, such as "Whither, Why, and How for Independent Schools." At the Executive Committee meeting in January, 1969, it was generally agreed that the meeting, also held at the Santa Barbara Biltmore, had been very successful and that "perhaps one should be held every two years."

The minutes of the last Executive Committee meeting of the decade noted a number of developing concerns:

- the need to review and possibly revise the evaluation criteria for elementary schools
- possible Code of Ethics violations with respect to disclosure of information about a transferring student – particularly in the matter of drug abuse
- the twelve to fifteen thousand dollars debt of POF and the feeling it "had grown too far away from the schools"
- the fact that a dozen Hawaii independent schools belonging to NAIS had no regional association and perhaps should be invited to join CAIS
- Kay Walker, secretary to the Secondary Board of Standards, reported that twenty important colleges were refusing to send student records upon which accreditation of CAIS schools was based.



"...Mrs. Rugg's 1968 Annual Report emphasized that 'amidst the present stresses and turmoil school heads must remember the good being done at their schools, and must continue to strive for the best development of each individual.'"

The 1970's

The Times They Are a-Changin'



1970 - '71

In presenting her report at the 1970 Annual Meeting, Mrs. Rugg noted that "the school year had been a difficult one for many heads of schools" and she commended them all for "strength under trying circumstances." She expressed the feeling that CAIS schools "were moving into a new era and one that would certainly present many problems." She was roundly applauded, and named by President Stork (*Polytechnic School*) as "one of the greatest assets of the Association." In 1972, she remarked that she sometimes "yearned for the good old days when chewing gum in school seemed a major problem."

One of the emerging "trying issues" was head-trustee relations. One CAIS headmaster resigned in 1970 over an admissions policy and it was noted in the minutes of the June Executive Committee meeting that there had been three "rather abrupt dismissals of three heads in schools in the West" that year. Consequently, Mrs. Rugg was directed to set up an "Ethical Practices" committee to be made up of three trustees and two heads of schools with the

purpose to "advise, arbitrate and, hopefully, head off severe trouble between heads and trustees – such trouble often damaging to the reputation of CAIS."

Trustees and school heads had begun meeting in 1968 with an agenda about the general direction of independent school education. It was thought that meetings such as this might take place every other year. A Trustee Workshop was held in March 1971 and NAIS consultant, David Mallery, engaged to lead a meeting on the more specific issue of "communication between trustees, administrators, teachers, and students." Mrs. Rugg noted in her Annual Report that year that the meetings had "performed no miracles...but we can

hope, as little by little we know each other better, we share more openly and we are more aware that we are a special group performing a special service to a special community of students."

Mrs. Rugg's 1970 report noted "the relationship between schools and school standards on the one hand and parent agreement and cooperation with schools on the other." The consensus of the discussion that took place at the Executive Committee meeting in June, was that CAIS schools "in addition to their historical interest in academic standards are now actively involved in providing a stable environment socially for youth, and in giving youth guidance in this difficult era of drugs, permissiveness, etc."

Although there was general agree-

"...Mrs. Rugg noted that...she sometimes 'yearned for the good old days when chewing gum in school seemed a major problem.'"

ment that all these were long term matters that would have to be solved primarily by each individual school, there was some thought given to two suggestions. First, that there be more meetings of school heads, divided by elementary and secondary levels, so that "heads could share with one another ideas that might be of mutual benefit." A second idea was that CAIS might employ "a public relations man" whose task it would be to prepare "position papers" that would publicize what CAIS schools stand for not only to the public, but to trustees and parents. In a general session at the Annual Meeting, Mrs. Rugg offered to write a news release about the Annual Meeting and send it to schools which

"can hopefully have this release used for publicity in local papers." As Mr. Pratt (*Town School for Boys*) assumed the presidency of the Executive Committee, he said he felt that a primary task of CAIS was "we must make ourselves better known."

This sentiment was given further credence, as indicated in the minutes of the Executive Committee meeting in October 1971. It was reported that Dr. Wilson Riles, the State Superintendent of Public Schools, had been quoted in the *San Francisco Chronicle* saying that "no private elementary schools had accreditation by any recognized group and therefore many of them were operating without standards of education expected of public institutions." Mr. Pratt, in response, had written a letter which "expressed concern" that the superintendent was unaware "of the elaborate evaluation criteria organized by the California association for all elementary schools, for new... and continuing members." Mrs. Rugg reported that her interview with the Associated Press

on the matter had been canceled. She and Mr. Pratt requested a personal interview with Dr. Riles.

This interview occurred prior to the January 1972 Executive Committee meeting, and the report given by Mr. Pratt and Mrs. Rugg was that Dr. Riles had "clarified" that he had been referring to the "free schools" and "had not intended to reflect on CAIS schools." He further agreed that mutual cooperation between his office and CAIS would be welcomed and that "he would be glad to meet several times a year" with representatives from CAIS. He expressed the opinion that any state dollar aid to non-public schools would "necessitate some government control." Later in 1972, it was announced that Mr. Newton Chase

The 1970's continued.....

1970 - '71 (cont.)

had been appointed as liaison between independent schools and the State Department of Education.

With regard to public relations more generally, it was reported that James Durham of Cate School would be spending two or three hours a week on it, his time having been "generously donated by Headmaster, Frederick Clark." Mr. Durham felt that one of the first services he could offer was to send each member school a list of the education editors of various state and local magazines and newspapers.

Another issue in these early years of the decade was the bankruptcy of Project Open Future. Hope for saving the program was still alive in January, but by April it was considered impossible to continue due to lack of funding. The Claremont Colleges were taking the position that "it was the moral obligation" of the schools that had participated in the summer sessions "to assume some of the deficit incurred by the Claremont Colleges on behalf of POF." Mr. Munger, now head of Midland School, promised to look into the matter. Much concern was expressed over the effect on the students who had been enrolled in the program, but it was agreed that further activities "would have to be conducted on a local basis by individual schools each arranging for its own financing."

More and more colleges and universities at this time were becoming "reluctant and uncooperative" about releasing freshman grades. It was noted at the 1970 Annual Meeting that CAIS was the only association that tracked its graduates' grades. At the 1971 meeting, there was "considerable discussion" about the issue with the result being that the matter was referred to the Executive Committee. There was a suggestion offered that all seniors be required to sign a release before graduation. Accordingly, after the October Executive Committee meeting, Mrs. Rugg and Mrs. Walker were asked to draft and send to schools a statement which could be used to obtain releases from graduating seniors. In 1972, the first year of the program, twelve out of thirty-nine schools returned the transcript release forms of their seniors to Mrs. Walker.

The report of the Legislative Committee at the Annual Meeting in 1971 noted that state aid to non-public schools was probably "inevitable" and even felt to be desirable by the Catholic parochial schools. Although bill #150 calling for vouchers was not expected to pass, it was an indication of just the sort of threat CAIS historically anticipated because as it was constructed it involved "various restrictive controls of the state over schools." It was finally moved and carried that "although CAIS is constantly being pressured to back one form or other of state aid," CAIS was "opposed to legislation which will tend to endanger the independence of non-public schools." Mrs. Rugg was asked to send the motion to the schools and their trustees.

In another matter involving the state, Mrs. Rugg reported that "some members of the State Board of Education were concerned" that CAIS schools were not fulfilling the Education Code requirements with regard to typing, driver training and 175 school days. On the other hand, in October, though there was no new report of legislative activity at the Executive Committee meeting, it was noted that "requirements did slip into the Health Code." Now mandated were "nutrition breaks" for students and hearing tests for grades 1, 3, 6, and 9.

Also at the October 1971 Executive Committee meeting, Mrs. Rugg reported on the formation of a new national organization called the Council for American Private Education (CAPE) whose purpose was to "explore ways in which the various groups of private schools might cooperate." She felt that CAIS might take the lead in initiating a similar group for the state of California and she and Mr. Pratt were given leave to do so. Mrs. Rugg announced in April, 1972 that she was now a member of the California Executive Council of Non-Public Schools, and that the Council would be meeting with Dr. Riles of the State Board of Education within the next two weeks. Mr. O'Leary (*Anna Head School*) said, "now was the time" for CAIS to move beyond a concern "with its own internal affairs" and "to make common cause with other groups of schools and colleges."

1972 - '79

CAIS, State & Federal Governments, & CAPSO

In 1972, Mrs. Rugg made a trip to Washington in connection with a bill being considered by Congress to give an income tax credit to parents sending children to independent schools. She reiterated the widely held opinion that such aid would lead to some form of government control and wondered whether "schools would find the morale boost to parents worth the burden of these controls." In early 1973, she reported on California legislation allowing state tax credit to parents. That legislation was then being challenged in court on the basis of the separation of church and state.

Mrs. Rugg was "pleased" to say in her 1973 Annual Report that "the non-public schools were having more communication with one another." Credit for this was due to the establishment of the California Executive Council of Non-Public Schools of which she was the vice-president. The Council was closely tracking legislative efforts to aid non-public schools, noting particularly the possible effects of a pending U.S. Supreme Court decision on the subject. In her Annual Report of 1974, she noted that with respect to the Department of Education, "recognition of non-public schools is slow but more concern is being given to the needs of 8% of young people who are enrolled in our schools."

This, of course, could be seen as a double-edged sword. There were bills introduced in the legislature in 1976 that would have established a California Accreditation Commission that would have supplanted WASC. Appointments to the proposed Commission would have been made by the Governor, the Speaker of the Assembly, and the Senate Rules Committee and would have meant, according to Mrs. Rugg, that accreditation and evaluation "would certainly fall within the public domain." Immediate response on the part of the private school community forestalled passage. In June 1978, Mrs. Rugg, noted once again "that an increasing number of attempts are being made by local, state, and federal agencies to influence or gain control of non-public schools." She said

1972 - '79 (cont.)

that the Council of Non-Public Schools was "vigilantly monitoring these attempts" and would keep CAIS schools appraised.

The name of the Council was changed in 1978 to California Association of Private School Organizations (CAPSO). In the late '70s, the issue of school vouchers again appeared on the horizon. Mrs. Rugg reported on the good work CAPSO was doing in January of 1979 on the matter of the Coons Voucher Initiative. She expressed the opinion that the voucher movement as spelled out in the book *Education by Choice* by John Coons was "the wave of the future." As private schools would be greatly affected by this initiative, she urged everyone to read the book. Mr. Coons was invited to be the speaker at the 1979 Annual Meeting.

CAIS and "Ethical Practices"

The Ethical Practices Committee circulated a letter in 1971 that was to be sent to all schools on the subject of "ethical practices" in relationships between trustees and heads. In April 1972, the opinion was expressed that a statement on the functions of the committee and on ethical practices should be sent out again and, indeed, annually, to all boards of trustees and heads of schools each September. Mr. Munger (*Midland School*) reminded Executive Committee members of this at the October meeting and noted that this "letter of concern" should discuss problems that frequently arise with the dismissal of head of school and suggest proper procedures in such cases. In June, he wondered facetiously, "if this letter had had any part in the fact that since then no head of a CAIS school had been fired." A year later, Mrs. Rugg noted some continuing complaints of unethical practices, but none regarding the dismissal of heads. However, in 1974, it was clear there was continuing need for the committee. Mrs. Rugg, after having attended the NAIS meeting of association directors, reported in October 1976 that issues between trustees and heads "continued to be one of the prime concerns of all."

