

*The Private Elementary
and Secondary Education*

OUTLOOK

A report from the Council for American Private Education, Washington, D.C.

May, 1974

CAPE ASSUMES UNIFYING ROLE
IN PRIVATE ELEMENTARY AND
SECONDARY EDUCATION FIELD

The Council for American Private Education (CAPE) is a recently-formed national organization serving as a unifying agency and voice for most of private elementary and secondary education in the United States.

Through the publication of OUTLOOK, beginning with this issue, the Council hopes to make that voice heard by persons both inside and outside the education field who may be affected by—or may be in a position to affect—the future of American private education.

From headquarters in Washington, D. C., CAPE serves 10 national private school organizations which constitute its membership. The member organizations represent some 12,000 schools with 200,000 teachers and more than 5 million students. That enrollment accounts for nearly 95 percent of the nonpublic elementary and secondary students in the nation and for about 10 percent of all U. S. elementary and secondary school children.

Impetus for the formation of the Council came from a series of meetings held in mid-1971 to consider the role of private elementary and secondary education in America. Participants in the organizing sessions included national leaders and scholars in the field of private education, congressional leaders, the U. S. Commissioner of Education, and representatives of the President's Commission on School Finance.

The organization was formally established in December, 1971, and opened its permanent Washington office last August. Dr. Robert L. Lamborn, Executive Director, administers CAPE's program under enabling grants from the Danforth and Ford Foundations, supplemented by dues contributions.

Members of the Council are the American Lutheran Church, Division of Parish Education; Friends Council on Education; Lutheran Church—Missouri Synod, Board of Parish Education; National Association of Christian Schools; National Association of Episcopal Schools; National Association of Independent Schools; National Catholic Educational Association; National Society for Hebrew Day Schools; National Union of Christian Schools; and the U. S. Catholic Conference.

A major objective of the Council is to help its member organizations make better use of their professional resources through improved communication and cooperation. CAPE also represents its members in providing information requested by Congress and in contacts with the U. S. Office of Education, other public and private education agencies, and the general public. The Council is forming a nationwide CAPE Network of public and private education representatives to improve communications both within private education and between the public and private sectors. The national organization also is encouraging and assisting in the formation of CAPE-type groups on the state level.

Part of CAPE's effort to promote understanding of private education will be the publication of this newsletter 10 times annually. By regularly presenting information on significant issues and activities in private education, OUTLOOK will help readers make informed independent judgements on the role and value of private education in America.

PRIVATE SCHOOL GROUPS FAVOR
ANTI-DISCRIMINATION RULING

CAPE and two other private school organizations are urging a federal appeals court in Virginia to rule that racial discrimination in private schools is illegal. An amicus curiae brief supporting a lower court anti-discrimination ruling has been filed in the U. S. Fourth Circuit Court of Appeals by CAPE; the National Association of Independent Schools (NAIS), a member of CAPE; and the Southern Association of Independent Schools, a member of NAIS.

A federal court judge in Alexandria, Va., ruled last summer that two Northern Virginia private schools had violated the Civil Rights Act of 1866 by refusing admission to black students. CAPE's brief applauds that decision as an added means by which "the opportunity of a private education [can be made] available to those black persons as well as those white persons who seek it and can qualify for it."

While legal precedents clearly establish the right of private schools to exist, they do not establish any right of private schools to be "free from reasonable legislative regulation," the brief contends. It adds that a ban on racial discrimination would not infringe on the rights of private schools to teach unpopular theories, to structure their curriculum to appeal to any certain group, or to set any nonracial admission criteria.

CAPE membership is open only to national organizations serving or operating schools which subscribe to a nondiscriminatory admissions policy.

NAIS ANNUAL CONFERENCE:
PRIVATE, PUBLIC EDUCATORS
CALL FOR MUTUAL RESPECT

The crucial needs for increased respect and understanding both within private education and between private and public education were forcefully expressed by two prominent California educators addressing the annual conference of the National Association of Independent Schools held recently in San Francisco.

Dr. Wilson Riles, Superintendent of Public Instruction for the California State Department of Education, pointed to "healthy signs of improvement" over past tendencies for public and private schools to go their separate ways, largely ignoring one another. Declaring a "personal belief in and recognition of" the importance of nonpublic school education, Dr. Riles suggested that both public and private schools could profit greatly from the sharing of experiences and practices. He cited early childhood education, career education, and racial integration as examples of specific areas of mutual concern.

The California schools chief cited the formation of CAPE and similar state organizations as "signs of real progress [that] should lead to better understanding on the part of all concerned, including the public sector."

Another major conference speaker, Stanford University President Richard W. Lyman, pointed out that independent elementary and secondary schools share a number of problems, as well as values and advantages, with private colleges and universities. One mutually-beneficial step, he suggested, would be to "understand each other better, and the interests and values we hold in common."

He warned against the "possibility of over-reaction" in attempts to rectify past problems of "too much cozy togetherness" within the private sector. "What begins as salutary reform can easily wind up as reverse discrimination," he pointed out. "Where an independent school has maintained an unusually high standard of academic achievement, it is folly for the independent colleges and universities to deny recognition of that fact. Scorn for 'preppies' as a group is as misplaced and mischievous as any other act of invidious stereotyping."