CAIS and the Episcopal Diocese

The Department of Schools of the Episcopal Diocese of Los Angeles sent a letter inquiring about some kind of group membership for their schools in CAIS. There was much discussion about this at the Executive Committee meeting in January 1974. Among the comments, "It was pointed out that the purpose of CAIS was to improve standards among schools in California" and certainly the committee "wished to be of aid." However, it was further recognized that "CAIS had evolved a method whereby schools could examine themselves and be given criteria for self-improvement" and that "this method hinged upon each particular school being a full member and going through the evaluation process every five years." Thus, the request was denied. However, Mrs. Rugg was empowered to send a full year's mailings, use of CAIS evaluation materials and invitation to attend all CAIS seminars and meetings at no charge.

CAIS, WASC, and Changing the Standards for Membership

The name of the Board of Standards for Secondary Schools was changed to College Performance Review Board in 1977. Issues began to arise around schools being dropped from CAIS membership because the performance of their graduates in college was not "up to CAIS standards." It had been noted at the January 1977 board meeting that there was "increasing difficulty in establishing clearly the mission and responsibility of CAIS and its Board relative to its membership criteria which sets standards for college enrollment and undergraduate academic performance." Accordingly, it was agreed that a committee be formed to "consider the entire background of this problem" and to "provide recommendations to resolve related questions that have persisted for some time and have lately become increasingly difficult to reconcile." After the Annual Meeting in June 1978, and in response to a "general feeling" that the old criteria for membership should be discarded, a Criteria Task Force was created.

Mrs. Rugg's 1979 Annual Report

notes that the Committee on Standards would be submitting revised standards of membership to CAIS member schools at the Annual Meeting. The practice of having the Secondary Board of Standards review the freshman college records of CAIS graduates and standing apart from CAIS "to give unbiased and unprejudiced evaluation" of what CAIS schools were doing in preparing students for college were "all a part of history now." Rather, "the Association has chosen to monitor its own schools, to establish standards which will give a more complete picture of a students' secondary experience, but it will still rely heavily on grades, test scores, and college acceptances." She termed this step "courageous" and noted the dangers as "inherent and obvious as friends may find themselves in the unenviable position of critical judgment of friends." The revised standards were submitted to the general membership at the 1979 Annual Meeting and approved.

Meanwhile meetings between the CAIS representative to WASC and its Executive Director, Mr. Lyle Siverson, were taking place regarding a possible elementary school evaluation and accreditation program sponsored jointly by WASC and CAIS. It was noted that "Mr. Siverson had acknowledged that WASC needs additional training and experience in working with elementary schools," but great hope was expressed on the part of the WASC "that a joint program can be established similar to the one used at the secondary level."

CAIS and the NAIS

In 1972, CAIS began work on co-sponsoring and planning the NAIS annual conference, held in 1974 in San Francisco. A planning committee of twelve members was set up including, in addition to CAIS representatives, people from other regional associations such as the Pacific Northwest, Arizona and the fledgling Hawaii association. Part of the planning involved investigation of the possibility of chartering a plane for attendees from eastern schools. Mr. O'Leary (head of the newly conjoined Anna Head and Royce Schools - formerly head of the Anna Head School),

“...She cited examples of the lack of qualified female candidates in filling a number of positions that required ‘administrative responsibilities and leadership’ and this ‘prompted great concern’ at the June Executive Committee Meeting...”

1972 - '79 (cont.)

chair of the committee, was hoping that a round-trip fare of \$150 could be arranged. It was.

The meeting was to have, in addition to keynote speakers like Dr. Wilson Riles, gatherings of three types: general meetings of interest to all levels of education, workshops for specific grade levels and/or topics, and meetings in which schools might present interesting new programs or methods. At the Executive Committee meeting held after the conference, it was generally agreed that it had been a “successful and worthwhile” effort. Over 2600 people had attended over 100 workshops and Mrs. Rugg noted with great pride the number of California “faculty, school heads, trustees and administrators” whose “talents” had contributed to the success of the meeting.

In spite of the success of this collaboration, in October of 1974, she commented that “something needs to be done in the West. They never seem to go farther than Texas or Chicago.” This, in spite of the fact that nearly one quarter of NAIS schools were located west of the Rockies. An exception to this took place in 1977 when Mrs. Rugg reported on the NAIS-sponsored meeting on “Women in Education” which took place in Pasadena and “explored ways in which women could be prevailed upon to become involved and take leadership positions in independent education.” She cited examples of the lack of qualified female candidates in filling a number of positions that required “administrative responsibilities and leadership” and this “prompted great concern” at the June Executive Committee Meeting.

Mrs. Rugg noted in her Annual Report of 1974 a “new statistical gath-

ering” that was underway under NAIS auspices. “If all goes well,” she said, “we should have enrollment, salary, and tuition information available this summer for our organization.” She also noted the Annual Report of NAIS president, Cary Potter at the San Francisco meeting. In citing the growth of NAIS, he said, “ten years ago, only one state, California, had gone so far as to maintain a state association office, with an executive secretary. Today 11 associations maintain full or part-time offices of that kind. NAIS draws on these groups for information, ideas, and practices; they, in turn, draw on NAIS.”

An example of this occurred in 1978 when the minutes of the Executive Committee in October 1978 report a proposed IRS ruling which threatened to impose a quota system of minority enrollment in non-public schools. Mrs. Rugg noted that reactions in CAIS had tended to be either “hysteria or complacency.” She further noted that NAIS had drafted a statement which explained that it is comprised of “non-profit, non-discriminatory schools with a record for affirmative action in the enrollment of minorities” and added that CAIS had similar non-discrimination requirements in our membership standards and a history of affirmative action. It was moved and passed that CAIS support the NAIS position and send a written statement of support immediately. Part of the motion was a statement of opinion that while CAIS supported the IRS goals, it did not support its methods. By January 1979, the IRS “seemed to be backing off.”

CAIS and Its Meetings

The Regional

Discontent with the format of the Regional Meetings led to the plan of

replacing them in 1972 with a series of subject matter meetings to be held in each region of the state on a Saturday in November or December. CAIS schools were to host these meetings and each school to be paid \$100 to help defray expenses. A fee was charged to schools sending teachers to these meetings. The subject areas to be covered were: English, history, math, fine arts, science, languages, plus a meeting for “teachers in self-contained classrooms, pre-kindergarten- grade six.”

Subject matter seminars featuring a different subject each year had been held in addition to the Regional Meetings since 1966. With the new format being suggested, no seminar was held in 1972, and the program was not reinstated. Reviews of the substitution of multiple subject matter meetings for the Regional meetings were decidedly mixed, so in 1973, there was a return to having a general meeting held annually in each region. Mrs. Rugg reported in June 1973 that there had been particularly good attendance at the Northern Regional Meeting and said she believed this was due to its having been held on a week day. The Executive Committee then agreed that both Regional Meetings should be held on weekdays thereafter.

In June 1974, Mrs. Rugg expressed concern that generally only one or two schools were planning the Regional Meeting and she wondered if participation could be broadened and if, in particular, more teachers could be involved in the planning of it. There was noted in response a request from a teacher to hold a special session at the Regional solely for teachers with the purpose of outlining a code of ethics for teachers in “setting out rules for relationships between teachers, heads, trustees, etc.” To some Executive Committee members this “smacked of a teacher’s union.” A motion was made and carried that this concern be brought up at the next trustee meeting under the heading of “Relationship of Trustees to Teachers.”

Not much had changed in 1975 and 1976 with respect to the “style and coverage” of the individual Regional meetings being determined by the host schools. There continued to be agree-

1972 - '79 (cont.)

ment that "the most important aspect" of the meetings was their "catering to the needs of the classroom teachers." In 1979, the format of the meetings was questioned again and again, the idea that "a series of meetings in specialized fields might attract faculty" was promoted. Mrs. Rugg responded by saying that such a format had been tried in the past, but that "the membership always came back to the original design in order to reinforce the corporate sense of CAIS." The model of having a chair for each meeting from the host school continued with the note that "it was generally agreed that the chairman should tap local university and college expertise rather than heavily lean on one's own school."

Trustee - School Head Meeting

The first meeting conducted primarily for trustees was held in 1971, and a discussion about its success was held at the April 1971 Executive Committee meeting. There was general consensus that another such meeting be held in the future. A review of the March meeting produced several suggestions. Among them were: that trustees have an opportunity to meet without school heads; that the "case studies" exercise should be retained as it was "most beneficial for the trustees 'to play' with such hypothetical problems;" and that a future meeting be planned which would include "business managers, treasurers, school heads and school trustees; and that it be a two-day meeting."

Accordingly, a committee was formed to plan such a meeting for early February 1972. Mr. Clark offered the facilities of his school (*Cate*) for the meeting, but the current president of the board, Mr. Pratt (*Town School for Boys*) moved that the Santa Barbara Biltmore be the location. The motion passed. Planning involved the suggestions that the newly-formed Hawaii Association of Independent Schools be invited and that business managers "might have opportunity to meet together in January for an exchange of information" before what was now being called Trustee - School Head - Business Manager Meeting.

Plans were made in April, 1974 for another Trustee Meeting to be held in November of that year at the Biltmore with the suggested theme, by Mr. Howell Webb (*Foothill Country Day School*) of "Personnel Problems and Good Communications Between Heads and Boards." The consensus of the Executive Committee was that this "might be a satisfactory theme." The following April, the plan was for the meeting to be held again in November at the Biltmore. It was to include business managers and the suggested topics were "budgeting, dollar planning and long range financial planning."

Ideas for the 1976 meeting agenda were more prolific. Jack Adams (*Laguna Blanca*) was chair of the planning committee and the primary emphasis was to be on "educating Boards to know their schools better and to seek good compromises." Mr. Adams expressed the intention of soliciting ideas from member schools and added his own thought that also included might be issues such as "better public relations, long-range planning, college admission discussions, personnel management, moral education..." The Executive Board also suggested "a session on teacher organizations."

Mr. Adams and Mrs. Rugg revealed at the October 1976 Executive Committee meeting that an announcement for the December 10-11th meeting would be sent to school heads in early November. It would include "a listing of the various topics and names of invited guests who will participate..." The committee decided that rather than trying to reach individual trustees with this announcement "school heads would be responsible for getting the word of the conference out to their respective trustees." The consensus in January 1977 was that the 1976 meeting had been successful. It was noted, however, that at any future "similar meetings" there be an effort "to schedule 'mixing' activities for the trustees early in the conference, and more often through the program to overcome the common instinct of delegates from the same school to stick together."

Evidently, the effort was successful

because the review of the 1977 meeting at the Executive Committee meeting in January 1978 included the note that trustees wished "more time for informal interchange." Accordingly, Mr. Manson, (*Marin Country Day School*), who was chair of the planning committee for the fall 1978 meeting, agreed to "make a special effort to seek participation on the part of trustees" in planning the meeting. This was in response "to a strong request by some trustees."

By the end of the decade, the meeting had been established as an annual one to be held for trustees and school heads in the fall at the Santa Barbara Biltmore. The theme for the 1979 meeting was "understanding the adolescent" and Tim Burns (*Mayfield*) was chair of the planning committee.

Annual Meeting

A letter sent to the Executive Committee in 1972 on the subject of changing the format of the Annual Meeting in the direction of shortening the business meeting and substituting "workshops on broad educational problems" was held to have merit. Accordingly, two speakers were invited to the 1973 Annual Meeting and a panel discussion planned on the subject of values conflicts. In particular, the impact on schools of different values of parents, alumni, students, faculty and trustees would be considered. Effort was to be made to "have very divergent views represented with, for example, supportive and non-supportive parents represented." It was also mentioned that "hopefully, new information would ensue on current feelings and thinking of young people, minorities, etc."

It was made clear, however, that the Annual Meeting was definitely "a closed meeting" held solely for heads of schools, assistant heads, and their wives." Outsiders representing business organizations, reading clinics, etc., were not invited and not welcome." Mrs. Rugg was instructed to turn away tactfully, but firmly any such 'crashers.'"

The timing of the meeting was periodically an issue and a straw vote of members of the Executive Committee in June of 1977 "showed that there was a

1972 - '79 (cont.)

clear majority in support of trying the meeting in the fall to avoid the perennial conflicts found with a June meeting." It was decided that a balloting of the entire membership should be made. In October, the results were reported as follows. "Sixty-one responses were received [out of a possible sixty-nine] with twenty-nine voting for the fourth week in June; twenty-two voting for a late fall one-day meeting in connection with the Trustee-School Head Conference; nine votes for a week-end in September." Accordingly, it was moved and carried that, at least for the 1978 Annual Meeting, the date would be the last week in June. Further established by the motion was the location. The Santa Barbara Biltmore was to be the permanent site of the meeting. The verdict was unanimous.

CAIS and Its Constituencies

An extensive discussion was held at the June 1974 Executive Committee meeting on the subject of the "purposes, needs and goals of CAIS." A letter from a representative of a group of northern CAIS business managers questioning what CAIS did for member schools and whether it was worth the cost was read. The initial reaction of the committee was that "CAIS is an organization of heads of schools and need not be 'at the beck and call of business managers.'" It was pointed out that the author of the letter might best be directed to her head of school for answers to the questions. Upon more reflection, the question was raised as to whether or not the Executive Committee "knows what heads and schools want" and the observation was made that "we need each other less now."

Mrs. Rugg enumerated CAIS services as being testing, evaluations, insurance, answering questions from the public on matters like accreditation, having a CAIS representative on WASC, etc. She noted that a formal statement of these services would soon be sent to all trustees. With respect to teachers, it was asked if duplicate copies of all CAIS communications to schools might not be sent to a faculty representative at each school. It was felt that perhaps, "in this way teachers might feel more a part of CAIS instead of feeling 'left out', as many do now."

Mr. Marder (*Harbor Day School*) suggested that there could be instituted a

process of long-range planning similar to the process widely used in businesses and one used at his school. In this exercise as he described it, "problems are stated, facts marshaled, priorities set, alternatives listed, etc." He then distributed forms and explained in some detail how the process worked. In the end, it was decided that a general questionnaire be sent to all school heads, and then a committee formed to study the results. Mr. Munger (*Midland School*) was named chair of that committee. Some of the "questions and concerns" that came out of the process were:

- Executive Committee smacks of Senate Seniority Committee – get working committees with newer members on it
- Need to update reasons for existence of CAIS
- Should we take stands on educational policy?
- Should we be a teacher agency? (is teacher placement worth all the work?)
- Need for more "nuts and bolts" for heads
- Regional meetings and trustee meetings are interesting but not valuable
- Lobbying and watching in Sacramento and Washington is very valuable
- Take stronger stand with trustees who fire a head for what seem to be wrong reasons

Additionally, the following year, after conducting meetings throughout the state, Mr. Marder reported that schools had reported a list of twenty-one areas of concerns with which they felt CAIS might be of help. Mrs. Rugg, whose title was now "Executive Director," was asked to work with Mr. Marder in responding.

In her 1977 Annual Report, Mrs. Rugg noted that private schools had been the focus of the media because of the busing situation. There had been a four-part segment on the Los Angeles television station KNBC which had "brought films of our own institutions and leaders into the living rooms of millions of viewers." As always, she laments "it is often what is not included in the information gathering that would have made a significant contribution to a better understanding..." She said that in spite of numerous conversations she had conducted with representatives of KNBC, the *Wall Street Journal* and the *Los Angeles Times*, "not one referred to the evaluative processes and accreditation procedures which in-

sist on standards required by Associations to which the schools belong." CAIS drafted a policy letter emphasizing the importance of CAIS schools in upholding the law relative to busing and in doing so

"...She said that in spite of numerous conversations she had conducted with representatives of KNBC, the *Wall Street Journal* and the *Los Angeles Times*, 'not one referred to the evaluative processes and accreditation procedures which insist on standards required by Associations to which the schools belong.'"

refraining from providing the means for parents and students to oppose or avert any court order relative to integration." This statement was used by the California Executive Council for Non-Public Schools and appeared in major newspapers in the state indicating the private school sector's support of school integration.

Changing Leadership

Sue Badger became the Executive Director of the Association in 1979. She asked for direction from the Executive Committee with respect to her priorities as she assumed the job. In the ensuing discussion, it "surfaced" that there was a "need to re-examine the purpose and function of CAIS and the ways to best implement these goals." Accordingly, as the decade of the '70's came to a close, it was decided that the January board meeting be extended into a "retreat" for the purpose of "reflection on these basic issues."



The 1980's

Increasing In Numbers, Coming of Age



1980 - '81

The Annual Report submitted by Sue Badger in 1980 painted a picture of the new CAIS office, at her home in Upland, (the Articles of Incorporation had to be revised to enable the office to be moved outside of Santa Barbara County where Mrs. Rugg resided). It had a specific room set aside, with separate telephone service registered under the name of CAIS, and answered by a full-time administrative assistant/secretary. She noted that "the purchase of additional office furnishings, an IBM Selectric typewriter, and a telephone answering machine, complete the picture." In January 1982, she reported that CAIS was paying a monthly sum of \$300 to Chadwick for office space, including utilities. She also reported that she was "very pleased" with the new two-line phone system "even though it was more expensive than the old one." By 1985, she was reporting that the office had "become computerized," and by the time she resigned in 1987, CAIS was ensconced in its present office and had hired an additional person.

Mrs. Badger identified four "loosely organized categories" of activities of CAIS: membership

and evaluation; professional programs and services; professional affiliations and representation; and information resource. With respect to membership and evaluation, the treasurer's report, given to the Executive Committee in January 1980, is revealing. A surplus of \$10,000 was reported. The credit for its existence was given largely to "increased membership." In the first twenty years of the association, CAIS had grown from an original twenty-one schools in 1940 to thirty-seven schools in 1960 - an increase of 43%. From 1960 to 1980,

CAIS grew from thirty-seven schools to eighty-six schools (ten of these being now called "provisional" members) - an increase of 132%. When Mrs. Badger left the Executive Directorship in June 1987, she noted that membership stood at one hundred sixteen schools, seventeen of which were provisional - another 35% increase. Additionally, CAIS continued to receive applications at an average of eight to ten per year.

The January 1980 Executive Committee meeting was held at the Valley Lodge in Carmel Valley, but the minutes are silent on the subject of "retreat" and "reflection." However, in June 1980 the Executive Committee minutes note that "the general direction of the Association was discussed and affirmed." There was concern voiced for the "general turmoil going on in the public sector" and there was the sentiment expressed that "CAIS had a responsibility to open up channels of communication with public school people in order to help alleviate some of their problems, if possible."

"From 1960 to 1980, CAIS grew from thirty-seven schools to eighty-six schools ... an increase of 132%."

With respect to professional programs and services, Mrs. Badger reported in June 1980 that the Northern and Southern Regional Meetings had enjoyed a record attendance. She felt that a very significant development in this area was the creation of two "Academic Services Committees." They were comprised solely of CAIS teachers who had the responsibility of "making contact directly with their colleagues at schools in their region, and providing a framework in which professional needs can be identified and served." She also noted that the

CAIS staff had been more directly involved both in the planning of both the programs and the logistics of the Regional Meetings and saw this trend continuing "in order to reduce the burden on the host school." Another virtue of these changes was noted as being the ability to provide continuity and structure from year to year, and to coordinate the involvement of more association members.

Mrs. Badger also reported "overwhelming" expression of interest at a session on women in independent schools offered at the Northern Regional Meeting which had led to a follow-up meeting which, in turn, was expected to lead to a full-day workshop later in the year. One of the "dominant themes" she saw emerging from the school visits she'd made in her first year of service was "real need to develop significant, in-depth professional programs and opportunities for independent school people on the West Coast." To that end, she reported that plans were already

being made for a beginning teacher institute, a workshop on sex education, and something for boarding school residential faculty.

True to Mrs. Rugg's prediction that vouchers would be "the wave of the future," the higher media profile of CAIS continued because of it in the early 80's. Mrs. Badger reported that "after much debate and a number of drafts" the CAIS Executive Committee had adopted a statement on the Coos-Sugarman Initiative for Family Choice in Education. This "first foray into the world of public position" strove to be "neutral and informative in tone" and became the basis of a number of telephone interviews with the press. In spite of the efforts to be neutral and informative, Mrs. Badger felt

“One of the ‘dominant themes’...was ‘real need to develop significant, in-depth professional programs and opportunities for independent school people on the West Coast.’”

1980 - '81 (cont.)

that most “seemed to find it a frustrating statement to deal with,” and she predicted “we shall almost surely have another round to do with the issue.” She closed her report on “Information Resources” with the note that there were many daily requests coming to the office for specific information on a “myriad of topics” and that while CAIS could not always oblige, at least an attempt was made to point the inquirer in the right direction. She felt that this was perhaps the least understood and most under-utilized service of CAIS.

The issue of proprietary schools occupied the attention of the Executive Committee in the early '80s. Sue Badger was authorized in October of 1980 to seek a legal opinion “concerning the legalities of excluding proprietary schools from association membership.” In April 1981, it was decided that a proprietary school would be deemed a “new school” when it was sold and thus would be dropped from the Association, and a motion to bring this before the entire membership at the Annual meeting in June was passed.

In January 1982, Nat Reynolds (Westlake) led a further discussion on the subject and the Committee once again voted to “support the 1979 policy” re: the dropping of a school when it was sold. A “grandfather clause” was suggested to affect those proprietary schools (six in number) currently in the association. It was noted that Mr. Reynolds would “draft some thoughts” about “non-profit status” and present them at the

next meeting. The letter he presented in April 1982 was endorsed with “great enthusiasm.” It was to be sent to the schools in question and then to all member schools.

Mrs. Badger reported in October 1982 that while CAIS involvement with CAPSO was very important, it was becoming increasingly difficult for her. The organization “had taken strong affirmative positions ...on the voucher initiative” and she noted that “they are eager for our support.” She felt compelled “to do her part” as a member of the CAPSO board and yet did not want to “make any commitments that would run contrary to the wishes of CAIS.” The Executive Committee supported her as having “maintained the proper degree of neutrality” urging her “to continue to do all she could to show the CAPSO organization that we were sympathetic to their concerns and would, when possible, actively support the positions they took.”