CAPE, FEDERAL OFFICIALS
EXPLORE RELATIONSHIPS

Basic relationships between private elementary and secondary schools and federal education agencies were explored in a recent Washington meeting attended by CAPE Directors and four key government education officials, including Charles B. Saunders, HEW Acting Assistant Secretary for Education.

Representing the U. S. Office of Education (OE) were Duane J. Mattheis, Executive Deputy Commissioner, and Dwight Crum, Coordinator of Nonpublic Educational Services. The National Institute of Education was represented by George Gustafson, Assistant to the Director for External Relations. Cary Potter, president of CAPE and of the National Association of Independent Schools, headed the Council's delegation.

Discussion centered on present practices and future prospects in four major areas:

- Private school involvement in policy-making, implementation, and evaluation activities related to private schools. Participants affirmed plans for CAPE to prepare a statement outlining specific proposals on the relationships between private schools and OE in this regard. Submission of the recommendations will give the Council its first organized and direct method for presenting suggestions to the OE's Office of Planning.
- Collection of basic data on private schools. CAPE was invited to present its private school data priorities for consideration. OE officials indicated a willingness to look seriously at the Council's request for annual data collection.
- Prompt and efficient dissemination of relevant information to private schools. OE representatives reported the organization of a liaison system within the Office to facilitate the flow of private school information through the Coordinator of Nonpublic Educational Services to private schools. To permit direct mailing of appropriate material, OE also is establishing mailing lists keyed to private school personnel. There was general agreement that private schools should receive the same recognition as public schools in program eligibility announcements.
- Equitable participation of private school children in federal programs for which they are eligible. Government officials reiterated their earlier declarations of support for the principle of equitability, referring to specific memorandums that have been issued, to related review procedures, and to actions taken in specific cases. They-- and the CAPE Directors--agreed that the concern was justified, that the problem of implementation was real, and that continuing efforts were called for.

STATE LEGISLATURES DECIDE
PRIVATE EDUCATION ISSUES

The New York legislature has agreed to increase state aid to private education, primarily through an \$8.1 million appropriation to reimburse private schools for their costs in participating in state-mandated programs such as pupil evaluation, attendance reporting, and regents examinations. The bill awaits signature of the governor.

Maryland legislators have approved a bill which would allow the state to spend some \$10 million to provide transportation and purchase textbooks and teaching materials for private schools. The measure is likely to be taken to a referendum.

Joint action on the part of the private school community in Washington state is credited with playing a significant role in the passage of state legislation which simplifies approval procedures for private schools, removes inequities under which private schools were subject to more stringent regulations than public schools, and guarantees the status of independent schools. The bill passed both houses unanimously. It had been supported by the Washington Federation of Independent Schools.

NCEA CONVENTION PRESENTS
KOHLBERG ON MORAL EDUCATION,
LAMBORN ON SCHOOL DIVERSITY

A Harvard University professor, addressing the National Catholic Educational Association's recent annual convention, described six stages of moral development that he believes provide "a universal or nonarbitrary approach" to moral education. Dr. Lawrence Kohlberg, professor of education and social psychology, suggested that a moral education based on these stages "offers a way out of the dilemmas of relativism and indoctrination in moral education."

Dr. Kohlberg said he developed his theory of the stages of moral reasoning through a study that involved observation of boys moving from childhood to adolescence to adulthood over a 15-year period.

In experiments with the six-stage approach, students at different stages of moral development have been placed in the same classroom and encouraged to engage in discussion and disagreement. Experimental results with elementary, junior and senior high school students indicate a quarter to a half of the students move up a stage through such discussions and retain their advantage compared to control groups one year later, he reported.

The convention, which drew some 10,000 delegates, also included a presentation by CAPE Executive Director Robert L. Lamborn on "Private Education--Child of What Destiny?" The "historical genius" of American private education, he said, is its ability to identify and fulfill a variety of particular "felt educational needs" as perceived by diverse segments of the public.

Dr. Lamborn indicated that the future of private education is directly related to its success in convincing the public that private schools "do, in fact, serve the needs of a society committed to the strength which derives from diversity." Private schools fail to gain support, he said, when the public no longer believes that they fulfill special needs, provide special services, and "serve the needs of that broader society."

Noting that the private school community is a "widely--almost wildly--diverse group," Dr. Lamborn warned that it would be "unwise, myopic, and self-defeating" for private educators to think that their own segments of the private school establishment "are all there is of it--or all that is important in determining the future of their schools."

NIXON'S COMMISSIONER NOMINEE
SUPPORTS PRIVATE EDUCATION

President Nixon's nominee for U. S. Commissioner of Education has taken a firm stand in support of private education. Terrel H. Bell, Superintendent of the Granite School District in Salt Lake City, Utah, told the Associated Press that he will attempt to find ways to support private schools, despite constitutional problems. "I think we need all kinds of diversity in education and I think the parents need alternative opportunities in where they place their children in school," he said.

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