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Membership and Evaluation

Besides a budget surplus, another effect of the increase in applicant schools was noted in October 1982 by Mr. Grella (*St. Matthews' Parish*), chairman of the Elementary Board of Standards. He said that the numbers not only made it difficult to keep up with the paperwork, but “even more difficult to insure the quality of those schools admitted to probationary status.” Provisional schools are noted for the first time in the 1979-80 directory when five out of a total CAIS membership of eighty-three are listed. There had been nine more added by 1982. Accordingly, the Elementary Board of Standards recommended revisions of procedure. Among them were:

- no school would be eligible for provisional membership earlier than its third year of existence
- if a school is accepted as a provisional member it must pay one half a year's dues at the lowest rate
- every provisional school must undergo a full self study under whatever form is then in effect in its second or third full year of provisional membership.

These revised procedures were unanimously approved and became part of the standards of membership. One of the board members that year was Mimi Baer, director of St.-Augustine-by-the-Sea School, and current Executive Director of CAIS.

The first order of business at the Secondary Board of Standards in April 1982, was to discuss “the usefulness of the survey of graduates of CAIS schools.” No longer did secondary schools qualify for membership in the association based on the performance of their graduates, but through WASC accreditation, therefore the value of the information gathered was questionable. Additionally, a number of schools were noted as being “tardy” in providing CAIS with their school profiles. Nonetheless, it was felt that the requirement of the gathering of that information had merit as a means of self-study even though it was no longer effective or useful as a means of evaluation by CAIS or an outside agency. Accordingly, the Executive Committee decided that CAIS secondary schools would continue to be required to report SAT scores, as well as college admissions records for each graduating senior. The ERB test continued to be required for elementary schools.

In January 1983 Mr. Wyman (*Thacher*) of the Secondary Board of Standards called the Executive Committee's attention to a letter the Board of Standards had received from Mrs. Badger after her meeting with Lyle Siverson of WASC and representatives from several member schools. Under consideration at the time was the adoption of the New England Manual for secondary school accreditation purposes. She raised the question as to whether or not CAIS wished “to make the accreditation process, under current or yet to be determined standards, synonymous with membership” or rather, did it “wish to reserve to itself additional standards over and above those measured by accreditation?”

The resulting recommendation was that “membership in CAIS should involve accreditation by WASC using either the current instrument or the New England Manual AND the completion

1982 - '87 (cont.)

of a specifically prepared supplement which would be approved by the Secondary Board of Standards and approved by the Executive Committee."

In 1984, Mr. Reynolds (*Westlake*) reported on his assignment to write a supplement to the WASC accreditation document to be used in CAIS schools. He concluded in the process that the Secondary Board should "develop a document similar to that of the Elementary Board." A new elementary school manual had been adopted in 1983. The question of how WASC would receive this was answered by Mrs. Badger who said she expected "approval and even assistance" in the production of such a document. Accordingly, Mr. Reynolds and his committee drafted a new accreditation instrument for secondary schools and Mrs. Badger presented it to WASC Executive Director, Mr. Siverson.

The new secondary document did, as she expected, meet with general WASC approval and, indeed, Mr. Siverson suggested that it be reviewed and edited, "in order to achieve consistency with other WASC instruments," by a WASC staff member "thoroughly familiar with official language and procedures." Mr. Collins (*San Francisco University High*) recommended that the document be presented to CAIS members in its "broad brush meaning" without "further editorial involvement." There followed a discussion of whether or not CAIS "should become an officially recognized accrediting organization." The Executive Committee minutes for October 1984 report that "the fourth draft" was now ready for "WASC editorial scrutiny."

Also in 1984, a testing committee was formed to, among other things, review and perhaps revise, the CAIS elementary testing program. Jim Astman (*Oakwood*) was appointed chair. A discussion was also begun on the subject of charging a larger fee for elementary school evaluations. A fee of \$25 had been instituted the year before and Mrs. Badger reported that it had cost \$700-800 in printing and postage costs to evaluate ten to twelve schools. A number of questions and recommendations were made, including why should the

fee be raised if CAIS was meeting its budget and why should secondary schools underwrite the cost of elementary evaluations through dues? Ms. Baer suggested an increase in the fee to \$50.00 though "she also expressed concern that CAIS require evaluation for membership yet not include its cost in the dues payment." It was left that schools being evaluated would pay an evaluation fee "of an amount to be determined by the Elementary Board of Standards on a yearly basis."

The first day of the two-day January 1985 Executive Committee meeting, the minutes record that meetings had been held with ERB at which the proposal to offer workshops to help schools interpret and use ERB results was made. Meanwhile the intention of the Secondary Board was to have a document ready to be approved at the April Executive Committee meeting in time for presentation to the general membership at the Annual Meeting in June.

Mr. Astman at this point questioned the existence of two separate standards documents. President Grella noted that once the Secondary Standards were finalized, "The Board in those latter days will be moved to marry them." The minutes record that Mr. Astman was "not taken in by the promise of marriage" and further questioned "the curious attitude about elementary and secondary education which may indicate a covert [overt with ERB] double standard." There was no answer "to this phenomenological question forthcoming," so the minutes note that the meeting was adjourned "to an exceptional meal...with separate but equal portions for elementary school heads."

On the second day, as part of a discussion on long-range planning, it was agreed that "elementary and secondary standards need melding" requiring an "on-going investigation of the possibility of two varieties of CAIS 'citizenship' resulting from the differences in standards between the two levels of schooling." Mrs. Badger noted in June 1987, however, that the new secondary standards (which were approved, as planned, in April, 1985, to go into effect in the fall of 1985) were "in approach

and standards (except for program) almost the exact replica of the CAIS Manual for Elementary School Standards." K-12 schools were given the choice of using either the elementary or secondary standards "with the program portion appropriate to the school level."

In her 1985 Annual Report, Mrs. Badger expressed the opinion that one of the advantages the new manuals brought to CAIS membership deliberations was "the articulation of 'standards to be applied' in each of the sections." As they were separate from specific membership requirements, both the candidate schools and visiting teams were possessed of "a far broader gauge on which to measure whether a school does, indeed, qualify for candidacy." At the same time "reasonable assurance" was given that undertaking the task of self-study and evaluation would result in full membership. Mrs. Badger felt that another plateau had been reached "in the on-going process of definition of our membership standards which may allow us to turn our energies and attention elsewhere (at least until the next incarnation of the Great Standards Debate!)"

Professional Programs and Services

For Trustees and School Heads

Mrs. Badger reported in 1982 that the Trustee-School Head and Regional Meetings continued to "achieve record attendance" and, additionally, had been completely planned "by committees composed of the constituencies most directly concerned." Likewise, in her final report as Executive Director in 1987, she noted that the trustee program had "flourished." She reported that the conference, attended by upwards of three hundred people representing sixty-five to seventy schools was "by far the largest state-wide gathering of its kind in the NAIS membership." Part of the reason for the "flourishing," she felt, was the "increasing complexity of the responsibility of trusteeship," and also because "the CAIS board views problems of governance as the strongest threat to the stability of schools seeking CAIS membership and accreditation."

With respect to the Annual Meeting, in January of 1982, the Executive

The 1980's continued.....

1982 - '87 (cont.)

Committee minutes record an assertion that the Annual Meeting should "be of high quality and intellectually demanding." One of the issues for discussion the following year, in October 1983, was addressing the fact that attendance at the June, 1983 meeting "was down for the first time in both numbers and percent." Only sixty out of a hundred schools had attended. In the ensuing speculation as to the reasons for that, Mr. Davenport (*Athenian*) "urged more forthright admission of the need for a program that allows for relaxation and recreation." CAIS membership was duly polled and Mr. Reynolds reported at the January 1984 committee meeting that the response "was a triumph for hedonism." Members clearly favored having the opportunity "for leisurely talk with other school heads" as opposed to having a busy program, but did express interest in also having a "stimulating" speaker.

For Teachers and Administrators

After the NAIS convention was held in Anaheim in 1983, Mrs. Badger raised the question of whether or not the Executive Committee wanted to return to the practice of holding two large regional meetings annually. The Academic Services Committees had expressed concern for "losing momentum" in the canceling of the Regional Meetings that year, and accordingly, a series of eleven "Discipline Days" were planned in the north and twelve in the south. Attendance was good and many liked "the ability of these smaller meetings to encourage more informal contacts and exchange among member schools." Executive Committee member Mimi Baer (*St. Augustine-by-the-Sea*) reported that the large meetings were popular with her faculty "because of the sense of larger community teachers gained." Others on the board agreed and it was decided to alternate one annual Regional Meeting and Discipline Days in each region annually.

The 1986 Regional Meeting was held at Pomona College, and for the first time showed a profit. It was noted that the following year's meeting to be held at The Head-Royce School would be the

last that would be able to be held at a CAIS school "because there are too many people who wish to attend the Regional Meetings." Mrs. Badger reported that forty-seven classrooms had been used at Pomona and approximately 1700 people had attended. She pointed out "the vital role of the Academic Services Committee in helping to plan, organize and execute" the meetings.

In accordance with the new plan to have one Regional Meeting per year with "Discipline Days" being planned by the Academic Services Committee in the region where the Regional was not occurring, the Northern region planned a series in 1985-86. Mrs. Badger reported in June 1986 that some had to be canceled for lack of enrollment while others were very well-attended. An "uneven" record of success was reported over-all for the program in her last Annual Report.

Beginning Teacher Institutes were offered for the first time in 1980. Twenty-eight new teachers participated in the Beginning Teacher Institute held in the fall of 1980. The 1981 BTI "broke even" and the Executive Committee endorsed the continuance of the program "but decreed that it must be self-supporting." It was "fully subscribed" in 1983, and from 1985 until she left the position in 1987 announcing the addition of a second Beginning Teacher Institute, Mrs. Badger reported the annual event to be "over-subscribed." In her last Annual Report, she noted that over three hundred new teachers had participated in the program.

Added in 1984, was an Experienced Teachers Institute, co-sponsored with the Pacific Northwest Association-which had pioneered the program. Although it was not full subscribed in its first year, it was "so well-received by the participants" that another was planned for the following year. That retreat was "over-subscribed," and continued to be so annually. Mrs. Badger estimated that the program had rejuvenated three hundred "old pros" when she left in 1987.

New in 1985 was a middle managers workshop. It was held in Santa Barbara and planned by Southern California administrators "who had long felt

the need for some kind of extended opportunity to become better acquainted and to address some common issues of major importance." The first workshop was considered sufficiently successful to offer a second one the following year in Northern California. Though it was well attended, there did not seem to be a compelling consensus that such a workshop should become an annual event.

In 1986, the first issue of the *Faculty Newsletter* was produced. Originally, a project of the Academic Services Committee and made possible by revenue from the Regional Meeting held at Pomona College that year, the *Newsletter* was very well-received and Mrs. Badger expressed hopes that two issues could be published in 1986-87. In 1986, schools had been asked to appoint "faculty representatives" to serve as liaison with CAIS. With this and the newsletter Mrs. Badger hoped that "at the very least" if the quality and quantity of participation by teachers in CAIS were not improved, "the complaint 'I never heard about it' would be eliminated." In her last report in 1987, Mrs. Badger said "in regard to association programs, the greatest growth has been in the area of services to teachers."

Professional Affiliations & Representation

CAIS once again, as in 1974, had been very involved in preparations for the 1983 NAIS Conference in Anaheim. No Regional Meetings were held that year, as one day of the convention had been set aside for teacher workshops. The CAIS Academic Services Committees assisted in the planning. Mrs. Badger served on the planning committee and the Executive Committee voted to have a Hospitality Suite which individual members took turns staffing. Additionally, CAIS hosted a reception for executive directors and presidents of other associations. Again the collaboration was pronounced a great success.

Mrs. Badger continued to be very active in CAPSO. She reported in January 1983 that the organization was absorbing a good bit of her time and effort due to the attempt to "negotiate the proper balance between the advantages

1982 - '87 (cont.)

of collective action and the necessity to preserve the individual identities and points of view of the disparate groups represented." In particular, she noted, the Executive Director of CAPSO was so upset at the "lack of support from non-Catholic schools on political issues [that] he intimated that the Catholic schools might consider withdrawing entirely from CAPSO." The CAIS board considered this "an idle threat," but re-affirmed that "our relationship with the Catholic schools was important since they provided political power against possible State incursion into the management of independent schools."

In 1984, Mrs. Badger reported that CAPSO members had to "rely more and more on their own contacts and resources in such areas as legislative surveillance" and that CAIS had "taken on a good measure of this burden." The California Catholic Council did, in fact, pull out of CAPSO in 1986. The implications were noted as "dramatic." Among them was that CAIS would now be the largest organization remaining in CAPSO, that the state, having lost one organization to deal with would probably choose another Advisory Board creating uncertainty about potential CAIS influence in the process. In fact, the state did create the California Private School Advisory Board and Mrs. Badger was active in it as well as CAPSO.

Mrs. Badger reported in 1985 that "following the sudden flurry of activity over the fingerprinting legislation" there was felt to be a clear need for legislative monitoring that exceeded the capability of CAPSO. Accordingly, CAIS joined a consortium of other CAPSO schools in employing Jonathan Brown as "our man in Sacramento." Mr. Brown was the Associate Director of the Association of Independent California Colleges and Universities and "fortuitously" was also a member of the Board of Trustees of Sacramento Country Day School.

Information Resource

Mrs. Badger noted in 1986's Annual Report that the CAIS office continued to field many requests for information from the general public as well as from different constituencies in its

schools. Information requests from members covered the gamut from statistics, to counsel on matters of policy to, in 1986, a "whole new volume of calls on one topic - insurance!" In her final report in 1987, she noted that while it was hard to measure there was "no question that on a day-to-day basis the demand on office time in this regard has grown exponentially in eight years."

CAIS and "Minority Affairs"

Mrs. Badger noted to the Executive Committee in 1981, that one of the areas in which CAIS did not seem to be doing as much as other associations was in the area of the recruitment of minority students. Accordingly, a Minority Affairs Committee was formed in 1982, with the suggestion that this committee have elementary school representation as well as secondary.

In January 1983, Mr. Fleishacker (*Katherine Delmar Burke*) reported to the Executive Committee that two meetings concerning minority affairs had been held in the Bay Area. A coalition of schools, including two non-CAIS schools had been formed primarily "to recruit blacks for schools in the San Francisco." A part-time person had been hired for this purpose. A concern arose with respect to the role of CAIS and the coalition, and among the guidelines established were the following.

- The CAIS Minority Affairs Committee would function strictly as an advisory body to the coalition. Since it had been formed to "stimulate action in the area of minority recruitment" and since the coalition had been formed, that purpose had been served and the committee had "no mandate for direct action." If the coalition ceased to function, the committee would "try to stimulate new activity."
- Funds raised to support the coalition should be raised through individual school members of the coalition. Donations could be given as restricted annual gifts and thus be tax deductible to the donor.

Little activity had occurred up to that point in the south. It was decided

October 1983 that Tim Corcoran (*Windward*) be asked to undertake leadership in building a Southern schools coalition and submit a plan to the Executive Committee in January 1984. The question of the definition of "minority" was raised, but not answered. Accordingly, Mr. Corcoran proposed that CAIS poll the Southern schools' interest in building and funding a consortium, an idea which won supported from the committee. A year later, in October 1984, it was reported that twenty-one Southern schools had given \$19,000 each to support an initial program and employ a coordinator. A concern and a question were voiced. It was pointed out that retention of minority students and staff "must involve in-school counseling and support program services," and most critical to the Southern Minority Affairs Group was "the aegis" under which they would operate. For instance, "who is to pay the coordinator and to whom will she report?"

The Northern coalition model was recommended in answer. It was felt that it was valuable to organize in such a way as to be able to include non-CAIS schools and "increase the diversity of schools which minority children might attend." Additionally, it was decided that the Executive Committee would "look into minority issues becoming part of CAIS membership standards."

CAIS & the Technological Revolution

In 1983, Mrs. Badger reported that the Apple Corporation was willing to make a contribution of one Apple package per private school in California. As things stood at that moment with CAPSO, only non-profit schools with an enrollment of 100 or more in grades K-12 would qualify. The Executive Committee was unanimous in its recommendation that Mrs. Badger communicate to the Executive Director of CAPSO that all CAIS schools regardless of size should qualify so long as they were incorporated not for profit.

In June of 1984, it was reported that computer teachers had formed themselves into an association and were asking for affiliation. The minutes report that "there were no objections to Mrs.

1982 - '87 (cont.)

Badger's request that the Executive Committee recognize the independent school computer teachers' association and offer certain services." In June 1986, the Association of Computer Teachers approached CAIS about the electronic networking of schools. A letter from the Executive Director was requested "to help pave the way" to ask AT&T about "access to secure modems for a pilot project." Permission was given for the name of CAIS to be invoked.

And finally....

In 1986, Mrs. Badger announced her resignation. A search committee was appointed to find her replacement. Mrs. Badger noted that it was "terribly difficult to leave an enterprise that was so successful," and pledged that in her remaining time she would work very hard to see that CAIS would "not lose the momentum we've built together." In her last Annual Report in 1987 she noted that it had been "an exciting time in which to head what I sincerely believe to be the strongest association of independent schools in the country." She said that that she, and indeed all of CAIS constituents, had been "stretched by the growing acceptance of private schools as a significant part of the American educational experience, the birth of the current educational reform movement begun with *A Nation at Risk*, and the challenges of the 'cutting-edge' dynamics of the state of California."

After a national search, Mrs. Badger's successor was found close to home. CAIS Executive Committee President, Mimi Baer, assumed the duties in the fall of 1987. At the Executive Committee meeting held in conjunction with the 1987 Annual Meeting in June, Ms. Baer reported that at the October meeting the board would "reassess CAIS services, meetings, workshops, etc." Additionally, she noted a number of goals she envisioned for the association, such as to "establish closer ties with universities, to take a more visible posture in the State and work more with the public sector and share our vision."

"...both elementary and secondary accreditation manuals had been revised to 'include questions on multicultural and gender issues.'"

1987 - '89

Membership and Evaluation

When Mimi Baer began her tenure as president of the Executive Committee in 1985, she opened the October meeting with the remark, "you can't know where you're going if you don't know where you've been." Along those same lines, at the first meeting of her tenure as Executive Director in October 1987, a bit of a review of the history and purposes of the Elementary and Secondary Boards of Standards occurred. Mrs. Pierce, chair of the Elementary Board of Standards, (*East Bay French-American School*) "delivered a brief history of the CAIS Board of Standards, citing the group's role of upholding standards in an effort to avoid government interference."

Mr. Astman (*Oakwood*), who had been serving as chair of the Testing Committee, "offered a few remarks on the subject of ERB testing," specifically conceding that he would "for one last time" offer his "Curriculum and Testing Workshops" in 1987-88. As usual, two would be scheduled: one in the north and one in the south. The necessity for these workshops was attested to by many on the board due to the "continuing difficulties surrounding the misinterpretation of ERB results by parents, teachers, and the general public."

Since the Secondary Board of Standards had "no statutory authority for accrediting schools," Mr. Chapman (*Head-Royce*) dubbed his board as "the committee in search of a purpose." One of those purposes might be at least implied, however, in the note following that Mr. McLeod (*Cate*) reported on the process of the review and revision of the manual "which he was put in charge of at the June meeting in his absence." There was general agreement that not too much actually needed major revision. Some minor points were noted

with the additional request that an "alert sheet" be prepared for K-12 schools "focusing on the issues of overlap and discontinuity."

By April, Mr. Chapman reported "with some elation" that the Board in Search of a Purpose seemed to have found one, having experienced its longest meeting in history on the previous day. "A diversity of issues," had arisen involving such things as a fairly straightforward petition to postpone evaluation due to the arrival of a new head of school, and another request, more complicated, to use an alternate self-study form due to the religious affiliation of the school. Mr. Chapman also noted that the Board had reviewed and discussed the changes in the manual recommended by Mr. McLeod, who it was noted, "was not in attendance because he had allegedly mistook May for April." Most of his recommended changes were retained, however, and he and Mr. Chapman were congratulated for their efforts.

Another Secondary Board issue was the re-visitation of the practice of collecting SAT and college admissions data for each graduating senior. The Board decided that it served "no useful purpose" and it was abandoned. Instead, as part of the annual report each school was required to file with CAIS, information on the number of graduates, the numbers going on to two-year and four-year colleges, and the number admitted by deferring attendance would be included.

Ms. Baer reported at the 1989 Annual Meeting that in line with the CAIS commitment to provide services, information and resources to members, both elementary and secondary accreditation manuals had been revised to "include questions on multicultural and gender issues." She noted in 1990 that "schools reported the inclusion of questions relating to multicultural and gender issues strengthened the evaluative process."

1982 - '87 (cont.)

Professional Programs and Services

For Trustees and School Heads

Potential speakers for the 1988 Annual Meeting were discussed at the October, 1987 board meeting. The theme of "humor in education" was suggested. The minutes record that "potential speakers ranged from the Director of the Midnight Mission to a Greek attorney in Chicago (as well as one in Los Angeles whose ethnicity remained a secret)." There was also "a growing conviction" that "the likes of Messers. Astman (Oakwood), McManus (Mayfield Senior), Reynolds (Westlake), Baumhoff (Buckley), Shaw (Marin Academy), Marder (Harbor Day), and Ms. Hogan (Hamlin) might offer one or more panels on the tragi-comic realm of neighbors and other perils." In January, Mr. Chapman, whose task it was to work on the theme and program, "confessed the state of elusiveness" which remained with respect to it. After much discussion, "a consensus emerged which left the following as most likely to please" – among them, Bill Cosby, an unnamed British video about an embarrassed school head, Garry Trudeau, and a evening of dancing. By April, humor had been relegated to the after-dinner time slot on Sunday when "the film *Clockwise* will attempt to provide everybody with an opportunity to laugh and consume popcorn." The threat of dancing was abolished.

The Loma Prieta Earthquake in October, 1989 fortunately had little effect on CAIS and its schools except to make the annual fall Trustee-School Heads meeting impossible. It was re-scheduled for January, 1990.

For Teachers and Administrators

Ms. Baer's 1998 Annual Report affirmed that two Beginning Teacher Institutes had, in fact, been offered in 1987-88, but noted a concern that the programs were not adequately meeting "the needs of elementary teachers." Since few new elementary teachers in CAIS schools are actually first year teachers and the program was designed specifically for the first year teacher, the very definition of it excluded elementary teachers. Therefore, it was not surprising that most attendees were secondary teachers and that the bulk of the program "focused on matters of interest to secondary teachers." Thus, after discussions with teachers, school heads, other associations and the Executive Board, it was decided that the practice of offering two institutes would be

continued, but one would be devoted to the interests of the elementary teacher who was in the first three years of service. This practice and the practice of offering annual retreats for experienced teachers continued as it does still.

In 1988-89, CAIS sponsored two multicultural workshops which introduced the national *World of Difference* program. This program provided attendees with curricular materials and was well-attended at both its northern and southern locations.

The Northern Regional Meeting was held at Sacred Heart Schools in 1989. Ms. Baer was "pleased" to note a "perfect setting," and that CAIS had been invited back. A rising issue at the end of Mrs. Badger's tenure had been the difficulty of finding a school campus large enough to host the Regional Meetings. The Southern Meetings were being held at Pomona College, but Mrs. Baer noted "abundant logistical snags" after the 1988 Southern Meeting. The challenge to find a suitable location for the Southern Regional Meeting remained.

Discipline Days were now being called Professional Days and the practice of offering them in the region where the Regional Meeting was not occurring continued to be mostly successful.

Professional Affiliations & Representation

In October 1987, a review of relations with NAIS was made by Mr. Astman (Oakwood), who served on the NAIS Board of Directors. Reporting on the "salient issues from 42 pages of minutes" from the June meeting, the point was made that aside from publications and congressional lobbying efforts, "it is difficult to identify valuable services provided by NAIS for schools in the West."

Significantly, none of the fourteen schools new to NAIS membership that year was in the West. The Executive Committee went on record as having a number of "concerns and desires." Among them were that NAIS sponsor more West Coast workshops, send their "in-house" experts on the road more often, furnish "more provocative examples" of how its data might be useful, and "in general work more diligently to combat its tendency toward provincialism..." Ms. Baer noted that to the end, "one of the more attractive NAIS workshops, *Working with Faculty*, was going to be offered with CAIS co-sponsorship at Lake Arrowhead in April 1988." It was subsequently reported

that although the workshop was filled to capacity and then some, a few "shortcomings" of NAIS in the planning were identified, among them that a workshop designed for heads of schools and administrative teams might well have included a head of school on the faculty.

Ms. Baer reported in 1988, that CAPSO continued to exist "but is generating little to be excited about." Jonathan Brown continued to monitor legislation and "happily" there were no major legislative developments to report through the end of the decade.

University Relations

Following through on one of the goals she'd envisioned for the association, Ms. Baer reported in 1988 that she'd spoken about independent schools to groups of student teachers at several colleges, and that both Occidental and UCSB would be sending student teachers to interested CAIS schools. Also, CAIS entered into partnership with Center for Research on the Context of Secondary Teaching at Stanford University for the purpose of doing "an in-depth analysis of teachers and teaching in both public and independent schools." Three schools were noted in 1989 as being involved with the research project: Francis Parker, Mid-Peninsula High School, and Castilleja.

CAIS and "Minority Affairs"

In the fall of 1987, Mr. Babcock (*Polytechnic*) and Mr. Chapman (*Head-Royce*) reported respectively on the Multicultural Alliance and the Minority Affairs Coalition. Suggestions were made to the Alliance that sessions focusing on topics such as parent support groups, curriculum and finance in connection with minority students might be offered at the Southern Regional Meeting, and that associate memberships might be created for schools which "do not need Alliance services but remain supportive of its goals." Mr. Chapman noted that it had by then been eighteen months since the coalition had lost the services of a paid executive director and that while it could continue operating with volunteer help there were many continuing uncertainties, funding being one of them. By the end of the decade, the Alliance was investigating the possibility of receiving funding from the Irvine Foundation, the Coalition was attempting to restore itself, and both groups were intending to see if NAIS and Randy Carter might be interested in co-sponsoring a recruitment fair.



The 1990's

Back to the Future - Redefining Community



1990 - '92

It may be that CAIS was the only organization to have benefited from the San Francisco earthquake of October 1989," Ms. Baer stated in her Annual Report of 1990. There was a record attendance of 500 at the re-scheduled January Trustee-School Heads meeting. A follow-up questionnaire revealed that the majority of attendees preferred meeting in January "when schools are not so busy and can take time to look outside of day-to-day matters to broader issues." Although contractual obligations decreed that the 1980-81 meeting be held in October, from thereafter the meeting would be held in January or early February.

In spite of the fear that attendance at Regional Meetings had outgrown the capacity of CAIS schools to host them, the Southern Regional Meeting was held at Polytechnic School in 1990. It had an attendance of 1800 teachers and administrators, attending one hundred and forty workshops. It was noted, however, that finding a Southern site would remain a challenge since few of our schools had campus auditoriums which could seat 1800 people. In 1991, the preference of many attendees for the elimination of a keynote speaker was expressed. This removed the need to seat 1800 people at once and the meetings continue to be held at CAIS schools.

Two new events were added to the CAIS professional development calendar in 1990-91 - events "designed to help schools in areas of need," according to the Executive Director. The recruitment fair proposed the year before did, in fact, take place, co-sponsored by the Multicultural Alliance. Two hundred people attended a day held in February 1991 at San Francisco State. In addition to the fair, which featured thirty-seven member schools, an introduction to independent schools and workshops on interviewing and resume writing were included.

A second new conference, co-sponsored with Campbell Hall, on the topic of inclusive curriculum also took place that year. Featured sessions on gender-fair curriculum, the S.E.E.D. project, heterosexism and homophobia, and the world and sensibility of the American Indian were included.

Two legislative matters were reported in 1990. The first involved working with NAIS to create support to restore pre-1986 federal legislation which would allow full tax-deductibility of appreciated assets. In California, support was being garnered to enable independent, non-denominational, K-12 schools to borrow municipal bond money at low rates to build, remodel, or repair their physical plants.

In 1992, CAPSO was involved in creating a vehicle with which private school information could be disseminated. The private school office at the State Department of Education was abolished in 1990 leaving no place for people to call who had an interest in private school education.

A very successful NAIS convention was held in 1992 in San Francisco and at it, among other things, the addition of one more area representative for schools in California, Hawaii and the Pacific Northwest was approved, bringing the number to two. With the agreement of H AIS and PNAIS, one of the two would be assigned to represent California alone. Two CAIS heads then sat as general directors on the NAIS board and nine of twelve NAIS committees had representation from CAIS, so there was some improvement in the representation of western schools in NAIS noted.

A report by Mr. Reynolds (*Westlake*) as representative to the WASC commission indicated that "a shift" was taking place at WASC. The State Department of Education was threatening to "back out of its relationship" with WASC un-

less the emphasis in school accreditation visits moved from "reviewing policy statements to seeing results." A discussion on whether or not CAIS should do its own secondary school accreditation as it did for elementary schools was raised with no conclusions reached.

Another issue of the era was mentioned by Executive Committee President Mrs. Bowers, (*Center for Early Education*) who reminded her colleagues that federal and state regulatory agencies were closely watching nonprofit organizations such as schools in order to ascertain if laws regarding price fixing were being violated. A caution against discussion between heads, trustees, and/or business managers that could be misconstrued was offered.

In 1992, CAIS became one of seven school entities participating in a newly formed Southern California organization called the Greater Los Angeles Public and Non-Public Education Collaborative. Modeled after a program in New York, the first event was a conference on the subject of *Values in Education: Challenge and Vision* and brought together educators from both communities "around issues of common concern." There was great hope that further activities of the sort would occur.

Regarding the ever-recurring issue of vouchers, the Executive Committee approved a *Statement on Choice in Education* which affirmed its support of "those choice initiatives that provide education options for all families, but which do not take away funds from public schools." It further supported those which "guarantee the continued independence of member schools." Member schools were encouraged to "explore choice proposals as they arise in their areas and examine them with respect to their own individual situations."

Finally, the Executive Committee

1990 - '92 (cont.)

began work in 1991-92 on preparing a long-range plan for CAIS. A special committee met with association directors from other areas and NAIS staff, in addition to CAIS colleagues. Peter Relic, president of NAIS was invited to share his thoughts at the March 1992 meeting held at Hamlin and he included the observation that "most long-range and strategic planning is not working." He advised that in order to "get into long-range planning mode it is necessary to go back to the initial mission of the organization."

Ms. Baer opened her Annual Report in 1992 by noting that it had been a "difficult year for Californians and one in which we understood, more fully than before the degree to which our schools are part of communities, affected by events in them and responsible to them." She was referring to the Oakland fire and the Los Angeles riots, in particular. CAIS schools provided counseling and help to families who had lost homes and businesses. By the end of the decade, there was a way in which it could be said that "community" had acquired an even broader definition.

1994 - '99

Strategically Planning

The Strategic Plan of 1994-1999, approved at the 1994 Annual Meeting, spelled out the challenges inherent in the growth CAIS had experienced in the 80's and 90s. "In the eleven years between 1983 and 1994, the California Association of Independent Schools experienced a dramatic 52 percent rate of growth, with the number of member schools moving from 99 to 150." This total made California the largest state association in the nation. The general mission of CAIS, that of creating and maintaining standards in independent schools devoted to a college preparatory curriculum, remained unchanged. However, it was acknowledged that "at best" there had been in the past "a limited desire to serve students from

non-traditional backgrounds or to interact with public and parochial schools." Thus, the mission statement of CAIS was

"...it was acknowledged that 'at best' there had been in the past 'a limited desire to serve students from non-traditional backgrounds or to interact with public and parochial schools.'"

revised to reflect "a newly evolved role, highlighted by a more democratic commitment to motivated students of talent recognizing the educational richness that comes with racial and socio-economic diversity."

As part of the Strategic Plan, the CAIS Executive Committee was renamed Board of Directors and commitment was made to select members "from the broad range of CAIS schools through a formal, clearly publicized process."

Ms. Baer noted in 1998 that the Five-Year Strategic Plan approved in 1994, already seemed out of date given the growth and expansion of the association. By the end of the decade, there were one hundred and seventy members of CAIS, an increase of twenty additional schools. She reported that work was already underway to create a new plan which subsequently was presented and approved at the 1999 Annual Meeting. The Board of Directors listed "prioritized new goals" in drafting the plan that would take CAIS into the new millennium. Among them were:

- To maintain and articulate standards for member schools and ensure the integrity and effectiveness of the accreditation process
- To provide programs of education and support for heads, trustees, and school communities to develop and maintain healthy schools
- To increase accessibility and to encourage and support a climate of equity, inclusion, and social/emotional safety in California independent schools
- To enhance the education of the greatest possible number of California's stu-

dents and to share the benefits and resources of independent education with the larger society

- To provide information and resources on legal, regulatory, and legislative issues to member schools.

One of the characteristics of the growth of CAIS was the increasing diversity

not only of student bodies, faculty, and administration, but of schools as well. At mid-century, less than half of CAIS schools were coeducational (48%). An additional 31% were boys' schools and 21% were girls' schools. The majority of schools were day schools at 51%, with 19% boarding only, and 30% a mixture of day and boarding. There were no formally religiously affiliated schools at mid-century, although some schools had chapel programs and Bible study as part of the curriculum.

A chart prepared in 1996-97 would seem to belie the increasing diversity. It indicates that at that time 88% of CAIS schools were coeducational, with an only an additional 3% of schools being boys' schools, and 8% girls only. The percentage of day schools had increased, with 88% of membership being day schools and 12% boarding.

However, in 1998, another set of charts was prepared which show that 35% of CAIS schools were religiously affiliated while 65% were secular. Although this was approximately the same ratio as in 1988, (64% secular and 36% religious) a breakdown and comparison of this 35% reveals the increasing diversity. By 1998, Catholic schools had declined in representation from 37% to 23%, Jewish schools had increased from 13% to 30%, Episcopalian schools had declined from 45% to 39%, Christian Science schools had declined from 5% to 2%, and 2% of the religiously affiliated schools were Islamic schools. There were no CAIS Islamic schools in 1988.

1994 - '99 (cont.)

Clarifying Membership & Accreditation

Although the clear mission of CAIS from the beginning was to establish and maintain standards for its schools, it was also a hope of the founders that "through the employment of 'cooperative measures'" sub-standard schools "might be encouraged and aided toward improvement." The Strategic Plan of 1994-99, recognized that "the status of education in California [was] projected to remain in flux in the 1990s" and that desire for inclusion in CAIS membership was likely to remain strong. Therefore, it declared that "rather than establishing what would of necessity be arbitrary limits on the maximum number of schools...it will be the practice of CAIS to admit schools to membership if they meet appropriate standards." It further recognized that it was therefore, "imperative that CAIS develop membership criteria which are thoughtful and clearly written, application procedures which are systematic and well understood, and accreditation processes which are increasingly tailored to independent school realities and philosophically consistent across the K-12 spectrum." In her 1996 Annual Report, Ms. Baer noted that as part of accomplishing those ends, a "clear, reformatted document package for applicant schools," had been prepared. With respect to "philosophically consistent" and "tailored to independent school" accreditation procedures, the response was no less timely; however, the process was more complicated and took time to evolve.

Accreditation

In response to the "shift" at WASC which Mr. Reynolds (*Westlake*) had noted in 1992, an accreditation document called "Focus on Learning" was developed. In April 1994 Dick Drew (*Crystal Springs Uplands*) reported to the Executive Committee that he and Les Frost (*St. Matthew's Parish*) had found the "development of this manual" was "clearly too far along for CAIS to have any impact on it" and further that it was "too far away from CAIS philosophy and protocols to be largely endorsed." Thus, Ms. Baer was "charged with the respon-

sibility to pursue and explore negotiations with appropriate agencies about CAIS becoming an accrediting agency for Secondary Schools."

It was further decided that Ms. Baer discuss this intention with Dan White (*Sacramento Country Day School*) who had succeeded Mr. Reynolds as CAIS representative to WASC. Acknowledged was the truth that "regardless of the outcome of this initiative" the manual needed to be re-written. Ms. Baer was asked to provide the manuals of PNAIS, NYSAIS, and "New England documents" to be used "as guidelines." Thus in 1994, work was begun to "revise and strengthen" both the elementary and secondary manuals of accreditation.

One particular shibboleth to be addressed was the 175-day School Year Standard. Each board presented its thoughts about what constituted a "school day." The Elementary Board stated that each of the following might qualify:

- Shortened schools days with a minimum of three and one-half hours
- Parent conference day (full faculty present)
- Faculty in-service days (required, full-faculty present)
- Faculty work days when full faculty are present
- Full staff development days, on or off campus

The Secondary Board declared that the following might be counted as instructional days:

- Exam days
- Professional days
- Outdoor education days
- Student orientation days
- Commencements/Closing Ceremonies.

It was concluded that Arlene Hogan (*Hamlin*) and Dick Drew (*Crystal Springs Uplands*) would gather information and ideas from member elementary and secondary school heads and draft a "white paper" on the subject to be called *Doing Time: What Is It?*

In February 1995 Dan White reported the Executive Committee that he "was feeling far more comfortable" in on-going discussions with WASC. He reported that "it's hard to be unnerved by what they're doing" given that the outcomes they were developing seemed broad enough to include CAIS schools. It was agreed that the secondary manual currently undergoing revision "should be presented to WASC to see if it meets their needs and therefore could be used in place of the new WASC manual." Finally, at that meeting it was moved and passed that the representative to WASC become an *ex officio* member of the Executive Board.

A "blended manual" in which WASC had incorporated CAIS standards with WASC "indicators" was presented to the Executive Committee in late 1995 with the charge that it be reviewed "to ensure that it is logically coherent and that there are no philosophical conflicts." Mr. White asked committee members to "annotate their manuals" and

"...rather than establishing what would of necessity be arbitrary limits on the maximum number of schools...it will be the practice of CAIS to admit schools to membership if they meet appropriate standards."

1994 - '99 (cont.)

"send comments in advance of the February meeting to Fran Scoble (*Westridge*)" who was chair of the Secondary Board of Standards.

At that meeting, Mr. White provided the information that WASC would, in fact, be mandating "Focus on Learning" criteria and indicators for all schools. He reported that WASC would be "happy to allow" CAIS manual format and language "provided WASC criteria and indicators" were incorporated. Ms. Scoble commented that WASC indicators were "more value-laden" and that this "had to do with the national concern about educational excellence and accountability." She argued that CAIS should "try to develop a single K-12 manual." This would involve integrating the existing elementary and secondary manuals, along with the WASC criteria and indicators. The virtues of this were seen as leading to "a harmonious working relationship with WASC for the next decade." Following the Annual Meeting in 1996, and eleven years after Mr. Grella predicted it, the Board of Directors met to finally "marry" (in Mr. Grella's term) the elementary and secondary accreditation documents into a single K-12 manual.

In October 1996, Marilyn George of WASC met with the Executive Committee and a long discussion about the new K-12 manual ensued. Some specific changes in wording were at issue and Ms. George "urged" that the questions be framed less descriptively and "more as evaluations." She emphasized that the self-study "should be growth-focused, not simply descriptive of current practice." Predominant factors should be analysis and evaluation. Ms. Scoble is noted as endorsing this view "since analysis often promotes changes whereas description can be static and self-congratulatory."

After Ms. George left the meeting the committee discussed at some length the "paradigm shift" in WASC and "reviewed the importance of the CAIS/WASC relationship." There was concern that CAIS "be swept up in the 'school improvement' movement, which isn't about or appropriate to

independent schools. Additional concern was voiced that the changes might endanger "the independence of CAIS schools." The importance of the CAIS/WASC relationship was affirmed and an agreement made that CAIS would need to provide opportunities for discussion and training to its constituencies given the impending changes.

Workshops were held in the fall of 1996 to introduce the new manual. Through an agreement with WASC, CAIS began training teams and self-study coordinators in the fall of 1997. In 1998, CAIS wrote training manuals for the teams and self-study coordinators, and developed evaluation forms for the accreditation report, and team chairs and members. Finally, "to bring additional perspective to the accrediting teams," three team chairs were exchanged between the Hawaii Association of Independent Schools and CAIS.

It was noted with concern in February, 1998 that the US Department of Education had directed WASC to include two members on its commission who were not associated with education.

With respect to CAIS collaboration with other accrediting agencies, Ms. Baer's 1995 Annual Report announced a pilot program of cooperation with the Bureau of Jewish Education in Los Angeles to "combine in one visit the accreditation of both the general studies and Judaica curricula." To that end, another member was added to the visiting evaluation teams of Jewish day schools. Ms. Baer noted that the model could be used "by a variety of religiously affiliated schools to combine accreditation of all segments of their programs." Ms. Baer met in 1999 with representatives from the Western Catholic Educational Association in connection with the publication of their new accreditation document, *Focus on Learning for Catholic High Schools*. A joint accreditation of CAIS Catholic schools with WCEA and WASC was arranged.

Programs

Because the word "institute" connoted a more "formal and less user-friendly program than we offer," the names of the Beginning and Experienced Teacher Institutes were changed in 1993 to "retreats." All the programs continued to be very popular and over-subscribed. In April 1998, a planning committee of six experienced middle school teachers and administrators met to create a third beginning teacher program, one for middle school teachers. It was offered for the first time in the fall of 1999 and added permanently to the annual schedule of programs for teachers. The venue of the Retreat for Experienced Teachers was moved to Palm Springs in 1994 where it continues to be held. The move seemed to make it a more popular program than ever.

In 1995, Ms. Baer reported that planning was well underway for the first ever and first of its kind, Pacific Basin Conference to be held during the summer of 1996. A joint venture of CAIS, HAIS and PNAIS (with additional support from NAIS), the planning brought together teachers from all three regions to create the schedule and develop workshops. Fifty-two CAIS schools participated in the original conference. Ms. Baer's 1997 Annual Report called the resulting conference "independent school innovation at its best" and noted that it "fulfilled a strategic plan priority" and "involved teachers in every aspect of planning." A second conference was held in 1998 and an ongoing consortium of supporting schools was formed.

Eleven years after the last middle managers conference had been held another was offered in 1995. David Mallery and Douglas Heath led the program which involved individual and group projects. There was a suggestion at the subsequent Executive Committee meeting that such a meeting be held alternatively with the Retreat for Experienced Teachers, but the latter proved to be so popular and some of the logistic and programmatic issues of the former sufficiently challenging that the suggestion was not implemented.

The 1990's continued.....

1994 - '99 (cont.)

The Regional Meetings continued to grow in size and offerings through the decade with San Domenico and Sacred Heart Schools generously playing host in the North and Chadwick School in the South. Neither rain, nor traffic, nor horrendous parking problems curtailed the continuing growth and popularity of the meeting. More than one hundred fifty workshops were offered to crowds never numbering less than 1500 and maxing out at 1900. An addition during the 90's was the presence of exhibitors whose fees helped underwrite the rising costs of the meetings.

Other programs which CAIS conducted or co-sponsored through the decade included state-wide business manager meetings, the first ever (and on-going) development director's conference in March 1999, a Crisis Management workshop in 1993-94, and workshops on sexual harassment and teasing and bullying in 1997-98. Additionally, ERB workshops were conducted during testing years and accreditation workshops annually.

Services

A CAIS listserv was established in 1995, and by 1998, a website was up and running which included the member directory and a calendar of CAIS events. As the decade ended, more and more CAIS services were available electronically and email had become the preferred method of contact. The establishment of a special federal "e-rate" for schools requiring the creation of technology plans by schools requesting it, brought about

the formation of a Technology Committee of coordinators from CAIS schools for the purposes of review and approval.

The Member Directory continued to be produced in hard copy and was still sent free of charge to member schools, organizations and families requesting it. The effect of the website was noted in the reduction of hard copies ordered from a decade high of six thousand

to a steadily decreasing five thousand and downward.

Professional Affiliations & Representation

Ms. Baer continued to represent CAIS on the boards of CAPSO and the Private School Advisory Board throughout the decade. In addition, she served on the Independent Educational Services Board. Bitsie Root (head emeritus, *Phillips Brooks*) succeeded Dan White as WASC representative in 1998. Tom Clarke (*Campbell Hall*) served as the California area representative to NAIS through the end of the decade. Dick Drew (*Crystal Springs Uplands*) and Reveta Bowers (*Center for Early Education*) served terms on the NAIS board through most of the 90's.

Mr. Drew reported to the Board of Directors meeting in December 1994 that the NAIS conference site in 1997 would be San Francisco and that an agreement had been tentatively reached whereby it would return to that city (and the West!) every fourth or fifth year. Ms. Baer reported, in 1997, that attendance in San Francisco had been greater than in Washington, D.C. the year before and that San Francisco was now permanently

on the NAIS conference schedule on a five year rotation. In addition, CAIS co-sponsored with NAIS, a conference on *Moral Life in Schools* in 1995-96 and the *Working with Faculties* workshop in 1997-98.

In May 1996, Tom Clarke who, on behalf of NAIS, had surveyed CAIS membership (with a 35% response) with respect to their "key concerns," reported to the Board of Directors that there were three major ones.

- Maintaining financial equilibrium: keeping our schools affordable, retaining middle income families, and finding alternative sources of revenue
- Issues of diversity: attracting a diverse student and faculty group and building an inclusive school community
- Technology: growing our use of technology organically from within, using people already on our faculties rather than importing experts from the outside.

Legislation & Government Relations

In 1993, the Ohio legislature mandated proficiency testing for all public and private schools. The Ohio Association of Independent Schools challenged this legislation through the courts. In June, 1996 the Board voted unanimously to contribute \$1000 toward the Ohio association's legal fees and to submit a "friends of the court" legal brief. The Ohio law was upheld.



2000 - Present

Into the New Millennium



2000 - 01

As part of the June 1999 Annual Meeting, small groups of CAIS heads met to give their input into the creation of the Strategic Plan that would lead the Association into the new millennium. With respect to maintaining and articulating standards and CAIS' on-going relationship with WASC, the membership was somewhat divided along section lines. Generally, the elementary schools valued the WASC association because it had "credibility" as a known accrediting entity and helped CAIS elementary schools "compare favorably" with public elementary schools. The secondary and K-12 schools felt generally that WASC accreditation was "cumbersome." In support of continued association with WASC was the fact that it is "an example of our stated goal for public/private initiative and cooperation."

The concerns arising from the affiliation with WASC, and what the eventually published Strategic Plan noted as the "steady growth in the number of applicant schools for CAIS membership" which occurred in the 90's, made it clear that there continued to be "need for the articulation of standards and expectations for both prospective and member schools." A two-fold purpose was declared: that Association schools be held accountable, and that they be assisted in improving their performance. A pledge was made that the accreditation process would be reviewed regularly "so that it will keep pace with the evolving challenges in the world of education and remain oriented to the reali-

ties of independent schools."

Accordingly, Ms. Baer's first two Annual Reports of the new millennium reported some substantive changes in accreditation procedures. In 2000, she noted that the WASC Commission approved changes which increasingly allowed final reports to more accurately reflect independent school realities. In 2001, as a result of many years of work credited to the efforts of "the CAIS board, past and present, Bitsie Root (CAIS WASC representative), Robert Witt (HAIS Executive Director), and Nancy White (HAIS WASC representative)," Ms. Baer noted the following points of agreement with WASC:

- CAIS will appoint visiting team chairs and members, with one member appointed by WASC
- CAIS will conduct team, chair and school training, with a member of the WASC administrative team present
- The CAIS Elementary and Secondary Boards of Standards will assign terms of accreditation, which will be sent to the WASC Commission for approval. A member of the WASC administration will attend these meetings.

Another section of the Strategic Plan for the new millennium spoke to another issue dear to the hearts of the founders of the Association: partnerships and collaborations. The stated

goal was: "Deepen the impact and voice of independent education in the state through partnerships and collaborations with other public and private entities." The implementation steps note familiar themes like the on-going teacher shortage and the desire to extend the influence of independent education, and communicate with the public about its strength "within the larger society."

With respect to NAIS, Ms. Baer reported in 2000 that "as a result of the implementation of the NAIS strategic plan, an expansion of professional development opportunities for independent schools is emerging." In particular, she noted, the plan "calls for NAIS to concentrate on programs which are national in scope and support its core mission, while state and regional associations present other programs." California developed two such programs during this time. Each addressed a fundamental strategic goal.

As Ms. Baer's 2001 Annual Report indicated, "the teacher shortage can be addressed two ways: one is to find new people to teach in our schools, and the other it to keep the good people we have." A belief in the effectiveness of mentoring programs in the latter (statistically validated) underlay the offering of two workshops on developing mentoring programs in schools in April 2001.

The intent that the "Association must continue to help schools to engage constructively with diversity in all its important dimensions...and to foster an inclusive climate," lay behind the development of a program, *Developing and Mentoring Leaders of Color*, to be offered in October 2001. Eight CAIS heads and administrators were to be joined by NAIS Director of Professional Development, Gene Batiste, and consultant, Vince Cordova in staffing this workshop.

"...the WASC Commission approved changes which increasingly allowed final reports to more accurately reflect independent school realities."

“...the teacher shortage can be addressed two ways: one is to find new people to teach in our schools, and the other is to keep the good people we have.”

2000 - '01 (cont.)

As the unsuccessful attempt in Ohio to have private schools be exempted from state-wide mandated testing evidenced, the Strategic Plan reinforced the reality that “all member schools are subject to ever more complex legal and regulatory requirements and the impact of powerful societal and educational trends.” Thus, another ongoing core concern of CAIS throughout its history, that of closely monitoring legislation, remained central to its mission in the new millennium. CAPSO regained strength as an organization and prepared a paper for presentation to the Department of Education which enumerated reasons why it believed that an Office of Private Education should be re-established. Thus, Ms. Baer was able to report in 2001 what she considered to be very “significant successes in Sacramento.”

- The appointment of a staff member in the California Department of Education to provide information and act as a liaison to private schools. The appointed staff member, Jeff Zettel, was our choice for this position.

- CAPSO conducted the second annual legislative day for CAPSO board members to visit key legislators. Following this event we hosted the first private school reception for state legislators.
- The first resolution honoring private school leadership was adopted by the Senate Rules Committee.
- The inclusion of private school credentialed teachers in the governor's tax credit for teachers. Originally written for credentialed public school teachers only, we successfully lobbied to expand the credit to private school teachers.

So finally –

In 1939, speakers at an Association of Independent Schools of Los Angeles County meeting agreed that “definite records of achievement” were to be preferred over “scholastic aptitude tests” in evaluating students and the school which prepared them for college. In the early '90s, the Western Association of Schools and Colleges shifted its evaluative focus in response to a State Department of Education mandate that more “results” be documented in school reports.

Mr. Howard Pattee, at the same 1939 meeting, resisted the notion that relations between public and private schools needed to be “controversial;” insisting, rather, that they worked toward common goals. A meeting held fifty-three years later, in the same city, brought educators from local public and private schools together to discuss their issues of common concern. Likewise, in recounting the history of CAIS, “everything old becomes new again.” Though it no longer needs to advertise itself, nor correct the impression that its schools are only for problems students from dysfunctional families who can't fit into the public school system, many

of the early issues and concerns have continued to be central to the organization's sense of purpose and definition.

Chief among them have been the establishment and maintenance of member standards, and the protection of its members' relative independence from state and federal regulation - the two issues being not unrelated. Yet, the mission and the community in which it is practiced have broadened and diversified over the years. The current emphasis on standards in the public system and a reservation about the use of testing to achieve them have been from the beginning, and remains, core concerns of the California Association of Independent Schools. At the same time, its early mission of forming alliances and offering programs and services to those requesting them in the private school community has expanded in scope to include helping an ever-widening variety of schools to assist a body of increasingly diverse students achieve these standards. Thus, as the new millennium unfolds, does CAIS move “back to the future.”



... 2001

CURRENT MEMBER SCHOOLS



Abraham Joshua Heschel Day School	Harkham Hillel Hebrew Academy	PS#1 Elementary School
Adat Ari El Day School	Harvard-Westlake School	Redwood Day School
All Saints' Episcopal School	The Head-Royce School	Rolling Hills Preparatory School
Alverno High School	High Point Academy	Sacramento Country Day School
Army and Navy Academy	Hillbrook School	Sacred Heart Schools
The Athenian School	Hillcrest Academy	Saint Andrew's School
Barnhart School	Idyllwild Arts Academy	St. James' School, Wilshire
Bentley School	Immaculate Heart High School	St. John's Episcopal School
Berkeley Hall School	International School of the Peninsula	St. Margaret's Episcopal School
The Bishop's School	The Jewish Day School of the North Peninsula	St. Mark's Episcopal School
Brandeis Hillel Day School	Keys School	Saint Mark's School
The Branson School	Georgiana Bruce Kirby Preparatory School	St. Mark's School
Brentwood School	La Jolla Country Day School	St. Matthew's Episcopal School
The Buckley School	Laguna Blanca School	St. Matthew's Parish School
The Katherine Delmar Burke School	Laurelcrest School	St. Michael's Episcopal Day School
Calmont School	Laurence 2000	St. Paul's Episcopal Day School
Calvary Christian School	Lick-Wilmerding High School	St. Paul's Parish Day School
Campbell Hall	Live Oak School	St. Peter's Episcopal Day School
Carden Arbor View School	Los Encinos School	St. Timothy's Episcopal School
The Carey School	Lycée Français La Pérouse	Saklan Valley School
Carlthorp School	Maimonides Academy	San Diego Jewish Academy
Castilleja School	Marin Academy	San Domenico School
Cate School	Marin Country Day School	San Francisco Day School
Cathedral School for Boys	Marin Horizon School	The San Francisco School
Center for Early Education	Marin Primary and Middle School	San Francisco University High School
Chadwick School	Marlborough School	Santa Barbara Middle School
The Chandler School	Marymount High School	Santa Catalina School
Chatsworth Hills Academy	Marymount of Santa Barbara	Schools of the Sacred Heart
The Children's School	Marywood Country Day School	Seven Hills School
Chinese American International School	Mayfield Junior School	Shalom School
Clairbourn School	Mayfield Senior School	Sinai Akiba Academy
The College Preparatory School	Menlo School	Soille San Diego Hebrew Day School
Congregation Emanu El Clare Cherry School	Mid-Peninsula High School	Sonoma Country Day School
Cornelia Connelly School of the Holy Child	Mid-Peninsula Jewish Community Day School	South Peninsula Hebrew Day School
The Country School	Midland School	Stevenson School
Crane School	Milken Community High School	Tehiyah Day School
Crestview Preparatory School	The Mirman School	The Thacher School
Crossroads School	Morasha Day School	Town School for Boys
Crystal Springs Uplands School	Mount Tamalpais School	Trinity School
Curtis School	New Horizon School	Turningpoint School
Drew College Preparatory School	New Horizon School - Los Angeles	The Urban School of San Francisco
Dunn School	New Horizon School - West Los Angeles	Valley Beth Shalom Day School
The John Thomas Dye School	The Nueva School	Valley Preparatory School
East Bay French American School	The Oak Grove School	Viewpoint School
Echo Horizon School	The Oaks School	Village School
The Family School	The Oakwood School	Walden School
First Lutheran School of Los Angeles	Ojai Valley School	The Webb Schools
Flintridge Preparatory School	Pacific Hills School	The Wesley School
Flintridge Sacred Heart Academy	The Palm Valley School	Westchester Neighborhood School
Foothill Country Day School	Francis Parker School	Westland School
French-American International School	The Pegasus School	Westridge School
Gateway School	The Peninsula Heritage School	Wildwood School
The Gooden School	The Phillips Brooks School	The Willows Community Day School
The Hamlin School	Pilgrim School	Windrush School
Happy Valley School	Polytechnic School	Windward School
Harbor Day School	Presidio Hill School	Woodside Priory School
The Harker School	Prospect Sierra School	Yavneh Day School
		York School





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